

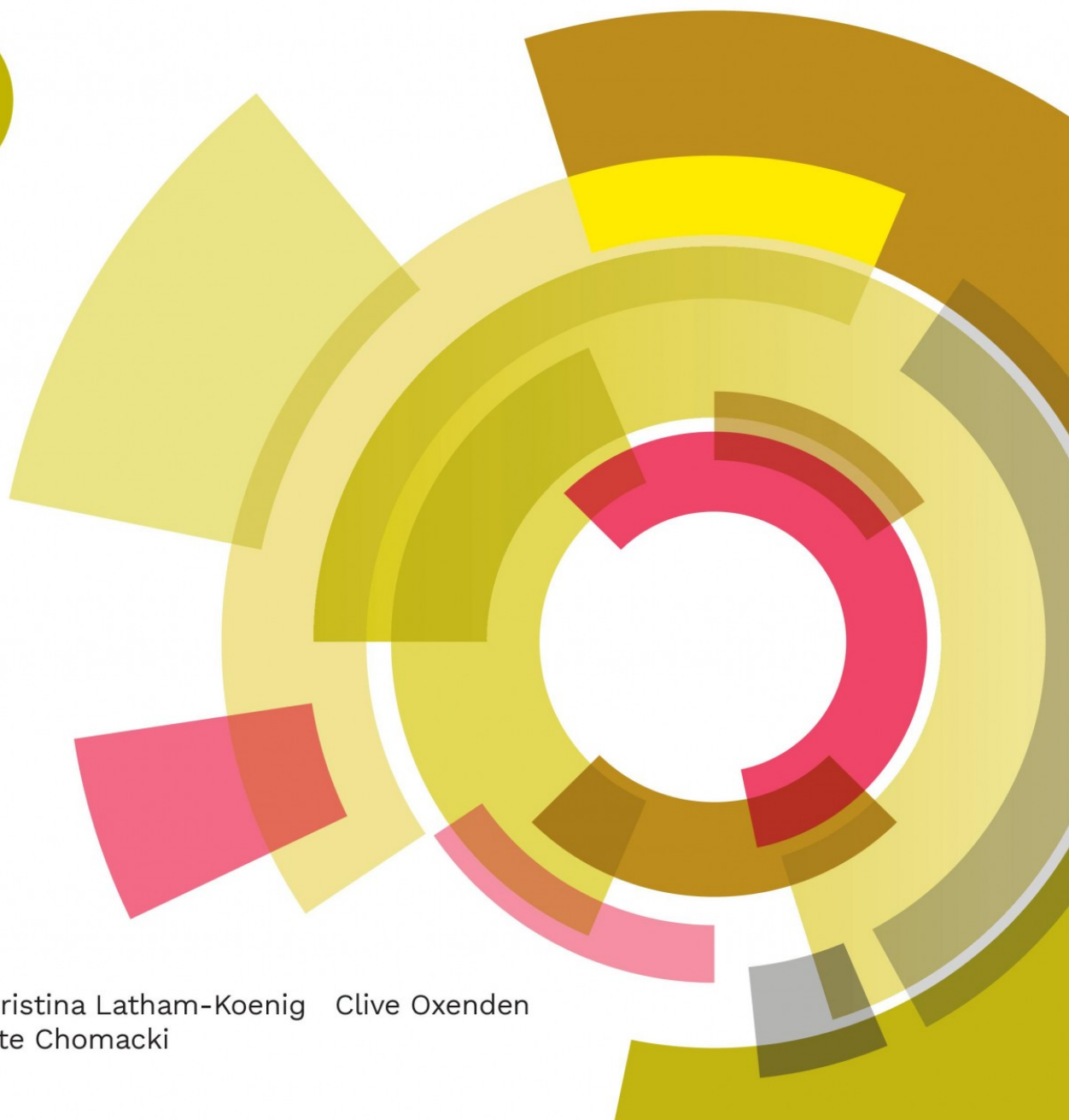
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Christina Latham-Koenig Clive Oxenden
Kate Chomacki

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 **How to use your Classroom Presentation Tool**

Christina Latham-Koenig Clive Oxenden
Kate Chomacki

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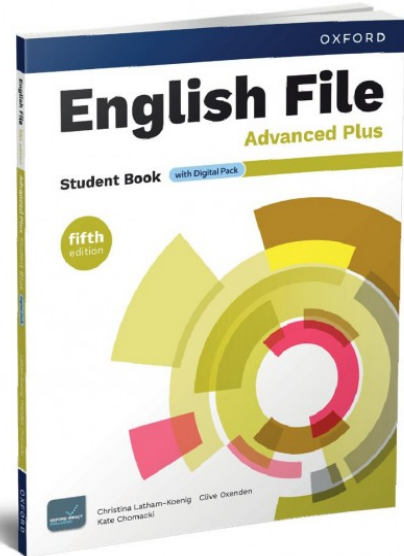
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ACTIVIST AND WRITER

Inspiring young people

1

amused satisfied ecstatic

More sophisticated emotions

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Macbeth, Act 5, Scene 1

chairperson chair

Ladies and gentlemen, your attention, please

George Michael

A good role model

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“Motivation is the art of getting people to do what you want them to do because they want to do it.”

Dwight Eisenhower, former US president

1 READING & SPEAKING

a Look at pieces of advice A and B. With a partner, decide which one is more meaningful for you at this point in your life.

A “The lowliest-looking person is filled with gifts and talents beyond your imagination. Love such people as yourself. Those living **on the margins of society** do not need to have their problems solved for them, they just need to be given the opportunity to solve them themselves. And in doing so, they will often solve the problems of others.”

B “There will be moments in life when a light may go on, when you think to yourself, “I must do that,” whatever it is. It could be rescuing donkeys or whatever, and it’s not because someone says you should do it, but because you feel there would be something wrong in the world if you didn’t. If you find that light, acknowledge it. Find other people who share that passion. Cultivate it. Find that deeper purpose in your life.”

b Now read the book extracts about the two people who gave the advice in a and match pieces of advice A and B to the correct person. Explain how their advice reflects their life experience.

‘If I could tell you just one thing...’

Richard Reed, the co-founder of Innocent Drinks, has met many inspiring people during the course of his career. He asked each of them to share with him some of their hard-earned wisdom and insights into life, and give one important piece of advice, which he collected together into a book.



Annie Lennox,
singer and women’s rights activist

Annie Lennox has two voices. Her first has sold more than 80 million albums and won her four Grammys and eight Brit awards. Her second voice is the one she has lent to women’s rights and AIDS awareness.

It’s a long way from the working-class tenement housing in Aberdeen where Annie was raised. Her family were poor but musical, and she chose the flute as her principal instrument. ‘It was my passport out of there,’ she has said. It led to Annie, aged 17, finding herself in London for the first time, beginning a degree at the Royal Academy of Music. In her first lesson, the teacher said she’d been taught incorrectly and would have to relearn the flute **from scratch**. ‘I thought to myself, “No, I’m not going to do it, not after all that hard work,” and I basically **dropped out**.’

Some tough years followed. ‘I was lonely and poor. I lived in 21 or 22 different places all over London: hostels, bedsits, that kind of thing, doing whatever I could to **make ends meet**.’ Her one constant through it all was singing. ‘I would sing and sing and sing, walking down the street, in the shower, all the time, just by myself.’ At the same time, she started composing her own songs. ‘I’d sit in my bedsit with a harmonium and come up with my own stuff. I’d been writing poems since I was 12 and I had a lot to say.’

Luck came at Camden Market, where Annie had a stall. It was there she got to know a guy selling records who said, ‘You should meet my mate Dave’. Within a few years, she and Dave Stewart were dominating the charts as Eurythmics. Her life story is of a woman following her passions, wherever they may take her, and her advice fits that story perfectly:

1



Alexander McLean,
founder of the African Prisons Project

Alexander first visited Africa as an 18-year-old, when he volunteered at a hospital. It was when working there he noticed that prisoners

brought in were often left chained to the bed and not given treatment. He couldn’t help think that if they were treated this badly in hospital, how much worse would it be in prison? So he **talked his way into one** and found out. Such were the appalling conditions, he found himself compelled to raise money to build a basic health centre and library. His work reduced the mortality rate from 144 to 12 in one year, and he’s not stopped doing such work since.

Alexander points out that most people in these prisons are there for crimes of poverty: stealing food, not paying debts, being a vagabond (the Dickensian-sounding crime of being homeless). Most have not even been to trial. The result: prisons are hugely overcrowded with, **more often than not**, innocent people. It’s a depressing situation. Alexander’s work brings hope to such places. He, of course, makes no distinction between whether people are innocent or not. He starts from the position that they are all human beings and deserve to be able to live, and inevitably sometimes, die, with dignity. He is a truly remarkable man, shining light into some of the darkest places imaginable. His life is a manifestation of the advice he gives:

2

- c Read the extracts again. With a partner, decide which of the personal qualities from the list you think each person has. Give examples from the extracts to justify your choices.

altruism charisma creativity determination energy enthusiasm people skills

- d Now read six more pieces of advice from Richard Reed's book, given by people in the public eye. Match them to summaries A–F.

- A 'Do more than you thought was ever possible.'
 B 'Don't see yourself through other people's eyes.'
 C 'Don't be afraid of failure.'
 D 'Don't diversify.'
 E 'Don't become self-important.'
 F 'Don't let other people be in control, and believe in yourself.'

1  **Olivia Colman, actor**

'If you're ever lucky enough to be successful in what you choose to do, don't ever believe your own hype, and remember it could all stop tomorrow. Do whatever you do to the best of your ability. Take the job seriously, but not yourself. And most of all, be nice to work with.'



2  **Jonathan Ive, Apple designer**

'Just do one thing. And aim to become best in the world at it.'

3  **Laila Ali, boxer**

'Trust yourself. Trust your intuition. Don't let someone else be in charge of your destiny. Don't not go after your passion because of fear. Look fear in the eye and say, "I am coming for you".'




4  **Nitin Sawhney, musician**

'Do not let others define you and your life. Do not be defined by other people's expectations of you.'

5  **Marina Abramović, artist**

'Today, 100% is not enough. Give 100% and then go over this border into what is more than you can do. You have to take the unknown journey to where nobody has ever been, because that is how civilization moves forwards.'



6  **Martha Lane Fox, internet entrepreneur**

'Be bold. If you're bold you might screw up, but you can also achieve much more, so be bold. You've only got your own reputation to lose and that's not important.'


- e **Language in context** Look at the highlighted phrasal verbs and idioms in the book extracts. With a partner, say what you think they mean.
- f Re-read all eight pieces of advice in this lesson. Which one says most to you personally?

2 VOCABULARY vague language

- a Quickly scan the extracts about Annie Lennox and complete the phrases. Why do you think she chooses to use vague language?


- 1 'I lived in 21 or 22 different places all over London: hostels, bedsits, that _____, _____, _____...'
 2 'I'd sit in my bedsit with a harmonium and come up with _____, _____.'

- b  **Vocabulary Bank Vague language p.148**

- c  **Communication Don't be vague! A p.88 B p.92** Use vague language to try to avoid giving your partner precise answers.

3 LISTENING & SPEAKING



- a  **Video** Watch *A good role model*. Had you heard of the people they mentioned? What, if anything, did you already know about them? Try to remember the phrases they used that appeared on the screen.
- b Watch again. Then make notes for each person about why the speakers found them inspirational.
- c Now think of someone (dead or alive) who you think is a good role model. Make detailed notes about the following:
- what you know about their background
 - what they have achieved
 - their personal qualities
 - any difficulties they have overcome
 - what makes them inspirational / a good role model
- d In small groups, describe your person, and explain what you think makes them stand out.

4 GRAMMAR modal verbs (1): will, would, should



I don't think that 'Drink two litres of water a day' advice was aimed at us!

- a Look at the groups of sentences with modal verbs *will*, *would*, and *should*. Circle one sentence in each group which is giving advice.

will

- If you underline the main points while you read, you'll find it much easier to remember them.
- They won't come to the meeting unless we make them a better offer.
- My brother will keep using my laptop, even though I've asked him not to!
- Do you want me to lay the table? It'll be the blue tablecloth, I assume?

would

- When she was a student, she would sit in her room composing songs.
- My ideal holiday would be on an island somewhere in the Caribbean.
- If I were you, I'd find out how much it costs before ordering it.
- James would say that, wouldn't he? So annoying.

should

- It should be compulsory for cyclists to take some sort of test before riding their bikes in big cities.
- There's no way you should respond to that tweet.
- You shouldn't have spoken to him like that – that's why he's so annoyed.
- If you should decide to cancel the policy, you must let us know at least a month in advance.

- b With a partner, discuss what you think is the function of the highlighted phrases in the other sentences.

- c Grammar Bank 1A exercises p.140

5 PRONUNCIATION contractions

- a 1.6 Listen to the sentence below said in three different ways. Which words are contracted each time?

I would have liked to come, but it was impossible.

- b 1.7 Now listen to six more sentences said with contractions. Write them using the full form.
- c Practise saying the sentences from b, contracting the modal or auxiliary verb.
- d Talk to a partner about some of the topics below. Use contractions when you introduce each topic.
- some advice you should have listened to
 - something you would have liked to have done last weekend
 - something you should have known was going to happen
 - someone you would have liked to have met
 - something you shouldn't have said to someone but did
 - something you wouldn't have bought if you had known what it was really like

6 LISTENING



- a How good do you think you are at giving advice? Do you often ask for advice? Why (not)?
- b 1.8 You are going to listen to a podcast about advice. First, listen to some extracts. Use the context to help you to circle the correct meaning of words or phrases 1–7.
- wary = cautious / confident
 - looking out for you = watching you / wanting the best for you
 - don't want it on their conscience = don't want to be responsible for it / don't want to know about it
 - flip side = disadvantage / different aspect of an idea
 - flattering = making you feel pleased / making you feel depressed
 - lack = have / don't have
 - ingratiate yourself with someone = do things to make someone like you / do things to annoy someone

c **1.9** Now listen to the podcast. Complete its overall message.

If you need to motivate others, it is better to... rather than...

d Listen again and choose a, b, or c.

- 1 When a friend gives you advice, she might be influenced by _____.
 - a how she is feeling at that moment
 - b what would suit her best
 - c not wanting you to make her mistakes
- 2 According to research, people usually advise others to ____ they would.
 - a behave more prudently than
 - b take more risks than
 - c do exactly as
- 3 The American study found that the schoolchildren were keener to do their homework after _____.
 - a working with their classmates on the topic
 - b being helped with the topic by their teachers
 - c coaching more junior children about the topic
- 4 Asking people for advice makes them feel _____.
 - a important
 - b inferior
 - c stressed

e **1.10 Language in context** Look at some extracts from the podcast containing verb collocations with *advice*. Complete the missing verbs. Then listen and check.

- 1 ...be wary of anyone **o** _____ you solid gold pieces of **advice**.
- 2 ...middle-school pupils were much more enthusiastic about doing their homework after **d** _____ **advice** on the topic...
- 3 ...than after **r** _____ **advice** from teachers.
- 4 ...when you consider how flattering it feels to be invited to **g** _____ **advice**.
- 5 ...we tend to assume we need to **s** _____ **advice** in order to obtain more knowledge...
- 6 ...there are few bigger compliments you can pay another person than to **a** _____, preferably sincerely, **f** _____ their **advice**.

f Do you agree that people are often self-interested when they give advice? How do you feel when somebody asks you for advice?



g **1.11** Now listen to Kathy, Emma, and Cecile talking about some good advice they were given. Make notes in the chart for each person:

	1 what the circumstances were
K	
E	
C	
	2 where the person got the advice from and what it was
K	
E	
C	
	3 whether they followed the advice or not and why
K	
E	
C	

h Listen again and add to your notes. Do you agree with the advice each person was given?

7 SPEAKING

- a** Think about a time when someone gave you good or bad advice, and what you would say about points 1–3 in **6g**.
- b** In small groups, talk about your experiences of being given advice. What do you think of the advice other people were given? What would you have said to them if they had asked you?

Talking about advice you were given

Try to use some of these sophisticated expressions to talk about advice:

He convinced me that it was the right thing to do.

It turned out to be really sound / practical advice.

I've remembered that piece of advice all my life.

I got rather conflicting advice.

It wasn't great advice, and I really regret following it.

“Parents can only give good advice or put them on the right paths, but the final forming of a person’s character lies in their own hands.”

Anne Frank, German-born diarist

1 READING

a A UNICEF report listed the characteristics in countries with the happiest children. With a partner, look at the list and decide which three you think would make children happier in your country. Which one is most important for you?

- a non-competitive school culture
- having parents who don’t work too hard
- reading a lot
- a strong sense of community
- gender equality
- the freedom to do what you want at a young age
- spending time outdoors
- not being a fussy eater
- being polite
- not being able to access social media

b The report showed that the top country for childhood happiness was the Netherlands. Read the title and first paragraph of an article about Dutch teenagers (*lines 0–14*). How are British and Dutch parents different in terms of their attitude to bringing up children?

c Now read what five Dutch teenagers say about their upbringing and education. Write **Moya**, **Zeb**, **Seeger**, **Emma**, or **Ben** next to a statement in each section. There is one statement in each section that you don’t need.

Upbringing

- _____ We use social media in a responsible way.
- _____ We learn to keep things in perspective.
- _____ We consider our parents to be our friends.
- _____ We discuss the rules with our parents.
- _____ We learn to look out for other people.
- _____ We are allowed to make mistakes.

Education

- _____ The school you go to is chosen randomly by the state.
- _____ At my school you could work at your own speed, and children worked together.
- _____ Our schools encourage us to take part in demonstrations.
- _____ Girls and boys are always educated together.
- _____ Different styles of education are all equally valuable.
- _____ You are allowed to focus on what interests you.

Glossary

Montessori a method of education based on self-directed activity and collaborative play
stream a group of school students of the same age and level of ability

Why Dutch youngsters are the happiest in the world

British teenagers have never been so stressed, depressed, and anxious, while teens in the Netherlands score highest in the world for life satisfaction. What could we learn from the Dutch?

05 **Mark Smith finds out.**

When I moved to Amsterdam ten years ago, I was astonished by the number of unaccompanied minors tearing about the place, mostly on bikes. Weren’t parents worried that their kids would end up face-down in one of the many unfenced canals? In fact, the one thing Dutch parents really fear is the idea of raising a child who’s fretful and dependent. On the contrary, they aspire to raise kids who are secure and socially confident.



- 15 **Moya, 17** Having a lot of friends in England and Ireland, I do notice that the Netherlands is a much freer environment. Everyone is treated very equally; there isn’t such an emphasis on social status. Dutch parents are relaxed, so my friends and I would play out on the street in the centre of Amsterdam at four years old. Everybody knows everybody else on our block, so we were safe, and there was a feeling that everyone was keeping an eye out for one another. There’s not such a sense of minding your own business as elsewhere. A lot of schools are Montessori ones and it’s a very laid-back system in which you are given opportunities to make discoveries at your own pace. It was collaborative rather than competitive. I enjoyed that. I cannot handle structure – I’m a chaotic person and if people start telling me to do stuff I get very stressed.
- 20
25
30

d Read what the teenagers say again and focus on extracts 1–8. Then, with a partner, explain in your own words what the people mean and give examples where appropriate.

- 1 there isn't such an emphasis on social status (l.18)
- 2 There's not such a sense of minding your own business as elsewhere. (l.24)
- 3 it's a very laid-back system (l.26)
- 4 prize freedom over money (l.32)
- 5 life isn't going to be very fulfilling (l.38)
- 6 There's no stigma attached to that (l.58)
- 7 We have a mentoring programme at school (l.59)
- 8 learning to take a balanced view (l.66)

e What features of Dutch upbringing and education are similar in your country? Are there any others that you admire, and think would improve life for young people?

Zeb, 17 I'd say we in the Netherlands prize freedom over money on the whole. I think having the freedom to do what you want plays a big part in how happy you are. At school, we're free to study pretty much anything
35 that we find interesting – recent events in US politics made me want to know more about the history of America, so that's what I'm focusing on at the moment. But, of course, if you don't learn to do something constructive with your freedom, life isn't going to be very fulfilling. Sure, you can spend your whole time taking pictures of yourself for social media, but my friends
40 and I just attended the massive climate march in The Hague and that was entirely driven by social media. Gathering thousands of people in support of a huge world problem warrants a day away from school.

Seegert, 14 There's nothing I've ever really wanted to do that I haven't been allowed to. It's kind of like a negotiation where everyone's
45 point of view is considered. For example, my parents and I made a deal that if I don't take risks and behave sensibly until I'm 18, they'll pay for my driving licence. There is a lottery system in the Netherlands that decides which school you go to – you're given a number and it corresponds to a school. Some friends ended up going to a place that's
50 12 miles away, but I think it's a good system because your parents can't interfere in which school you go to.

Emma, 16 The Dutch approach is to trust kids with their own decision-making because the worst that can happen is they'll learn from their mistakes. The first time my friends and I had a party at the
55 house, we rolled up the carpet and put away the valuables. Because we demonstrated that we were responsible that first time, it's been fine ever since. In our school system, if you're not very academic you can move into a different stream. There's no stigma attached to that – different people's brains work differently. We have a mentoring programme at
60 school and you're encouraged to be totally honest about your life. Let's say you're having problems making friends – there are after-school classes that can help build your self-confidence.

Ben, 22 In Dutch, there is no phrase that means 'good boy' or 'good girl' – that's how you'd speak to a dog, not a child. I never felt pressure
65 from my parents to be perfect. They were supportive and the education was tough sometimes, but that means learning to take a balanced view, which is something I think Dutch people are pretty good at. If ever I was stressed with school work, friends would encourage me to chill out or have fun. It wasn't remotely competitive. When I went to visit my
70 cousins in Australia recently, they were attending girls' schools and boys' schools, and I find that unimaginable. I mainly had female friends at high school and I don't understand why you would separate one half of the human race from another.

Abridged from The Times

2 GRAMMAR noun phrases

a Look at six extracts from the article in 1. In pairs, try to complete the missing words in each highlighted noun phrase from memory.


- 1 ...teens in the Netherlands score highest in the world for _____ satisfaction.
- 2 I think _____ the freedom to do what you want plays a big part in how happy you are.
- 3 _____ thousands of people in support of a huge world problem warrants a day away from school.
- 4 In our _____ system, if you're not very academic you can move into a different stream.
- 5 ...there are after-school classes that can help build your _____ -confidence.

b Check your answers in the article. Then answer the questions.

- 1 What is the most common way of making a verb act as a noun?
- 2 In a compound noun, which noun describes the other?

c  **Grammar Bank 1B exercises** p.140

3 SPEAKING

a  **1.12** Listen to Christina talking about her upbringing. Answer the questions.

- 1 In what areas were her parents strict or liberal?
- 2 What difference was there between her parents? What specific examples does she give?



b Talk to a partner.

- How strict was your own upbringing in the following areas: studying and homework; free time; general behaviour?
- If you have siblings of the opposite sex, were there any differences in the way they were brought up?
- How would you compare your own upbringing to that of your parents? What factors do you think have influenced the changes? To what extent do you think your parents' upbringing influenced the way they brought you up?

4 LISTENING & SPEAKING

- a** Look at the pictures of three types of parent. In pairs, decide how you think each type would bring up their children.



- b** **1.13** Listen to the introduction to a radio programme and check your answers to **a**. Then choose the correct option to complete the summary of the book.

The authors of *Love, Money, and Parenting*, Matthias Doepke and Fabrizio Zilibotti,...

- show that being a helicopter parent can have negative consequences.
 - argue that the children of helicopter parents do better in life.
 - say that the children of helicopter parents are better risk-takers.
- c** **1.14** Now listen to the first part of the interview and answer the questions.
- According to the book, what is the main benefit of helicopter parenting?
 - What aspect of how helicopter parents behave makes the biggest difference?

- d** Listen again and complete the sentences.

- Helicopter parents are a combination of _____ and _____.
- This is very different from authoritarian parents – the so-called tiger parents – who put a big emphasis on _____.
- Children of free-range parents get the _____ - _____ results.
- Reading with children, telling them stories, and, when they are older, _____, these are all things which they say push up test scores significantly.
- Encouraging a child to play the violin or piano...trains them to _____ on a task.

- e** **1.15** Now listen to the rest of the interview. Mark the statements **T** (true) or **F** (false).

According to Doepke and Zilibotti,...

- the research evidence suggests that free-range parenting produces more creative children.
- good helicopter parenting pushes children to make the right choices by themselves.
- the children of helicopter parents work hard and are able to deal with life's challenges.
- helicopter parenting has always been the best way to bring up British children.
- the authors themselves don't have a defined parenting style.
- the right parenting style depends on the society where you live.
- in some countries, for the children of many tiger parents, academic success comes at a cost.
- children of free-range parents sometimes suffer from a lack of parental attention.

- f** Listen again. What does the parenting expert say to support the statements that are true, or negate the ones that are false?

- g** In small groups, have an informal debate about your attitudes to parenting. Before you start, think about...

- the advantages and disadvantages of the parenting styles.
- what type of parents your parents are / were.
- what type of parent you are / would be.

Think of reasons for your opinions. Now have your debate. Can you agree how to 'get the balance right'?

5 VOCABULARY phrasal nouns

- a** In pairs, read some provocative statements about parenting and complete the nouns in **bold** with *in*, *out*, or *up*. Then decide what they mean.

- Parents with higher ___**comes** will always have happier children.
- Mothers are always more engaged than fathers in their children's ___**bringing**.
- Being too strict with a child inevitably has a negative ___**come**.

- b** How far do you agree with the statements in **a**? Give reasons.

- c** **Vocabulary Bank Phrasal nouns p.149**

- d** Talk to a partner about the following:

- somebody you know who had a very strict **upbringing**
- a time when you got caught in a **downpour**
- something you don't like because it has a nasty **aftertaste**
- someone you know with a very pessimistic **outlook** on life
- a decision you made which had a really bad **outcome**
- something you bought or paid for that turned out to be a **rip-off**
- a **write-up** of a concert, hotel, etc. that you have posted online
- a shop or restaurant in your town that has recently had a **makeover**
- a couple you know who had an unfortunate **break-up**

6 PRONUNCIATION short and long vowels, sounds–spelling

Fine-tuning your pronunciation: short and long vowels

The pronunciation of short and long vowels is, according to global English pronunciation expert Jennifer Jenkins, one of the main things that interferes with mutual intelligibility, especially between non-native speakers of English. It is important to produce vowel sounds accurately if you want people to understand you easily.

Short vowels



Long vowels



- a** **Video** Read about short and long vowels. Then watch the video, which focuses on some of the most difficult vowel sound contrasts. Say the sound picture for the word you hear. Then practise saying all the words.
- b** **1.18** Listen and write some words from this lesson with short or long vowel sounds. In each group, the sound is spelled in different ways.
- /ɪ/ _____
 - /ʊ/ _____
 - /ɒ/ _____
 - /e/ _____
 - /ʌ/ _____
 - /i:/ _____
 - /u:/ _____
 - /ɔ:/ _____
 - /ɑ:/ _____
 - /ɜ:/ _____
- c** Compare your spellings with a partner, and circle the letters which make the sound. Are there any other possible spellings for the sounds? Why do you think the /æ/ sound wasn't included in **b**?
- d** **Communication** Short and long vowels
A p.88 **B** p.92 Dictate sentences, focusing on making the vowel sounds short or long.

7 WRITING a discursive essay

Writing Bank 1 p.96 Analyse an essay about the pros and cons of free-range parenting, and write an essay about gender-neutral parenting.

8 THE CONVERSATION



Do you agree that people's parenting styles are influenced by the way their parents brought them up?

- a** **Video** Watch the conversation. Who...?
- completely agrees with the question _____
 - partly agrees, but thinks that changing environments also play a part _____
 - partly agrees, but thinks that people tend to have the same values as their parents _____
- b** Watch again. Answer the questions with a partner. Why...?
- has Tim tried to be physically close to his own children
 - didn't he have a problem with screen time with his older children
 - does Syinat plan to have an equal relationship with her children
 - is Devika surprised that one of her cousins is bringing their children up in a very liberal way
- c** **Video** Look at some extracts and try to complete the **highlighted** modifying phrases with one word. Then watch and check.
- ... um, I think **to an** _____ you are always going to be influenced by the way you were brought up yourself.
 - ...it's always a little _____ of a tussle, a fight with them, to get them off screens.
 - ...there were screens, but **they weren't** _____ interesting...
 - ...I _____ **plan on** doing that with my children as well.
 - ...even if **that is** _____ of a positive thing.
 - ...people of my generation were brought up in _____ strict households...
 - ...one of my cousins is bringing up their children **in a** _____ different way,...
- d** Now, in groups of three, have conversations.
- Do you agree that people's parenting styles are influenced by the way their parents brought them up?
 - Do you think children are less independent now than they used to be?
 - Do you think parents nowadays bring up sons and daughters in the same way?

USE OF ENGLISH

a Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 I wish I hadn't dropped out of school.

shouldn't

I shouldn't have dropped out of school.

2 Productivity has gone up dramatically.

increase

There _____ in productivity.

3 Do you want to go to university or get a job?

rather

_____ to university or get a job?

4 Passenger numbers have dropped significantly since 2024.

downturn

There _____ in passenger numbers since 2024.

5 We're worried that many jobs will be lost in the town.

losses

We're worried that _____ in the town.

6 I can't believe they didn't phone us yesterday.

should

They _____ us yesterday.

7 There were around 200 people at the conference.

so

There _____ people at the conference.

8 It looks as if it's going to rain next week.

outlook

The _____ is rain.

9 I don't want to get the train – I want to drive.

sooner

I _____ get the train.

10 I can't turn the printer on.

won't

The _____.

11 He's always phoning me at work – it drives me mad!

keep

He _____ at work – it drives me mad!

12 I'm not surprised he was tired when he got here – I imagine he was driving all night.

would

I'm not surprised he was tired when he got here – he _____ all night.

b Read the text below and think of the word which best fits each gap. Use only one word in each gap.

Are teenagers children or adults?

It ¹would appear that every parent and teenager goes through a period when the parent still treats the teenager like a child, but the teenager thinks they ²_____ be treated as an adult. This can be problematic, since if there's one ³_____ that teenagers hate, it's not ⁴_____ allowed to do what they want.

So, what can you do? Teenagers ⁵_____ usually respond well to being involved in decision-making. This will help to build their ⁶_____ -confidence, and make them feel that their opinion matters. And it will mean fewer ⁷melt_____, which will make your household a more peaceful place. And ⁸_____ you rather have peace and cooperation than unhappiness and conflict?

READING

You are going to read four descriptions by journalists of a teacher who inspired them. Match the questions (1–8) to the people (A–D).

Which person...?

- 1 had a teacher who could appear intimidating
- 2 implies that having a teacher with high expectations made them a better student
- 3 doesn't mention the teacher's character or behaviour
- 4 was inspired by the teacher to study a different subject
- 5 was encouraged by a teacher to think beyond just school work
- 6 learned techniques from a teacher that were very useful in their professional life
- 7 decided on further studies instead of doing a practical course as a result of a teacher
- 8 had a teacher who convinced them to be more relaxed about their studies

My most inspiring teacher

A Hadley Freeman

I met Charlie Ritchie when my mother and I travelled up to Cambridge together in 1998, looking for a boarding school for me. He was enthusiastic, laidback, inspiring, friendly, and, as a bonus, he had a Scottish accent that I thought exotic and my mother found impenetrable.

I was an obsessive student, channelling my anxieties into my studies. But whereas some teachers would encourage that, Charlie wasn't having any of it. He encouraged me to think of my studies as fun, a heretofore unconsidered concept. But more than that, he urged me to do more than just study. He would casually let me know when a movie or play he thought I'd like was on in town, and he suggested I start writing for myself, not just to do well in my A levels. In short, he told me to stop taking everything so seriously while also telling me to have more confidence in myself. 20 years on, I still remember his lessons. Only the best kind of teacher can get you to do that.

B Lola Okolosie

Most of us will remember one teacher in particular. We carry vivid images of their gait and can recall the way in which they held a room. At their very best, they can be the most captivating of professionals. For me, it was Mrs Jones, my English literature teacher, who had a huge impact on my school life.

I was all set for studying sociology, but Mrs Jones' lessons made me reconsider. There was her glamour and sense of style. With the red lipstick and chunky jewellery, she stood out, and made learning English cool. Mrs Jones inspired me because she resisted treating us like children. At times it felt a little bruising, but then the knowledge that she expected the absolute best from you made you believe you were, in some way, capable of it. By the time I began my undergraduate degree, it felt like an anti-climax, we seemed to be covering old ground. She collapsed the sense of distance that shrouds literary giants, such as Shakespeare and Keats, and made them seem as much ours as anyone else's.

C Decca Aitkenhead

Andy Pickering taught me a skill I would use every single day of my life – how to approach an essay not as an opportunity to demonstrate how many facts I'd managed to memorize, but as an exercise in presenting competing arguments. He also taught me to identify salient facts, and deploy them to maximum effect to justify an argument. It was a total revelation.

At university I discovered that this was a secret very few had been taught. When I landed an internship at my first newspaper, the editor asked me to create a new daily feature – The Big Debate – presenting two contradictory arguments about issues of the day, such as euthanasia or foxhunting and so on. 'But this is easy!' I remember thinking. 'It's just what Andy taught me!' It was on the strength of The Big Debate's success that my career in journalism began.

I have been a journalist for more than 20 years now, and can still detect Andy's teaching in every single column, feature, and interview I have ever written.

D Paula Coccozza

He would enter the room swinging a briefcase, which he often slammed on the desk with a moody thud. The class bristled with expectation and dread. You never knew what you were going to get with Mr Hartley. He demanded concentration. Once, he stood on his desk and watched us file in, remaining statuesque long after we took our seats. Another time, he sang Elvis.

In his classes we hovered on the edge of adulthood. One lesson was spent investigating how we knew we existed. The question seemed to us idiotic. But Mr Hartley rebuffed all our proofs and, when the bell rang, we trudged out wearily, as if we had fought for our lives. That was our introduction to Descartes.

Most of all, he gave me a love of books. I carried his reading list for years from the age of 12. I would stop at the library on my way home. I was spending more time alone with a book, but I felt so much less alone. My family had always veered towards work rather than education, and as my GCSEs approached I began to consider which apprenticeship to apply for. But books had taken hold and I enrolled instead for A levels at the local sixth form. Mr Hartley unlocked worlds for me. I sidestepped the future.


“Overcoming what frightens you the most strengthens you the most.”

Matshona Dhliwayo, Canadian author

1 LISTENING

- a Are there any smells that have powerful associations for you? What are they? Are they pleasant or unpleasant? What do they make you think of?
- b Look at the photos and read about Jo Malone. Have you heard of her products? What do you think of the packaging? What do you think might make a perfume very successful?

Jo Malone set up the fragrance company bearing her name in 1983 and it became a global success. Her classic scent ‘Lime Basil & Mandarin’ is one of the most famous citrus fragrances in the perfume industry. In 1999, she sold the company to Estée Lauder, but remained the creative director.

- c  **2.1 From the BBC** Listen to Part 1 of an interview with Jo Malone on a popular chat show called *Saturday Live*. What adversities did she have to confront as a child, both at school and at home?

Glossary

Crayford, Dartford, Blackheath, Tunbridge Wells towns or areas in the UK, south-east of London
a two-up two-down a small terraced house with two rooms upstairs and two rooms downstairs

- d Listen again and mark the statements **T** (true), **F** (false), or **DS** (doesn't say). Explain your answers.
- Jo's teacher made her stand on a chair because she was bottom of the class.
 - She is still angry with her teacher for humiliating her at school.
 - She has always had confidence in her own abilities.
 - She started inventing perfumes at an early age.
 - She learned to be a good saleswoman by working in a market.
 - Jo's dad was a very talented artist.
 - Her family were very reliant on the money she earned.
 - She felt sorry for herself for being poor.



- e **2.2** Now listen to Part 2. What was the most devastating thing that happened to Jo as a result of an illness? How did it affect her life?

Glossary

a curve ball something which is unexpected, surprising, or disrupting (from baseball, a ball that moves in a curve when thrown to the batsman)

Adriamycin, Cytosan, Taxol, Taxotere trade names of medication

- f Listen again. Explain what Jo is referring to when she mentions the following:

- 1 'I...didn't expect it, didn't deserve it'
- 2 'under a year'
- 3 'I was the little girl that stood on the chair and wouldn't take no for an answer'
- 4 'I was one of the first women'
- 5 'walking a tightrope without a net'
- 6 'metal'
- 7 'I didn't want to be the figurehead'
- 8 'I wanted to quit every single day'
- 9 'I made every mistake in the book'

- g What particular part of Jo's story had the most impact on you? Can you think of any other people in the public eye who have overcome negative experiences to become stronger?

2 PRONUNCIATION words that can be pronounced in two ways

Fine-tuning your pronunciation: words with more than one pronunciation

Several common English words can be pronounced in two different ways, even though they have the same meaning. Both versions are correct. Knowing both possibilities will help you to understand these words, whichever pronunciation is used.

- a **2.3** Listen to an extract from Jo Malone's interview in 1. How does she pronounce *neither*? What other way can it be pronounced? What other word does this apply to?

- b With a partner, look at some more words that can be pronounced in two ways, and decide what you think the two possibilities are.

- | | |
|---------------|--------------|
| 1 controversy | 7 privacy |
| 2 garage | 8 schedule |
| 3 envelope | 9 sandwich |
| 4 harassment | 10 room |
| 5 often | 11 kilometre |
| 6 Friday | 12 ate |

- c **2.4** Listen and check.

3 GRAMMAR modal verbs (2): *can / could / be able to, may / might*

- a **2.5** Listen to another extract from the interview where Jo talks about different smells. Complete the gaps with three or four words.

And just as you mentioned at the beginning of the show, you know, it's – we all have stories, things, you know, your mum, the smell of cooking, it makes us feel safe and secure. And ¹_____ a pair of shoes that your dad wore and the smell of the leather, or ²_____ the smell of your newborn child. ³_____ the smell of my son when he was born. I've ⁴_____ recreate it, but it's, it's the smell of new life for me. So, I think smell is a really powerful, memory-evoking – it's the nearest thing, sits by the brain near the memory, which is why my dyslexia and ⁵_____ create fragrance is, what life took away with one hand, it gave me back with another because they sit side by side.

- b Answer the questions with a partner.

- 1 Could Jo have used *may* instead of *might* in the extract?
- 2 Why does she use *be able to* rather than *can / could*?

- c **Grammar Bank 2A exercises p.141**

- d Look at the list of sentences and choose two of them to complete the conversations below.

- 'We may as well give it a go.'
- 'You might at least have said sorry.'
- 'I suppose it could be true.'
- 'I couldn't possibly accept.'
- 'I'll never be able to live it down.'
- 'You might have told me earlier!'
- 'Long may it last!'


- 1 **A** Are you convinced by the theory that we're constantly being watched by giant tech companies?
B Well, _____ Personally, I think it's unlikely.
- 2 **A** How did your presentation go?
B It was a total disaster. It turned out I'd put all my slides in the wrong order. _____

- e Work with a partner. For each of the remaining sentences in d, think of a circumstance in which you might say it, and write a two- or three-line conversation.


4 VOCABULARY prefixes and suffixes

- a Look at some motivational quotes. Complete the words with a prefix or suffix.


← Overcoming adversity



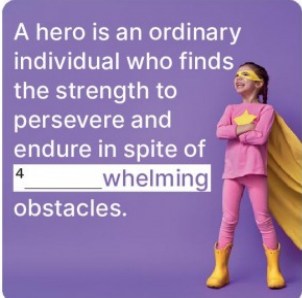
You have to go through some ²advers _____ to be successful.



Sometimes you don't realize your own strength until you come face to face with your greatest ⁶weak _____.




Use what you've been through as fuel, believe in yourself, and be ³_____ stoppable.



A hero is an ordinary individual who finds the strength to persevere and endure in spite of ⁴_____ whelming obstacles.

He who believes is strong; he who doubts is weak. Strong convictions ⁵_____ cede great actions.

Some people will just go with the flow of things in life, while others will fight against the currents and go ⁷_____ stream to reach their destiny.



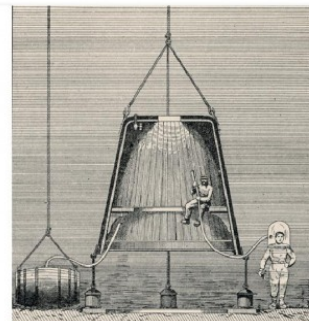
- b **2.6** Listen and check. Then, with a partner, try to think of another word with the same prefix or suffix as 1–7.
- c If you had to pick one quote to stick on your wall, including the one at the beginning of the lesson, which one would you choose?
- d **Vocabulary Bank** Prefixes and suffixes p.151

5 READING

- a Read the glossary and then look at the still from a film based on a memoir by Jean-Dominique Bauby. What do you think might have happened to him? Why do you think he might have chosen the title?

Glossary

diving bell /'daɪvɪŋ bel/
a container that has a supply of air and that is open at the bottom, in which a person can be carried down to the deep ocean



- b Now read the prologue from the memoir and check your answers to a.



The Diving Bell and the Butterfly

Prologue

Through the frayed curtain at my window, a wan glow announces the break of day. My heels hurt, my head weighs a ton, and something like a giant invisible diving bell holds my whole body prisoner. ¹ I linger over every item: photos of loved ones, my children's drawings, posters, the little tin cyclist sent by a friend the day before the Paris–Roubaix bike race, and the IV pole overhanging the bed where I have been confined these past six months, like a hermit crab dug into his rock.

No need to wonder where I am, or to recall that the life I once knew was snuffed out on Friday 8 December, last year. Up until then, I had never even heard of the brain-stem. I've since learned that it is an essential component of our internal computer, the inseparable link between the brain and the spinal cord. I was brutally introduced to this vital piece of anatomy when a cerebrovascular accident put my brain-stem out of action. In the past, it was known as a 'massive stroke', and you simply died. ² You survive, but you survive with

c Read the prologue again and complete it with sentences A–G.

- A It is often enough to bring relief to a painful limb.
- B The duty nurse interrupts the flow of my thoughts.
- C But improved resuscitation techniques have now prolonged and refined the agony.
- D My room emerges slowly from the gloom.
- E Enough rambling.
- F You can visit the woman you love, slide down beside her, and stroke her still-sleeping face.
- G I did not fully awake until the end of January.

d **Language in context** Look at the highlighted phrases in the prologue. Underline the metaphorical word(s) in each phrase. What do they mean in this context? Do you know the literal meanings?

e Do you think books or films like this inspire other people to overcome adversity, or not? Can you think of any similar examples?

what is so aptly known as ‘locked-in syndrome’. Paralysed from head to toe, the patient, his mind intact, is imprisoned inside his own body, unable to speak or move. In my case, blinking my left eyelid is my only means of communication.

Of course, the sufferer is the last to hear the good news. I myself had twenty days of deep coma and several weeks of grogginess and somnolence before I fully appreciated the extent of the damage. ³ When I finally surfaced, I was in Room 119 of the Naval Hospital at Berck-sur-Mer on the French Channel coast, the same Room 119 infused now with the first light of day.

An ordinary day. At seven, the chapel bells begin again to punctuate the passage of time, quarter-hour by quarter-hour. After their night’s respite, my congested bronchial tubes once more begin their noisy rattle. My hands, lying curled on the yellow sheets, are hurting, although I can’t tell if they are burning hot or ice cold. To fight off stiffness, I instinctively stretch, my arms and legs moving only a fraction of an inch. ⁴

My cocoon becomes less oppressive, and my mind takes flight like a butterfly. There is so much to do. You can wander off in space or in time, set out for Tierra del Fuego or for King Midas’s court. ⁵ You can build castles in Spain, steal the Golden Fleece, discover Atlantis, realize your childhood dreams and adult ambitions.

⁶ My main task now is to compose the first of these bedridden travel notes, so that I shall be ready when my publisher’s emissary arrives to take my dictation, letter by letter. In my head, I churn over every sentence ten times, delete a word, add an adjective, and learn my text by heart, paragraph by paragraph.

Seven thirty. ⁷ Following a well-established ritual, she draws the curtain, checks tracheostomy and drip-feed, and turns on the TV so I can watch the news. Right now, a cartoon celebrates the adventures of the fastest frog in the West. And what if I asked to be changed into a frog? What then?

Glossary

- Midas** in Greek mythology, a king who turned everything he touched into gold
- the Golden Fleece** in Greek mythology, the magical golden coat of a male sheep
- Atlantis** in Greek literature, a beautiful island that disappeared under the sea

6 SPEAKING

an **accident or illness** that you recovered from

something that you **struggled to learn**, but were finally able to master

a **mistake you made** which you learned a lot from

something you **succeeded in doing** that you had previously been very afraid of

something you thought you had **lost forever** that you recovered

a bad habit that you managed to **give up**

a Look at the topics above and choose two that you think you could tell an anecdote about, or choose an idea of your own. Plan in your head what you are going to say. Use the points below as a checklist.

- Is your anecdote interesting, amusing, inspiring, thought-provoking? Try to aim for at least one of these.
- Structure your anecdote; put your ideas into a logical order.
- Check you know all the vocabulary you are going to need.
- Remove any irrelevant details.
- Think of a good way to end the anecdote.

Ending an anecdote

We often end an anecdote on this kind of topic with a third conditional sentence, a general truth, or a connection to the present.

If I’d known how hard it was going to be, I might never have started, but I’m glad I did.

And it just shows you, whatever people say, you can stop if you really want to.

And to this day, I never put my phone in my back pocket.

b Work in small groups. Say which topic you are going to talk about. Then tell your anecdote.