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**ФОРМИРОВАНИЕ  
КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ  
У СТУДЕНТОВ-ЛИНГВИСТОВ  
В ПРОЦЕССЕ ПРЕПОДАВАНИЯ  
ИНОСТРАННОГО ЯЗЫКА**

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## UNIT 1

### How *The Flintstones* set the stage for the adult animation boom

#### 1. Warmer

*Here are six of the 20 highest-earning animated films of all time. Put them in order from 1 (the highest earning) to 6 (the least highest earning).*

1. \_\_\_\_\_ a. *Finding Nemo* (2003)
2. \_\_\_\_\_ b. *Zootropolis* (*Zootopia*) (2016)
3. \_\_\_\_\_ c. *Shrek 2* (2004)
4. \_\_\_\_\_ d. *Frozen 2* (2019)
5. \_\_\_\_\_ e. *The Lion King* (1994)
6. \_\_\_\_\_ f. *Toy Story 4* (2019)

#### 2. Key words

*a. Fill the gaps in the sentences using these key words from the text.*

gamble	staple	aspirational	manipulative	pun
expound	prevalent	anachronistic	disheartening	gag

1. If something is \_\_\_\_\_, it is no longer suitable for or relevant to modern times.
2. If something is described as \_\_\_\_\_, it makes people feel less confident or enthusiastic.
3. A/ An \_\_\_\_\_ is an action or plan that involves risks but will bring important benefits if it is successful.
4. A/ An \_\_\_\_\_ is a regular and important part or feature of something.
5. A/ An \_\_\_\_\_ person wants to be successful and have a better job, home etc than they already have.
6. If you \_\_\_\_\_ an idea, you explain it or express your opinion about it in detail.
7. A/ An \_\_\_\_\_ is a humorous use of a word that has two meanings, or of words with the same sound but different meanings.
8. A/ An \_\_\_\_\_ is an informal term for a joke or story that makes people laugh.

9. If you are \_\_\_\_\_, you make people do what you want by influencing them in a clever or dishonest way.

10. If something is \_\_\_\_\_, it is very common in a particular place.

***b. Use some of the words in the correct form to complete the sentences***

1. Anyone who \_\_\_\_\_ on the stock exchange has to be prepared to lose money.

2. Shortages mean that even \_\_\_\_\_ like bread are difficult to find.

3. High-end smartphones have become \_\_\_\_\_ status symbols, especially among the young.

4. She uses her newspaper column to \_\_\_\_\_ her views on environmental issues.

5. These diseases are more \_\_\_\_\_ among young children.

6. It was \_\_\_\_\_ to see how few people turned up.

**3. Find the information**

***Find the following information in the text as quickly as possible.***

1. When did *The Flintstones* first appear on television?

2. What was the first animated series to be produced by Netflix?

3. Which animated series is described as the nuclear family of the 1980s?

4. What was *The Flintstones*' use of the phrase 'Charge it' a reference to?

5. At what time of day was *The Flintstones* first shown on TV?

6. Which two industries sponsored *The Flintstones*?

**4. Reading**

***How The Flintstones set the stage for the adult animation boom***

*Without Barney Rubble and friends from 1960, there would probably not have been BoJack Horseman, Family Guy or even The Simpsons*

Anyone who was a child in the 1970s onwards probably remembers *The Flintstones* as a Saturday-morning cartoon full of prehistoric frolics and anachronistic dinosaurs. But when it initially aired in 1960, the adventures of Fred and Wilma, the titular Stone Age family, were aimed at adults. They are the direct ancestors of the golden age of adult-orientated animation we enjoy today.

When it was first broadcast on the ABC network on 30 September, 1960, it went out at 8.30pm, after bedtime for most kids. It was the first primetime show from the studio set up by the creators of *Tom and Jerry*, William Hanna and Joseph Barbera, and they had spent months trying to convince the networks that an animation aimed at a grown-up audience could work.

The story is that, once the pilot episode had been produced, the networks were immediately won over – so much so that, in one test screening attended by several network bosses, there was a disheartening lack of laughter from the assembled executives, which the production company learned later was because no one wanted to give away to their rivals just how much they loved the show before the bidding began.

It was certainly a gamble to air a cartoon at 8.30pm, but it paid off, and *The Flintstones* proved amazingly popular. While we might now consider it just another of the series of cartoons for children that emerged from the 60s, it dealt with very adult subject matter. It was only after its initial run that repeats became a kids' TV staple.

“We watch *The Flintstones* today, and you can see the lifestyle is clearly based on the post-war boom,” says Dr Steve Henderson, the director of the Manchester Animation Festival. “Wilma and Betty are constantly saying, ‘Charge it!’, which was a very 60s thing with the rise of credit cards. And although there are all these jokes, such as the bird-beak record player and the Brontosaurus crane at the quarry where Fred and Barney work, it’s essentially a portrait of a very aspirational modern family.”

It was so aspirational that sponsorship came from pharmaceutical companies, which marketed *Flintstones* vitamins and, famously, the tobacco industry; in the ad breaks, there were animated slots in which Fred and Barney would expound the taste and quality of Winston cigarettes.

Amid the puns and gags, serious – and sometimes dark – topics were explored. Henderson says: “*The Flintstones* was actually the first show to depict married couples sharing a bed, which wasn’t normal for TV at the time. And there are episodes where Barney and Betty discuss not being able to have kids, and when they eventually get baby Bamm-Bamm, they have to enter a custody battle.

“Fred has a gambling addiction and can be a horribly manipulative individual who will do anything to be able to go bowling.” Henderson says, too, that there was even an episode where Barney was going to kill himself. “He stood on a bridge with a rock tied to him and had to be talked down. And when you look at all that, you realize that this was not at all a kids’ show.”

While never reaching the popular heights of *The Flintstones*, more prime-time shows followed, notably *Top Cat* and *The Jetsons*. It is not too much of a stretch to say that without Fred, Barney and co, we might not have had *The Simpsons* almost 30 years later and, from there, the adult animation that is prevalent today.

“While *The Flintstones* were the post-war boom family of the 1960s, *The Simpsons* were the nuclear, 2.4-children family of the late 1980s,” says Henderson. “And the success of that caused the networks to start demanding more shows centred on family life, and so we get *Family Guy*, *American Dad!* and *Bob’s Burgers*.”

These days, animation is ruled by shows such as the reality-hopping *Rick and Morty*, the dysfunctional spy *Archer* and *BoJack Horseman*, in which a horse-headed former TV star lives a life of drink, drugs and sex-fuelled boredom.

*BoJack Horseman* was the first animated series from Netflix, and the rise of streaming services has raised the game in adult animation once again. We could be set for an even steeper rise in quality and output thanks, in part, to Covid. Henderson says: “Obviously, after *The Flintstones* and *The Simpsons*, everyone wants that success, but they have to do something differently, which is why we are seeing so much inventiveness. We are definitely living in a bit of a golden age for adult TV animation, and I think that’s going to increase. Coronavirus has changed the entertainment industry. While animated content has always been seen as the poor relation of live action, now people are seeing that you can make animation with several people sitting at home and you don’t need to get a load of people into a studio to make a show. So I think we’re going to be seeing a lot more quality animation coming out of this period.”

If Henderson is right, animation fans will definitely owe a debt to the cartoon series from 1960 on which the current growth was built.

(by David Barnett, 2020)

## 5. Comprehension check

*Choose the correct answers according to the text.*

1. How did *The Flintstones* differ from other cartoons that children watched in the 1960s?
  - a. It was broadcast in the evening as well as on Saturday mornings.
  - b. It dealt with adult subject matter such as gambling and relationships.
  - c. None of the characters were children.
2. Why didn’t the executives at a test screening of *The Flintstones* laugh very much?

- a. because they didn't find the show funny
  - b. because they didn't want rival bidding companies to know how much they enjoyed the show
  - c. because they were expecting an animated film aimed at children
3. When did *The Flintstones* become a staple of children's TV?
- a. when repeats were shown after the initial run
  - b. when the second series was made specifically for children
  - c. in the 1990s, when it was compared to *The Simpsons*
4. How might the coronavirus pandemic lead to a rise in the output of animated films?
- a. It might force the makers of animated films to be more inventive.
  - b. The makers of animated films might have extra dark topics for the content of those films as a result of the pandemic.
  - c. Animated films do not require large numbers of people to enter a studio to make a show, so they might be safer and easier to make.

## 6. Find the word

**a. Find the following words and phrases in the text. The paragraph numbers are given to help you.**

- 1. a plural noun meaning *happy, lively games or activities* (para 1)
- 2. a two-word phrasal verb meaning *persuade someone to agree with you* (para 3)
- 3. a two-word phrasal verb meaning *bring benefits* (para 4)
- 4. a noun meaning *a place where stone is dug out of the ground* (para 5)
- 5. a verb meaning *describe someone or something using words or pictures* (para 7)
- 6. a noun meaning *the legal right to look after a child* (para 7)
- 7. an adjective meaning *not working normally and not happy or successful* (para 11)
- 8. a noun meaning *the ability to think of new or original ideas or methods* (para 12)

**b. Use some of the words and phrases in the correct form to complete the sentences.**

- 1. It was all fun and \_\_\_\_\_ until it began to pour down with rain.
- 2. He's not sure about the idea, but I'm sure we'll \_\_\_\_\_ him \_\_\_\_\_ in the end.
- 3. All her hard work \_\_\_\_\_ in the end, and she finally passed the exam.
- 4. Her paintings \_\_\_\_\_ the lives of ordinary people in the last century.
- 5. The court awarded \_\_\_\_\_ of the child to the father.
- 6. Her performance was full of wit and \_\_\_\_\_.



## 7. Verb + Noun collocations

*Match the verbs in the left-hand column with the nouns or noun phrases in the right-hand column.*

- |            |                          |
|------------|--------------------------|
| 1. air     | a. the game              |
| 2. explore | b. an addiction          |
| 3. have    | c. a debt                |
| 4. raise   | d. a TV programme        |
| 5. owe     | e. something differently |
| 6. do      | f. different topics      |

## 8. Complete the phrases

*a. Complete the phrases from the text using these words.*

adult	boom	onwards	initial	centred	golden
-------	------	---------	---------	---------	--------

1. the 1970s \_\_\_\_\_
2. the \_\_\_\_\_ age of animation
3. a show \_\_\_\_\_ on family life
4. \_\_\_\_\_-orientated animation
5. after its \_\_\_\_\_ run
6. the post-war \_\_\_\_\_

*b. Use the phrases from ex 6, 7 and 8a to summarise the article.*

## 9. Discussion

*Work in small groups/pairs and express your opinion on the following topics. Report your ideas to the class.*

1. Live-action films are much better than animated films.
2. Animated films are very good at conveying important social messages simply and clearly.
3. *The Simpsons* is the greatest TV series ever made.

## 10. Project work

1. Choose one of the animated films from the list in the Warmer or choose another one you know or like. Search on the internet to get more information about it, including the following: background information (the director/ producer/ cast/ budget etc); a brief account of the plot (the setting/ events); your assessment of the film; your recommendations. Use specific vocabulary for films.
2. Write a short review (around 200 words) using the information you have found.

## UNIT 2

### Goodbye, fish and chips: changing trends in British dining

#### 1. Warmer

1. Make a list of five healthy foods.
2. Make a list of five unhealthy foods.
3. What are the most popular foods in your country?

#### 2. Key words

*a. Fill the gaps in the sentences using these key words from the text.*

halve	dataset	triple	prudent	soar
consumption	shift	calorie	belated	skimmed

1. A \_\_\_\_\_ is an amount of information stored as a file on a computer.
2. \_\_\_\_\_ is the process of eating or drinking something.
3. When things \_\_\_\_\_, they reduce by 50%.
4. A \_\_\_\_\_ is a change in something, for example in someone's behaviour, opinions or ideas.
5. A \_\_\_\_\_ is a unit for measuring how much energy you get from food.
6. \_\_\_\_\_ milk has had the cream removed from it.
7. If things such as prices \_\_\_\_\_, they increase rapidly to a high level.
8. When things \_\_\_\_\_, they increase so that they are three times bigger than before.
9. A \_\_\_\_\_ person is careful and uses good judgment.
10. If something is described as \_\_\_\_\_, it happens late.

*b. Use some of words from ex 2a in the correct form to complete the sentences.*

1. The weekly production was 120 pints of skimmed milk, 960 pints of semi-\_\_\_\_\_ milk, and 840 pints of whole milk.
2. The number of one-parent households reached 10.1 million in 2011, nearly \_\_\_\_\_ that of 1981.

3. This was a \_\_\_\_\_ and doomed attempt, given the international situation, to rectify decades of neglect.
4. It's always \_\_\_\_\_ to read a contract carefully before signing it.
5. Temperatures will \_\_\_\_\_ over the weekend, say the weather forecasters.
6. Media attention has \_\_\_\_\_ recently onto environmental issues.
7. This drink can only help you to lose weight as a part of a \_\_\_\_\_-controlled diet.
8. The potatoes will cook more quickly if you \_\_\_\_\_ them before you put them in the oven.

### 3. What do you think?

*The article concerns food and drink habits in the UK. Decide whether these statements are true (T) or false (F). Then, check your answers in the text.*

1. British people drink, on average, eight cups of tea a day.
2. British people spend more money on coffee than they do on tea.
3. In 1974, people in the UK didn't eat pizza.
4. Apples are the most popular fruit in the UK.
5. Britons spend 11% of their income on food.
6. Many people in the UK still own their own chickens.

### 4. Reading

#### **Goodbye, fish and chips: changing trends in British dining**

*Consumption of tea, baked beans and sliced bread has fallen since 1974 while takeaway food, pizza, pasta and fruit have become more popular*

In homes and cafes across the country, a cup of tea, baked beans on toast and fish and chips have long played a key role in the British dining experience. But, the extent of a change in tastes over the generations has been captured in a dataset published recently in the National Food Survey, which was set up in 1940 by the government after concerns about health and access to food.

Despite the apparent British love of tea, consumption has more than halved since the 1970s, falling from 68g of tea per person per week to only 25g. With a teabag or portion of loose tea weighing around 3g, that means Britons are drinking on average only eight cups of tea a week today, down from 23 cups in

1974. And, while tea remains the most drunk hot drink in the UK, households now spend more on coffee.

The data, published by the Department for Environment, Food and Rural Affairs as part of its “open data” scheme, is from 150,000 households who took part in the survey between 1974 and 2000, combined with information from 2000 to 2014. It shows some moves towards healthier diets in recent decades, with shifts to low-calorie soft drinks, from whole to skimmed milk and increasing consumption of fresh fruit. But, weekly consumption of chips, pizza, crisps and ready meals has soared.

There has also been a dramatic shift from white to brown, wholemeal and other bread but the figures suggest the amount people are eating has fallen from 25 to 15 slices a week over the past four decades, based on a 40g slice from a medium sliced loaf. The consumption of baked beans in sauce has dropped by a fifth despite a rise in other types of convenience food, particularly Italian dishes. Adults in the UK now eat an average of 75g of pizza every week compared with none in 1974, while the consumption of pasta has almost tripled over the same period.

Fresh potatoes are also becoming less essential with a 67% decrease from 1974, when adults ate the equivalent of 188g every day. Other vegetables such as cucumbers, courgettes, aubergines and mushrooms have gained space on the table. Consumption of takeaway food has almost doubled since 1974, from 80g per person per week to 150g. Around 33g of this amount is chips and 56g is meat, with kebabs (10g), chicken (7g), burgers (5g) and “meat-based meals” (32g) particularly popular.

Some trends suggest that British people are becoming more prudent in what they put on their plates, with the average consumption of fruit, both fresh and processed, increasing by 50% since 1974. In 2014, UK adults ate an average of 157g of fruit per day, equivalent to almost two portions of the five-a-day recommendation from the government. Bananas have been the most popular fruit in the UK since 1996, reaching 221g per adult per week in 2014, well above apples (131g) and oranges (48g). Low-calorie soft drinks represented half of all soft drinks consumed in 2014 for the first time.

Other social changes emerge from the survey, with questions about owning chickens and getting your own eggs being dropped in 1991 and a somewhat belated end in the same year to asking the “housewife” to fill out the questionnaire. Britons are spending a smaller proportion of pay on food today – 11%, compared with 24% in 1974.

The UK Environment Secretary, Elizabeth Truss, said: “Food is the heart and soul of our society and this data not only shows what we were eating 40 years ago but how a change in culture has led to a food revolution. Shoppers are more plugged in to where their food comes from than ever before, the internet has brought quality produce to our doorsteps at the click of a button, pop-up restaurants are showcasing the latest trends and exciting global cuisines are now as common as fish and chips.”

“By opening up this data, we can look beyond what, where or how previous generations were eating and pinpoint the moments that changed our habits for good. We’ve only scraped the surface of what the National Food Survey can tell us and, from local food maps and school projects to predicting new food trends, I look forward to seeing how this data can be used to learn more about our past and grow our world-leading food and farming industry in the future.”

(by Delphine Robineau, 2016)

## 5. Information search

*Consumption of certain foods and drinks in the UK has changed dramatically since the 1970s. Which of these foods and drinks have seen an increase in consumption and which have seen a decrease?*

	food or drink	increase	decrease
1	baked beans		
2	pasta		
3	crisps		
4	cucumbers		
5	tea		
6	pizza		
7	bread		
8	mushrooms		
9	chips		
10	potatoes		

## 6. Find the word

*a. Find the following words and phrases in the text.*

1. a two-word phrasal verb meaning *start something such as a business, organization or institution*
2. a two-word noun phrase meaning *food that is quick and easy to prepare*

3. a verb meaning *become known*
4. a four-word noun phrase meaning *the central part of something*
5. a two-word adjectival phrase meaning *aware and up to date*
6. a verb meaning *present something in a way that attracts attention and highlights its good qualities*
7. a verb meaning *discover exactly where something is*
8. a three-word verb phrase meaning *deal with only the simple or obvious parts of something*

**b. Fill in the gaps with the words and phrases in the correct form from ex.6a**

1. She wants to repay the committee for the help she received when \_\_\_\_\_ in business.
2. Emergency workers at the site are still unable to \_\_\_\_\_ the cause of the explosion.
3. Because of the price of school meals, children are forced to eat cheaper, \_\_\_\_\_ that has less nutritional value.
4. The main aim of the exhibition is to \_\_\_\_\_ British design.
5. The facts behind the scandal are sure to \_\_\_\_\_ eventually. There's far more to be said - I've only had time to \_\_\_\_\_ the surface in this talk.

**7. Phrases with prepositions**

**a. Complete the phrases from the text using prepositions.**

1. moves \_\_\_\_\_ healthier diets
2. \_\_\_\_\_ average
3. equivalent \_\_\_\_\_
4. the equivalent \_\_\_\_\_
5. \_\_\_\_\_ the click of a button
6. concerns \_\_\_\_\_ health

**b. Use the prepositional phrases from ex. 7a in your own sentences.**

**8. Word formation**

**Complete the sentences using the correct form of the word in brackets at the end of each phrase or sentence.**

1. \_\_\_\_\_ of tea has halved since the 1970s ... [CONSUME]
2. ... despite the \_\_\_\_\_ British love of tea. [APPEAR]
3. There has been a \_\_\_\_\_ shift white to brown bread. [DRAMA]
4. The government's \_\_\_\_\_ is that people eat five portions of fruit and vegetables per day. [RECOMMEND]

5. There was a somewhat \_\_\_\_\_ change to the questionnaire in 1991. [LATE]
6. Exciting \_\_\_\_\_ cuisines are now as common as fish and chips. [GLOBE]

## **9. Discussion**

*Work in small groups/pairs and express your opinion on the following topics. Report your ideas to the class.*

1. Which foods or drinks do you think have become more or less popular in your country since the 1970s?
2. Should there be a special tax on unhealthy foods, such as those with a high sugar or salt content? Why? Why not?
3. Is healthy food boring?

## **10. Project work**

1. Conduct a survey to find out how the consumption of certain foods and drinks has changed since the 1970s. Interview your parents/grandparents to make a list of foods and drinks popular in the 1970s, then interview your peers to make a similar list of foods and drinks popular now. Think about reasons why some changes (if any) took place. Try to predict the future of the eating habits in our country.

2. Present your findings in a report. Follow the plan:

Introduction: explain the purpose of the report and who you interviewed.

Main body: describe the changes in foods and drinks consumption and explain the reasons.

Conclusion: express your attitude towards the changes and make suggestions of the further changes in eating habits in our country.

## UNIT 3

**‘When I tell people, they might laugh’ – George Clooney and the men who  
sew**

### 1. Warmer

*Find and circle the words in the article. Then answer the questions.*

seamstress	sew	bros	sewer	tailor
------------	-----	------	-------	--------

- Do these words typically describe men or women, or both? How do you know?
- Which describe professional people, and which describe amateurs?

### 2. Key words

*Find words in the article that match the definitions below.*

- became known publicly after being kept a secret (two words, para 2)
- a man who has never been married (para 2)
- succeeded and did well (para 3)
- an increase in activity (para 3)
- an activity that you enjoy (para 4)
- the activity of decorating cloth with coloured stitches (para 4)
- a newly created name (para 5)
- reacting to something in a way that shows you do not think it is worth paying attention to (para 6)
- an activity that few other people do (para 6)
- acting in a way that is not considered friendly or welcoming (para 6)
- a drawing or shape that you use when you are making something so that you get the shape and size correct (para 7)
- pieces of clothing (para 8)
- metal goods and things for your home or garden such as pans, knives and tools (para 9)
- controlled by, or mainly consisting of (two words, para 9)
- learn a new skill through practice instead of teaching (two words, para 10)

***b. Use some of the key words from 2a to complete these sentences.***

- Many scientists are \_\_\_\_\_ of a link between mobile phones and cancer.
- The industry is \_\_\_\_\_ five multinational companies.



3. The tailor used pins to fasten the \_\_\_\_\_ to the cloth.
4. Who \_\_\_\_\_ the phrase “desktop publishing”?
5. Damien spent a lot of time and money on his artistic \_\_\_\_\_.
6. She’s never really found her \_\_\_\_\_ in life.

### 3. Reading

#### **‘When I tell people, they might laugh’ – George Clooney and the men who sew**

*More ‘sew bros’ have taken up the fine art of stitching in the pandemic. What’s so appealing about this crafty pursuit?*

Good things are rarely described using the abbreviation ‘bro’ but the rise of the ‘sew bros’ could be an exception. That’s the name that’s been given to the growing number of men who are taking up the fine art of sewing, who can now add George Clooney to their numbers.

The father of three-year-old twins, who came out as a self-haircutter in December, 2020, told *AARP* magazine: “I do a lot of sewing the kids’ clothes ... and my wife’s dress that tore a couple of times. I was a bachelor for a long time and didn’t have any money, and you have to learn how to repair things.”

With the pandemic sparking interest in a number of typically lo-fi, domestic pursuits – most recently including making marmalade and hairdressing – searches for sewing machines have increased massively, while John Lewis (a brand of high-end department stores in the UK) reported that sales exploded by 127%. “I feel incredibly lucky to have a business that has flourished during the pandemic,” says Michelle Zimmer from Merchant & Mills, a fabric shop in Sussex, who says they have seen an uptick in sales since the pandemic began.

Sewing had always been seen as a typically feminine pursuit, a stereotype that is good for no-one. And the sexist assumption that women will take on the domestic tasks has only been exaggerated by lockdown. “What’s particularly interesting is the rise in younger male crafters we’ve seen in our community,” adds Edward Griffith, the CEO of craft community LoveCrafts. “The majority of our male community is aged 25 to 34, compared with our female audience, which is mainly 35- to 44-year-olds.” He says that, surveying the community, about a third of them took up needlecraft during the pandemic (this includes sewing, embroidery and cross-stitch).

On social media, sewing is increasingly positioned as a political act. Menders post photographs of clothes they have repaired, or made, in the name of slow fashion. ‘Craftivists’ protest Trump via the medium of embroidery. But most sewers remain female and most ‘Sew Bros’ – as coined by *Esquire* magazine for men – I spoke to have been met with raised eyebrows when revealing their hobby.

“When I tell people, they may laugh because they think I’m joking or they look quite surprised by the fact I sew as a guy,” says Thabo Sabao, 22, an apprentice software developer who displays his impressive self-made collection of tops and coats on Instagram. This attitude about assumed gender roles is echoed by Peter Cant, a contestant on the BBC reality TV show *The Great British Sewing Bee*, who has noticed dismissive ideas about sewing – as a typically female pursuit – wrapped up in people’s reactions. Perhaps this is why, even in his burgeoning state, the ‘sew bro’ remains a niche of a niche. “The sewing community can be odd towards men, in that tailors are well respected and almost expected to be men, but men who sew at home can be seen as feminine,” he says, before adding “but it’s what you produce that people look at. I hope so, anyway.”

And still the sew bros continue to populate the craft world, regardless of cultural expectations and raised eyebrows. Sabao says that, after “looking for something to take me away from my computer screen,” he found a sewing machine. Ironically he turned back online for help. “YouTube helped a tremendous amount,” he says. “Nearly everything I know came from YouTube.” He speaks affectionately about the first pair of trousers he made, out of an Adidas duffle bag. “They gave me a real sense of achievement because I self-drafted the pattern for it, and it took me a few attempts, but when I finished it, it came out well,” he says.

“I’ve been contacted by many men through Instagram who have taken up sewing in recent years,” says Cant. “They’ve been inspired by the growing need to mend and reuse clothing,” like Clooney, “as well as to make unique garments.”

“I think men look at our store as a bit of a hardware shop and can spend hours comparing latch hooks, rings, buckles, rivets,” Zimmer says. “The men’s Foreman jacket was our bestselling pattern of 2020, and it was released years ago.” Despite this, Sabao thinks sew-broing is still a niche pursuit. “On (the online community) r/sewing on Reddit, I find it is dominated by women,” he says. “I don’t think it is something a lot of men even have on their radar. I think,

when we are growing up, mothers and grandmother are more likely to teach a girl to sew.”

For Sabao, though, sewing is a full-circle moment. “I recently found out a lot of my family in Zimbabwe are tailors and seamstresses, so my mum was quite pleased for me to pick up the skill.”

(by Priya Elan, 2021)

#### **4. Comprehension check**

##### ***a. Find the following information in the article.***

1. the name of a craft community
2. the age of the majority of men who join this kind of community
3. things men want to do with their sewing skills
4. reasons for the increased interest in sewing, especially among men

##### ***b. Are these statements true (T) or false (F) according to the article? Correct any that are false.***

1. George Clooney refuses to sew as he is worried that other male celebrities will laugh at him.
2. During lockdown, it was assumed that men and women would share domestic tasks equally.
3. Recently there has been a new-found interest in sewing, mending, repairing and upcycling among young men.
4. Despite this new interest, men who join sewing groups are still a minority.
5. Since Thabo Sabao took up sewing, he hasn't gone on the internet apart from for his work.
6. His family in Zimbabwe are pleased that, for the very first time, there is a man in their family who is able to sew.

#### **5. Expressions**

##### ***a. Match the beginnings and endings of these expressions. Then underline them in the article.***

- |               |             |
|---------------|-------------|
| 1. domestic   | a. radar    |
| 2. political  | b. eyebrows |
| 3. gender     | c. moment   |
| 4. sewing     | d. pursuits |
| 5. burgeoning | e. bee      |
| 6. raised     | f. role     |
| 7. on your    | g. act      |

8. full-circle                      h. state

***b. Talk about what the expressions mean. Look up the meanings of any you do not know.***

***c. Use the expressions in sentences of your own. Which is the most useful expression for you?***

## **6. Grammar: Passive Voice**

***a. Look at the extract from the text and answer the questions below.***

And the sexist assumption that women will take on the domestic tasks **has only been exaggerated** by lockdown.

1. Why the passive voice is used in the sentence?
2. What tense form is it? Why is it used in the context?
3. What other passive tense forms can you name?

***b. Fill in the gaps with the correct forms using the verbs in the brackets.***

Example: If we work together, this project \_\_\_\_\_(do) ahead of schedule. If we work together, this project will be done ahead of schedule.

1. The concept of the internet \_\_\_\_\_(introduce) to the public in the early 1990s.
2. Since I started my own business, I \_\_\_\_\_(be contacted) by several potential investors.
3. The beauty of nature \_\_\_\_\_(inspire) countless artists throughout history.
4. The skyline of New York City \_\_\_\_\_(dominate) by towering skyscrapers.
5. Due to the pandemic, many people \_\_\_\_\_(expect) to work from home for the foreseeable future.
6. Despite being a talented musician, he \_\_\_\_\_(see) as an introverted and shy person.
7. In her novel, the protagonist's emotions \_\_\_\_\_(describe) in great detail through vivid imagery.
8. A new documentary about climate change \_\_\_\_\_(make) by a team of passionate filmmakers.
9. With advances in technology, it is likely that self-driving cars \_\_\_\_\_(create) within the next decade.
10. The latest collection of contemporary art \_\_\_\_\_(display) at the museum next week.
11. Although his intentions were good, his words \_\_\_\_\_(misunderstand) by those who don't know him well.
12. By the time the product hits the market, it \_\_\_\_\_(manufacture) using only sustainable materials.

13. While she \_\_\_\_\_(record) for the podcast, she spoke candidly about her personal struggles with mental health.

14. To ensure accurate results, all experiments \_\_\_\_\_(observe) carefully and without bias.

## **7. Discussion**

*Work in small groups/pairs and express your opinion on the following topics.*

*Report your ideas to the class.*

1. Talk about whether and why you agree or disagree with the quote from paragraph 6: *“Tailors are well respected and almost expected to be men, but men who sew at home can be seen as feminine.”*

2. Can you sew? If so, how developed are your sewing skills? Who taught you? If not, why not? Would you like to learn?

3. What will your next, or first, sewing project be? Will you make something new, or will you repair or mend something?

## **8. Project work**

1. Go online to find out information about unusual hobbies. Prepare a presentation of the hobby you find the most original/ fascinating/ popular these days. You may include the following ideas: what the hobby is like; how many people enjoy this activity; why people take it up in the first place; what makes this hobby unusual; what you think about this pastime activity.

2. Present your story to the group. Vote for the most original hobby.

## UNIT 4

### Antarctic expedition to renew search for Shackleton's ship *Endurance*

#### 1. Warmer

*What do you know about the polar regions? Choose the best answers.*

1. Polar bears are found in **the Arctic / Antarctica**.
2. Penguins are found in **the Arctic / Antarctica**.
3. Antarctica is the **driest / wettest** continent on Earth.
4. The first person to reach the South Pole was **American / Norwegian**.
5. **Three / Seven** countries have territories on Antarctica.
6. About **68% / 98%** of Antarctica is covered in ice.

#### 2. Key words

*Fill the gaps in the sentences using these key words from the text.*

artefact	bulldozer	coordinates (n)	devastating	expertise
heavy-duty	intact	maritime	navigator	odds
pound (verb)	rip (verb)	sledgehammer	valour	wreck

1. A / An \_\_\_\_\_ accident or disaster is one that takes place at sea.
2. A / An \_\_\_\_\_ is a ship that has sunk.
3. If you \_\_\_\_\_ something, you hit it several times with a lot of force.
4. \_\_\_\_\_ is the special skill or knowledge that you get from experience or training.
5. A / An \_\_\_\_\_ event or phenomenon causes a lot of damage or harm.
6. If you \_\_\_\_\_ something open, you tear it quickly and with a lot of force.
7. \_\_\_\_\_ is a formal term for bravery.
8. If people do something against the \_\_\_\_\_, they manage to do it despite their chances of success being very small.
9. If something is \_\_\_\_\_, it is not damaged or lacking any parts as a result of something that has happened.
10. A / An \_\_\_\_\_ is an object that was made a long time ago and is historically important.
11. If something is described as \_\_\_\_\_, it is strong and not easily damaged.

12. A / An \_\_\_\_\_ is a long heavy hammer that you swing with both hands.
13. A / An \_\_\_\_\_ is a heavy vehicle with a large curved open container at the front, used for moving earth and stones.
14. \_\_\_\_\_ are a set of numbers that give the exact position of something on a map.
15. A / An \_\_\_\_\_ is someone who plans the direction in which to travel.

### 3. Reading

#### **Antarctic expedition to renew search for Shackleton's ship *Endurance***

The location of Sir Ernest Shackleton's *Endurance* has been one of the great maritime mysteries since the ship became trapped in ice and sank in 1915. Finding this symbol of the 'heroic age' of polar exploration at the bottom of the Weddell Sea was long thought impossible because of the harshness of the Antarctic environment – 'the evil conditions', as Shackleton described them.

Now a major scientific expedition is being planned with a mission to locate, survey and film the wreck. *Endurance22* will launch early next year, in a vessel that will brave the most treacherous frozen waters, pounding its way through miles of pack ice.

The effects of climate change will make the expedition a little less difficult, with melting ice easing the vessel's passage. An international team of scientists with expertise in the study of ice and climate will be on board, advancing knowledge of the Antarctic environment.

Mensun Bound, its director of exploration, headed the 2019 search for the *Endurance* that had to be called off because of extreme weather conditions, after an underwater vehicle became trapped beneath the ice. 'I have mixed emotions. On the one hand, there's great excitement. On the other, for the last three years, I've had to carry this persistent sadness in me that we didn't find it last time. It's never far from my thoughts. That ship is always playing with my imagination,' he said.

Bound said global warming in the Antarctic is 'absolutely devastating', but that the melting ice 'has improved our chances' of discovering the shipwreck. Discussing the dangers, he said that if tourist ships were to venture deep into the Weddell Sea, they would be ripped open by the ice.

Shackleton's attempt to cross Antarctica is an epic story of valour and survival against all the odds. The *Endurance* became trapped in ice off the Caird Coast and drifted for months before being crushed and sinking. The men drifted on ice floes for months. Food became an anxiety and when the expedition dogs were shot they were eaten. Eventually they took to their boats reaching the uninhabited Elephant Island, where they lived off penguins and seal meat. Shackleton and five others then headed for the island of South Georgia in a whale boat, eventually rescuing the others from Elephant Island, with all 28 of the crew returning alive.

The *Endurance* is believed to lie at a depth of more than 3,000 metres. Although the vessel was crushed, its timbers are likely to be well preserved as a result of the extreme cold, the absence of light, and the relative lack of oxygen. It is possible that the vessel's strength of construction means that much of it is intact. There are even hopes that the expedition could find glass plates abandoned by the photographer, Frank Hurley, among other artefacts on the wreck.

The vessel for Endurance22, SA *Agulhas II*, belongs to the South African government and will set off from Cape Town early next year, after two years of planning. It has heavy-duty ice-breakers that will pound their way through the pack ice for miles on end. Bound said: 'Our ship is part sledgehammer, part bulldozer, part Swiss army knife. It is a battle. Last time, we ourselves became trapped in the ice, not once but several times, just as the *Endurance* did, and those were quite worrying moments.'

The team will be using Saab Sabertooth underwater search vehicles, equipped with sensors, lights and cameras to bring discoveries to a worldwide audience. If the *Agulhas II* cannot get near enough, they are planning an ice camp where the Sabertooth could be lowered through a hole drilled in the ice. John Shears, the expedition leader, said that with the vessel, an outstanding crew and cutting-edge technology, 'there has never been as good an opportunity to locate *Endurance*'.

Bound has been researching archival material in the search for clues to the wreck's location beyond the famous coordinates recorded by Frank Worsley, Shackleton's master navigator. 'It all depends on that one little piece of information,' he said. 'We were close in 2019. We covered well over half of the search area – up to 9 km across ... But Worsley never took his coordinates on the day the ship sank. His last observation was almost three days before. What



was the ship doing in those three days? What was the speed and direction adrift? All those things I have to take into account.'

Donald Lamont, chairman of the Falklands Maritime Heritage Trust, said: 'We hope that this effort will bring the story of Shackleton and his ship to a younger generation, inspiring their interest in the science and the environmental importance of Antarctica for all of us.'

(by Dalya Alberge, 2021)

#### 4. Comprehension check

*Answer the questions using information from the article.*

1. Why did people think it was impossible to find the *Endurance*?
2. What will make the expedition to find the *Endurance* a little less difficult?
3. Apart from bad weather, what caused the 2019 expedition to be called off?
4. What would happen to tourist ships that tried to enter the Weddell Sea?
5. What happened to the *Endurance*?
6. How did the crew of the *Endurance* survive on Elephant Island?
7. How many of the crew of the *Endurance* survived?
8. What may have helped to preserve the wooden hull and decks of the *Endurance*?
9. What specific artefacts are the members of the expedition hoping to find?
10. What will they do if they cannot get near enough to the site of the wreck?
11. What roles did Frank Hurley and Frank Worsley have on the *Endurance*?
12. When were the ship's coordinates last taken?

#### 5. Key language

*a. Complete the table.*

ADJECTIVE	NOUN
harsh	
complex	
anxious	
absent	
	archive
	treachery
	persistence

*b. Use these words to write at least 5 sentences about the text.*

## 6. Grammar: *Modifying gradable and ungradable adjectives*

*a. Look at this extract from the text and answer the questions below.*

Bound said global warming in the Antarctic is ‘**absolutely devastating**’, but that the melting ice ‘has improved our chances’ of discovering the shipwreck.

1. What is the function of the adverb?
2. Give examples of other adverb(s) that would fit in here.
3. Why is ‘very’ not possible?

*b. Some adverbs are only used in combination with certain adjectives.*

*Complete the text by choosing the adverb that collocates with the adjective in bold.*

Until recently progress on the tiny African states of São Tomé and Príncipe has been (1)\_\_\_\_\_ **slow**. For many years, the islands have been (2) \_\_\_\_\_ **dependent** on foreign aid. With the discovery of oil, however, life for the 140,000 inhabitants is about to become (3)\_\_\_\_\_ **different**.

Not all the changes are likely to be (4)\_\_\_\_\_ **beneficial**. The islanders are (5)\_\_\_\_\_ **attached** to their unspoiled beaches and rainforest, and some people worry that the islands’ (6) \_\_\_\_\_ **balanced** environment will become (7) \_\_\_\_\_ polluted. The government has drawn up (8)\_\_\_\_\_ publicised plans on how the new income will be spent on improving education and health, for which funds are currently (9)\_\_\_\_\_ **inadequate**. However, a few residents remain (10)\_\_\_\_\_ **opposed** to the development.

- |                |             |              |
|----------------|-------------|--------------|
| 1 A completely | B painfully | C absolutely |
| 2 A heavily    | B bitterly  | C usually    |
| 3 A highly     | B seriously | C totally    |
| 4 A heavily    | B entirely  | C perfectly  |
| 5 A completely | B fully     | C deeply     |
| 6 A perfectly  | B totally   | C painfully  |
| 7 A highly     | B immensely | C heavily    |
| 8 A entirely   | B widely    | C deeply     |
| 9 A greatly    | B totally   | C heavily    |
| 10 A bitterly  | B painfully | C widely     |

## 7. Discussion

*Work in small groups/pairs and express your opinion on the following topics. Report your ideas to the class.*

1. 'There is no point wasting money on expeditions to locate shipwrecks.'
2. 'Bringing history to life is a valuable lesson.'
3. 'The world is too small now. There is nothing left to explore.'

**8. Project work: *Maritime mystery***

1. Use the Internet to find out about another famous maritime mystery.
2. Write a short report (about 200 words) that includes the following:
  - when and where the ship was built;
  - where it was sailing from and its destination;
  - what its cargo was;
  - the number of people on board;
  - when and where its coordinates were last recorded;
  - different theories about what happened;
  - whether there were any attempts (successful/unsuccessful) to recover the ship.

## UNIT 5

### Billionaire Chuck Feeney achieves goal of giving away his fortune

#### 1. Warmer

*According to a list published in 2020, these are some of the world's richest people. Match the people with the descriptions.*

- |                    |   |
|--------------------|---|
| 1. Jeff Bezos      | a. the co-founder of Facebook                                     |
| 2. Bill Gates      | b. the CEO of an American conglomerate                            |
| 3. Mark Zuckerberg | c. the chairman of Inditex fashion group, best known for Zara     |
| 4. Warren Buffett  | d. the founder of Amazon  |
| 5. Amancio Ortega  | e. the chairman of LVMH, the world's largest luxury-goods company |
| 6. Bernard Arnault | f. the co-founder of Microsoft                                    |

#### 2. Key words

*Complete the sentences using these key words from the text.*

dumbfounded	empathize	ambition	intractable	frugal
philanthropy	dissolve	endowment	trustee	on your watch

1. A/ An \_\_\_\_\_ is something that you very much want to do, usually something that is difficult to achieve.
2. A/ An \_\_\_\_\_ is an amount of money that someone gives to an institution.
3. \_\_\_\_\_ is the belief that you should help people, especially by giving money to those who need it.
4. If people \_\_\_\_\_ a group or organization, they formally end it.
5. If something happens \_\_\_\_\_, it happens during the time you are responsible for it.
6. A/ An \_\_\_\_\_ problem is one that is very difficult or impossible to deal with.
7. If you are \_\_\_\_\_, you are so surprised that you do not know what to do or say.
8. A/ An \_\_\_\_\_ is someone who is responsible for looking after money or property that belongs to someone else.

9. If you \_\_\_\_\_ with someone, you understand how they feel because you can imagine what it is like to be them.
10. If you live a \_\_\_\_\_ lifestyle, you spend very little money and only on things that are really necessary.

### **3. Find the information**

***Find the following information in the text as quickly as possible.***

1. Which company did Chuck Feeney found with Robert Miller?
2. Where did Feeney's grandparents come from?
3. How much money has Feeney given away?
4. Where does he live?
5. How much has he given to higher education institutions?
6. Which university did he help to found?

### **4. Reading**

#### **Billionaire Chuck Feeney achieves goal of giving away his fortune**

*Irish-American mogul's philanthropic foundation runs out of cash after 38 years*

Chuck Feeney has achieved his lifetime ambition: giving away his \$8bn fortune while he is still around to see the impact it has made. For the past 38 years, Feeney, an Irish-American who made billions from a duty-free shopping empire, has been making endowments to charities and universities across the world with the goal of "striving for zero ... to give it all away".

Recently, Feeney, 89, achieved his goal. The Atlantic Philanthropies, the foundation he set up in secret in 1982 and transferred almost all of his wealth to, has finally run out of money. As he signed papers to formally dissolve the foundation, Feeney, who is in poor health, said he was very satisfied with "completing this on my watch". From his small rented flat in San Francisco, he had a message for other members of the super-rich, who may have pledged to give away part of their fortunes but only after they have died: "To those wondering about Giving While Living: try it. You'll like it."

Feeney, who gave most of his money away in secret, said he hoped more billionaires would follow his example and use their money to help address the world's biggest problems. "Wealth brings responsibility," he often said. "People

must feel a responsibility to use some of their assets to improve the lives of their fellow humans, or else create intractable problems for future generations.”

Christopher Oechsli, the president and chief executive of The Atlantic Philanthropies, said Feeney would not preach his views to other members of the global super-rich: “But he would scratch his head and say ‘How many yachts or pairs of shoes do you need? What is all this wealth accumulation about, when you can look about you and see such tremendous needs?’”

Oechsli said Feeney would not criticize other people for not giving more “but he would be dumbfounded – what is all that wealth about if you’re not going to do good with it?” He said the one-time \$8bn man would encourage the likes of Jeff Bezos, the Amazon founder and world’s richest person who has an estimated \$186bn fortune, to “pick a global problem that interests you and invest your wealth and get involved.”

Feeney was influenced by Andrew Carnegie’s essay ‘The Gospel of Wealth’, with its declaration that “the millionaire will be but a trustee for the poor.” “I have always empathized with people who have it tough in life,” Feeney said in an interview in 2010. “And the world is full of people who don’t get enough to eat.” Feeney has lived a remarkably frugal lifestyle, not owning a car or home and only one pair of shoes. He was known for flying only in economy class, even when members of his family and colleagues would travel in business class on the same plane.

Oechsli, who has worked for Feeney for more than 30 years, said his boss had once tried to live a life of luxury, but it didn’t suit him. “He had nice places and nice things. He tried it on and it wasn’t for him,” Oechsli said. “He doesn’t own a place, doesn’t own a car. The stories of his frugality are true: he does have a \$10 Casio watch and carry his papers in a plastic bag. That is him. That’s what he felt comfortable with, and that’s really who Chuck has been.”

It was in the early 1980s, when his Duty Free Shoppers (DFS) Group empire was raking in huge amounts of money, that Feeney decided he would give it all away. He secretly transferred his shares in the company to the Atlantic Philanthropies. “What am I going to do with all the money?” he recalled thinking. “Like many of the wealthy people today, I have so much money that I wouldn’t be able to spend it.”

His attitude to money is in stark contrast to his DFS co-founder, Robert Miller, the 293rd richest person in the world, who has a \$6bn fortune. Miller has luxury homes in Hong Kong, New York, Paris and Gstaad, Switzerland, as well the 14,500-hectare Gunnerside estate country park in Yorkshire.

Miller and Feeney have not spoken since the latter sold his stake in DFS in 1996. A dispute with Miller over the sale led to Feeney's once-secret philanthropy being exposed in the run-up to a court challenge. DFS Group operates more than 420 duty-free boutiques at 11 international airports.

Over the years, Feeney has given more than \$3.7bn to higher education institutions, including almost \$1bn to Cornell University, where he studied hotel administration after service as a US air force radio operator during the Korean War. Feeney has also donated \$870m to human rights groups (including \$62m to groups campaigning to end the death penalty in the US, and \$76m to grassroots campaigns supporting the passage of Obamacare).

The grandson of immigrants from County Fermanagh, Northern Ireland, he has also donated \$1.9bn to projects in the country, as well as the Republic of Ireland, where he was instrumental in the founding of the University of Limerick. He also helped behind the scenes during the peace process. In 2003, he joined the protest march through London against the invasion of Iraq.

Feeney's generosity spurred Bill Gates and Warren Buffett to establish the Giving Pledge, under which the world's richest people commit to giving away at least half their wealth to charity. Gates credited Feeney with creating a path for other philanthropists to follow. "I remember meeting him before starting the Giving Pledge," Gates said. "He told me we should encourage people not to give just 50% but as much as possible during their lifetime. No one is a better example of that than Chuck. Many people talk to me about how he inspired them. It is truly amazing." Buffett described Feeney as "my hero and Bill Gates's hero – he should be everybody's hero."

(by Rupert Neate, 2020)

## **5. Comprehension check**

***Choose the best answer according to the text.***

1. What is the ambition that Chuck Feeney has finally achieved?
  - a. to give away all his money while he is still alive
  - b. to achieve a zero carbon footprint
  - c. to dissolve The Atlantic Philanthropies
2. What does he hope other billionaires will do?
  - a. give away all of their money in secret like he did
  - b. use their money to help solve some of the world's biggest problems
  - c. reduce the number of yachts and pairs of shoes they own
3. Why didn't Feeney choose to live a life of luxury?

- a. because he prefers flying in economy class
- b. because he didn't feel comfortable with that kind of lifestyle
- c. because he didn't know how to spend money
- 4. What is the Giving Pledge?
  - a. an agreement under which the world's richest people give away all their wealth
  - b. an agreement under which the world's richest people give away 50% of their wealth
  - c. an agreement under which the world's richest people give away at least half their wealth

## 5. Find the word

**a. Find the following words and phrases in the text. The paragraph numbers are given to help you.**

- 1. a verb meaning *promise seriously and publicly to do something* (para 2)
- 2. a verb meaning *express a strong opinion and try to persuade other people to accept it* (para 4)
- 3. a noun meaning *the process by which something increases in amount over time* (para 4)
- 4. a two-word phrasal verb meaning *earn a lot of money* (para 8)
- 5. a four-word prepositional phrase meaning *completely and obviously different from* (para 9)
- 6. a noun meaning *the part of a business that you own because you have invested money in it* (para 10)
- 7. a two-word noun meaning *the period of time just before an important event* (para 10)
- 8. a verb meaning *encourage someone to do something* (para 13)

**b. Fill in the gaps with the correct forms of words and phrases from ex 5 a.**

- 1. They \_\_\_\_\_ the abolition of established systems but propose nothing to replace them.
- 2. With a 50 percent \_\_\_\_\_ in the company, it must be tempting to cash it in.
- 3. We are asking people to \_\_\_\_\_ their support for our campaign.
- 4. Campaigners in Britain have called for tax reforms to make it harder for private investors to \_\_\_\_\_ it in.
- 5. Everyone is very busy during the \_\_\_\_\_ to publication.
- 6. Despite this \_\_\_\_\_ of evidence, the government persisted in doing nothing.
- 7. The good weather was in \_\_\_\_\_ contrast to the storms of previous weeks.
- 8. \_\_\_\_\_ (on) by her early success, she went on to write four more novels in rapid succession.



## 6. Verb + Noun collocations

*a. Match the verbs in the left-hand column with the nouns or noun phrases in the right-hand column.*

- |            |                     |
|------------|---------------------|
| 1. address | a. money            |
| 2. achieve | b. a life of luxury |
| 3. live    | c. a problem        |
| 4. donate  | d. your head        |
| 5. scratch | e. a foundation     |
| 6. set up  | f. a goal           |

*b. Make up your own sentences with the phrases in ex. 6 a.*

## 7. Word formation

*Complete the sentences using the correct form of the word in brackets at the end of each sentence.*

1. Chuck Feeney is known for his \_\_\_\_\_. [FRUGAL]
2. He was \_\_\_\_\_ in the founding of the University of Limerick. [INSTRUMENT]
3. Feeney has often said that wealth brings \_\_\_\_\_. [RESPONSIBLE]
4. He simply doesn't understand the purpose of wealth \_\_\_\_\_. [ACCUMULATE]
5. Bill Gates was inspired by Feeney's \_\_\_\_\_. [GENEROUS]
6. Feeney is famous for having a \_\_\_\_\_ frugal lifestyle. [REMARK]

## 8. Discussion

*Work in small groups/pairs and express your opinion on the following topics. Report your ideas to the class.*

1. Governments should place a limit on how much money people can have.
2. You might as well give away all your money because you can't take it with you when you die.
3. Money is the cause of all the world's problems.

## 9. Project work

The text describes a billionaire who feels a responsibility to use his assets to improve the lives of his fellow humans. Search online for other wealthy people and their charity projects. **Write a short report** (200 words) about their charity work, pointing out their motives/ reasons and aims/ personality. Include your opinion on the topic giving reasons for your choice.

## UNIT 6

### **‘Damn, this is a Caravaggio!’: the inside story of an old master found in Spain**

#### **1. Warmer**

***Match the famous painters with their nationalities. What do you know about them and their work?***

- |                     |              |
|---------------------|--------------|
| 1. Caravaggio       | a. Norwegian |
| 2. Vincent Van Gogh | b. French    |
| 3. Pablo Picasso    | c. Italian   |
| 4. Paul Cézanne     | d. Belgian   |
| 5. Edvard Munch     | e. Dutch     |
| 6. René Magritte    | f. Spanish   |

#### **2. Key words**

***Fill the gaps in the sentences using these key words from the text.***

auction	authoritative	cite	clarify	damn
fantasize	fine art	gallery	implicit	inherit
instinct	restoration	siblings	speechless	well-founded

1. A/An \_\_\_\_\_ is a public occasion when things are sold to the people who offer the most money for them.
2. \_\_\_\_\_ is a word people use when they are annoyed or extremely surprised about something.
3. A/An \_\_\_\_\_ person is a knowledgeable and trustworthy source when discussing a particular subject.
4. A/An \_\_\_\_\_ is a public building where people can look at paintings and other works of art.
5. \_\_\_\_\_ consists of objects such as paintings or sculptures that are created to be looked at because they are beautiful or interesting.
6. If something is \_\_\_\_\_, it is not stated directly but understood from the context.
7. \_\_\_\_\_ is a natural ability to know what to do in a particular situation.
8. Your \_\_\_\_\_ are your brothers and sisters.
9. If you \_\_\_\_\_ something, you receive it from someone who has died.

10. If you \_\_\_\_\_ something, you explain it more clearly so that it is easier to understand.
11. If someone is \_\_\_\_\_, they are so surprised, upset or angry that they cannot think of anything to say.
12. To \_\_\_\_\_ something is to mention it as an example, proof or explanation of something else.
13. A/An \_\_\_\_\_ argument is one that is based on facts or good reasons.
14. \_\_\_\_\_ is the process of returning a piece of art back to its original condition so that it looks cleaner and better.
15. When people \_\_\_\_\_, they imagine that something pleasant, exciting or unusual is happening to them.

***b. Use some of the words in the correct form to complete the sentences***

1. She has an \_\_\_\_\_ manner that at times is almost arrogant.
2. She \_\_\_\_\_ three reasons why people get into debt.
3. Could you \_\_\_\_\_ the first point please? I don't understand it completely.
4. He interpreted her comments as an \_\_\_\_\_ criticism of the government.
5. She will \_\_\_\_\_ her father's estate when she is 21.
6. I have four \_\_\_\_\_: three brothers and a sister.
7. In this way, readers of this research may judge for themselves whether the original analyses are \_\_\_\_\_.

### **3. Reading**

#### **‘Damn, this is a Caravaggio!’: the inside story of an old master found in Spain**

*Art dealer Giancarlo Ciaroni attempted to buy painting listed at 1,500 Euros for 500,000 Euros – but discovered bewildered owners already had two offers of 3m Euros*

It took just six minutes for Massimo Pulini to realize that the small oil painting due to go on sale by auction in Madrid in April, 2021 with a guide price of 1,500 Euros could be worth millions.

At 9.48pm on 24 March, Pulini, a professor at the Bologna Fine Arts Academy, received an email request for an evaluation. Sent by an antiques dealer and friend of Pulini's, it included a photo of the painting. At 9.54pm, Pulini sent a reply that would echo across the art world: "Damn! This is a Caravaggio! Where the hell did you find it?" Word soon spread that what was thought to have been a picture by a 17th-century Spanish artist could

instead have been painted by the great Italian master Caravaggio. Within two weeks, Spain's culture ministry, acting on advice from Madrid's Prado museum, held an emergency meeting to impose an export ban. The painting was removed from the auction.

Pulini, a painter himself as well as an authoritative art historian, described his identification of the painting and the attempts to bring it back to Italy. The email had come from Giancarlo Ciaroni, a gallery owner from Milan and one of Italy's best-known fine art dealers, who had been given the photo by an art dealer who had seen it in the auction house's online catalogue.

"For years, I've had friendly relations with hundreds of collectors and fine art dealers," Pulini said. "They send emails with photos of paintings, often without any text, as the request is implicit: establish a monetary value for the painting, or simply express what I think about it." The painting was attributed in the online catalogue to the 17th-century artist José de Ribera but Pulini was convinced it was by Caravaggio himself.

"When I saw the painting, I couldn't believe my eyes," he said. "The impact was so immediate that I instantly knew this was a Caravaggio. It was like meeting someone who you haven't seen for a long time. It's difficult to explain what happens in certain moments when, in a millisecond, you have such an impression. It's often a question of instinct."

A few days later, Ciaroni managed to get a meeting in Madrid with the painting's owners, three siblings who said they had inherited it from their father. Ciaroni said he was willing to spend up to 500,000 Euros, still without telling them that it was a Caravaggio. It was only when he was informed the family had already received two separate offers of 3m Euros that he realized the secret was out.

The owners were now determined to get to the bottom of the mystery. Having first intended to auction the painting at a base price of 1,500 Euros, they now found themselves with three huge offers. "They were confused. Almost frightened," said Ciaroni. "I asked for 15 minutes of their time to clarify the situation and requested access to a photocopier so I could make copies of an essay that Pulini had written after receiving the image of the painting."

Over 16 pages, Pulini identified the work as *The Crowning with Thorns*, painted by Caravaggio in 1605. "I provided specific details that confirmed the painting was the work of Caravaggio," Pulini said. "I wrote the essay and sent it to Ciaroni." When Ciaroni returned with copies of Pulini's essay in his hands, the auction house director took it and began reading aloud. The opening

sentence, written in Italian, claimed the painting was a Caravaggio. “The owners’ faces turned pale,” Ciaroni said. “They were speechless. Their father had bought the painting in the 1970s and for 50 years they had no idea that hanging in their home was a Caravaggio that could be worth millions.”

Since the painting was removed from the auction and banned from export, it has been given additional protection by the Madrid regional government, which declared it an item of cultural interest. It cited a preliminary report by the Prado, noting there were “well-founded formal and documentary reasons for considering that this is probably an original work by Michelangelo Merisi di Caravaggio”. Its experts are waiting to examine the painting for a final verdict.

Whatever happens, it is, as Pulini points out, a miracle that the painting has survived and remained intact. “It has never been restored in more than 400 years,” he said. “The restoration will bring back to life the typical colours of Caravaggio.” As for Ciaroni, he says he realized he could no longer buy it. “It was a thrilling adventure,” he said. “For a few hours, while on my way to Spain, I fantasized that it was already mine.”

(by Lorenzo Tondo and Sam Jones, 2021)

#### **4. Comprehension check**

*Answer the questions using information from the article.*

1. How long did it take Massimo Pulini to realize that the painting was a Caravaggio?
2. Prior to this, who did people think had painted the painting?
3. Why is it impossible to take the painting to Italy?
4. Why do people send Pulini photos of paintings?
5. Who owns the painting?
6. Where did they get it?
7. When, according to Pulini, was the painting originally painted?
8. What additional protection has the painting been given by the Madrid regional government?
9. Why, according to Pulini, is it “a miracle” that the painting has survived and remained intact for 400 years?
10. What will restoration of the painting do?

#### **5. Using key language**

*a. Match the verbs in the left-hand column with the nouns or noun phrases in the right-hand column to make collocations from the text.*

- |              |                                    |
|--------------|------------------------------------|
| 1. impose    | a. details                         |
| 2. hold      | b. an offer                        |
| 3. establish | c. copies                          |
| 4. receive   | d. the situation                   |
| 5. provide   | e. a ban                           |
| 6. make      | f. access to something             |
| 7. clarify   | g. the monetary value of something |
| 8. request   | h. an emergency meeting            |

***b. Use the phrases from ex. 5a to make up a summary of the article.***

## **6. Grammar: Relative clauses**

***a. Look at this extract from the text and answer the questions below.***

“I provided specific details **that confirmed the painting was the work of Caravaggio**,” Pulini said.

1. Is it defining or non-defining relative clause?
2. What function does 'that' perform?
3. Can we omit 'that'?
4. Can we replace 'that' with 'which'? What other relative pronouns can you name?

***b. Complete the sentences using relative pronouns (who, which, that, whose, where, when). Which sentences need additional punctuation?***

- 1 I have a friend \_\_\_\_\_ cousin is an actor.
- 2 Ella's colleague \_\_\_\_\_ you met last week has invited me for a meal.
- 3 Lee has step-sisters and brothers \_\_\_\_\_ is quite common these days.
- 4 Have you been to that new restaurant \_\_\_\_\_ is near the railway station?
- 5 I haven't finished reading that book \_\_\_\_\_ you gave me last week.
- 6 It's a beautiful area \_\_\_\_\_ some of the best beaches in the world are to be found.

***c. Compare your answers. Can any pronouns be left out?***

## **7. Discussion**

***Work in small groups/pairs and express your opinion on the following topics.***

***Report your ideas to the class.***

1. “It’s crazy that one painting can be worth millions of dollars.”
2. “The rightful owner of the painting is Italy and Spain should return it.”
3. “Traditional artists such as Caravaggio or Michelangelo had much more talent and skills than modern artists.”

## **8. Project work**

a. Choose one of the painters from the list in the Warmer or choose another painter you know or like. Search on the internet for paintings by that artist. Choose one you particularly like and get more information, including the following details:

- what the name of the painting is;
- what the painting shows;
- what style the painting was done in;
- what elements of the painting are typical for that particular style;
- when it was painted;
- where it is currently displayed;
- what your first encounter with the painting was like (a short description).

2. Write a short report (around 200 words) using the information you have found.

3. Present your findings to the class. Vote for the best presentation.

## UNIT 7

### Dutch couple become Europe's first inhabitants of a 3D-printed house

#### 1. Warmer

*Put these types of accommodation in order from 1 (the one that you would most like to live in) to 6 (the one that you would least like to live in). Give reasons for your choice.*

- a houseboat
- a flat in
- an apartment building
- a caravan
- a detached house
- a terraced house
- a country cottage

#### 2. Key words

*a. Fill the gaps in the sentences using these key words from the text.*

affordable	boulder	bricklayer	bunker	fairytale (adj)
nascent	nozzle	overhanging	plot	proliferate
squirt (v)	tenant	texture	touch (n)	

1. People who lived in a rented house or flat are known as \_\_\_\_\_.
2. A / An \_\_\_\_\_ is a room or set of rooms with very strong walls, built underground as a shelter against bombs.
3. A / An \_\_\_\_\_ is a very large rock or piece of stone.
4. A / An \_\_\_\_\_ is a piece of land used for a particular purpose.
5. If something is described as \_\_\_\_\_, it is just beginning or has been formed recently.
6. If things \_\_\_\_\_, they quickly increase in number or amount.
7. A / An \_\_\_\_\_ is a narrow part at the end of a tube through which a liquid flows.
8. If something is \_\_\_\_\_, it sticks out from an edge above something.
9. To \_\_\_\_\_ means to make a liquid move with a lot of force.
10. \_\_\_\_\_ is the way that something feels when you touch it.
11. A / An \_\_\_\_\_ is someone whose job is to build walls using bricks.
12. A finishing \_\_\_\_\_ is something that you add or do to make something complete.
13. If something is described as \_\_\_\_\_, it is extremely beautiful.
14. If something is described as \_\_\_\_\_, it is cheap enough for ordinary people to be able to buy it.



### 3. Reading

#### **Dutch couple become Europe's first inhabitants of a 3D-printed house**

A Dutch couple have become Europe's first tenants of a fully 3D-printed house in a development that its backers believe will open up a world of choice in the shape and style of the homes of the future. Elize Lutz, 70, and Harrie Dekkers, 67, retired shopkeepers from Amsterdam, recently received their digital key – an app allowing them to open the front door of their two-bedroom bungalow at the press of a button. “It is beautiful,” said Lutz. “It has the feel of a bunker – it feels safe,” added Dekkers.

Inspired by the shape of a boulder, the dimensions of which would be difficult and expensive to construct using traditional methods, the property is the first of five homes planned by the construction firm Saint-Gobain Weber Beamix for a plot of land by the Beatrix canal in the Eindhoven suburb of Bosrijk.

In the last two years, properties partly constructed by 3D printing have been built in France and the US, and nascent projects are proliferating around the world.

But those behind the Dutch house, which has 94sq meters of living space, are said to have beaten their rivals by being the first legally-habitable and commercially-rented property where the load-bearing walls have been made using a 3D-printer nozzle. “This is also the first one which is 100% permitted by the local authorities, and which is lived in by people who actually pay to live in this house,” said Bas Huysmans, chief executive of the construction company that built it.

The first completed home of Project Milestone, a partnership with Eindhoven University of Technology and the local housing corporation, was due to be put on the rental market in 2019, but the challenges of the architect's design, which involved overhanging external walls, caused delays.

The 3D-printing method involves a huge robotic arm with a nozzle that squirts out a specially formulated cement, said to have the texture of whipped cream. The cement is “printed” according to an architect's design, adding layer upon layer to create a wall to increase its strength. The point at which the nozzle head had to be changed after hours of operation is visible in the pattern of the new bungalow's walls, as are small errors in the cement printing, perhaps familiar to anyone who has used an ink printer.

But while it is early days, the 3D-printing method is seen by many within the construction industry as a way to cut costs and environmental damage by

reducing the amount of cement that is used. In the Netherlands, it also provides an alternative at a time when there is a shortage of skilled bricklayers.

The new house consists of 24 concrete elements that were printed layer by layer at a plant in Eindhoven before being transported by lorry to the building site and placed on a foundation. A roof and window frames were then fitted, and finishing touches applied.

By the time the fifth of the homes is built – comprising three floors and three bedrooms –, it is hoped that construction will be done wholly on-site, and that various other installations will also be made using the printer, further reducing costs. “If you look at what time we actually needed to print this house, it was only 120 hours,” Huysmans said. “So all the elements, if we had printed them in one go, it would have taken us less than five days, because the big benefit is that the printer does not need to eat, does not need to sleep, it doesn’t need to rest. So if we started tomorrow, and learned how to do it, we could print the next house five days from now.” Lutz and Dekkers, who have lived in four different types of home in the six years since their two grown-up daughters left the family home, are paying €800 (£695) a month to live in the property for six months from 1 August, after answering a call for applicants on the internet. “I saw the drawing of this house and it was exactly like a fairytale garden,” said Lutz.

The market rent would normally be twice that being paid by the couple. “Did we earn money with this first house? No,” said Huysmans. “Do we expect to lose money on house number two, three, four and five? No.

“With 3D printing you generate a huge creativity and a huge flexibility in design,” he added. “Why did we make so much of an effort to print this ‘rock’? Because this shows perfectly that you can make any shape you want to make.” Yasin Torunoglu, alderman for housing and spatial development for the municipality of Eindhoven, said: “With the 3D-printed home, we’re now setting the tone for the future: the rapid realisation of affordable homes with control over the shape of your own house.”

(by Daniel Boffey, 2021)

#### **4. Comprehension check**

*Answer the questions using information from the article.*

1. How do the tenants of the 3D house open its front door?
2. Apart from the Netherlands, in which other countries have house partly using 3D been built?
3. In what way is the Dutch 3D house the first?

4. What challenges of the architect's design caused delays in the construction of the house?
5. How does the cement in the 3D-printing method create a wall??
6. How might the 3D-printing method cut costs and reduce environmental damage?
7. How long did it take to print the house?
8. How much will it cost the tenants to live in the house?
9. What does the 'rock' design of the house show?
10. Apart from enabling affordable homes, what other benefit will 3D printing bring to buyers?

## 5. Key language

**a. Match the verbs in the left-hand column with the nouns or noun phrases in the right-hand column to make two-word expressions from the text.**

- |                  |            |
|------------------|------------|
| 1. traditional   | a. key     |
| 2. environmental | b. frame   |
| 3. window        | c. market  |
| 4. external      | d. space   |
| 5. digital       | e. methods |
| 6. whipped       | f. walls   |
| 7. rental        | g. cream   |
| 8. living        | h. damage  |

**b. Use the phrases from ex 5a to summarise the article.**

## 6. Grammar: Hypothetical situations

**a. Look at this extract from the text and answer the questions below.**

. "So all the elements, if we **had printed** them in one go, it **would have taken** us less than five days".

1. What situation does the sentence describe: hypothetical present or past?
2. What other ways of expressing the same idea do you know?
3. What situations do mixed conditionals express?

**Complete the mixed conditional sentences. Then decide if it would be possible to express them using a normal third conditional sentence. Is there any change in meaning?**

- 1 If they \_\_\_\_\_ (do) some more market research, they \_\_\_\_\_ (understand) their customers better.
- 2 I \_\_\_\_\_ (be) a better salesperson today if I \_\_\_\_\_ (have) the benefit of better training in sales techniques.

3 If she \_\_\_\_\_ (be) a more skilled salesperson, she \_\_\_\_\_ (made) enough sales to keep her job.

4 If I (not open) the door to that nice salesman, I \_\_\_\_\_ (not be) the happy owner of a brand new Whirlymix today!

5 The customer \_\_\_\_\_ (get) in touch with you by now if she \_\_\_\_\_ (be) seriously considering your offer.

6 If it \_\_\_\_\_ (be) possible to try clothes on virtually, people \_\_\_\_\_ (stop) bothering to go out to shop years ago.

***c. Complete the sentences so they are true for you. Then compare your answers with other students.***

1 If I have a bit of free time this week, I .....

2 If I could start my own business, I .....

3 If I had the chance to live anywhere in the world for a year, I.....

4 If I had been born fifty years earlier, I would probably .....

5 If I were already able to speak another language completely fluently, I .....

## **7. Discussion**

***Work in small groups/pairs and express your opinion on the following topics.***

***Report your ideas to the class.***

1. “3D printing is the biggest development in design since the Industrial Revolution.”

2. “In 10 years’ time, everything will be constructed using 3D printing.”

3. “The problem is the cost of the equipment.”

## **8. Project work**

1. Open an Internet search engine and find at least 5 different uses for 3D printing or products made by 3D printing.

2. Choose one 3D product and prepare a presentation of it. You may include the following information:

- who the designer of the product is;
- how the designer came up with the idea;
- how long it took to develop the idea and market it;
- what the competitive features of the product are;
- how popular the product is with consumers;
- express your attitude towards the product.

3. Present your findings to the class. Vote for the best presentation.

## UNIT 8

### "It's cooler to hang Lennon's guitar than a Picasso": pop culture wins out at auctions

#### 1. Warmer

*a. Match the items sold at auction with the amounts people paid for them.*

- |   |                  |
|---|------------------|
| 1. Kurt Cobain's guitar                               | a. \$48 million  |
| 2. Leonardo da Vinci's <i>Salvator Mundi</i> painting | b. \$71 million  |
| 3. a 1960 Ferrari 250 GTO                             | c. \$6 million   |
| 4. an 1856 British Guiana postage stamp               | d. \$450 million |
| 5. the Pink Star diamond                              | e. \$10 million  |

#### 2. Key words

*a. Fill the gaps in the sentences using these key words from the text.*

artefact	auction	bidder	cachet	cardigan
estimate	flux	Grammy	iconic	legacy
lyrics	memorabilia	millennial	monied	outfit

1. An / A \_\_\_\_\_ is a public occasion when things are sold to the people who offer the most money for them.
2. If things are in \_\_\_\_\_, they are in a condition of constant change.
3. If something is described as \_\_\_\_\_, it is very famous and well known, and believed to represent a particular idea.
4. An / A \_\_\_\_\_ is an object that was made some time ago and is historically important.
5. If someone is \_\_\_\_\_, they are rich.
6. An / A \_\_\_\_\_ is someone who became an adult in the early twenty-first century.
7. \_\_\_\_\_ are objects that people collect because they belonged to someone famous.
8. An / A \_\_\_\_\_ is a woolen jacket that you fasten at the front.
9. An / A \_\_\_\_\_ is someone who makes an offer to buy something at an auction.
10. \_\_\_\_\_ is a special quality that makes people admire someone or something, or makes them want to have something.
11. An / A \_\_\_\_\_ is an amount that you guess or calculate using the information available.

12. An / A \_\_\_\_\_ is a set of clothes that are worn together.
13. An / A \_\_\_\_\_ is a prize give in the US each year to the best writers and performers of music.
14. \_\_\_\_\_ are the words of a song.
15. An / A \_\_\_\_\_ is something that someone has achieved that continues to exist after they stop working or die.

### 3. Reading

#### **"It's cooler to hang Lennon's guitar than a Picasso": pop culture wins out at auctions**

*Is celebrity merchandise the new Monet? Auction houses are in flux, with more and more pop culture items being sold under the hammer for six- and seven-figure sums.*

In April, Julien's Auctions in Beverly Hills hosted a three-day auction of Janet Jackson's personal belongings, including some of her most iconic stage outfits. Buyers included Kim Kardashian, who bought Jackson's outfit from the music video for her 1993 classic "If" for \$25,000 and, on Instagram, said she was "such a fan" of the singer.

"A collector recently told me: 'It's cooler to hang John Lennon's guitar on my wall than a Monet or Picasso,'" says Darren Julien, the owner of Julien's, the only auction house that trades exclusively in celebrity items, explaining how twentieth-century pop-culture artefacts have become the new classic paintings, thanks to a generation of monied millennials.

Although Christie's started its rock and pop memorabilia section in the 80s, Julien's, which began in 2003, was the first auction house to deal exclusively in pop-culture items. Early auctions included the dress in which Marilyn Monroe sang "Happy Birthday" to President John F Kennedy (sold for \$4.8m in 2016) and the green cardigan Kurt Cobain wore for Nirvana's MTV Unplugged performance (sold once in 2015 for \$140,800 and again in 2019 for \$334,000). The Unplugged guitar went for more in 2020.

"After we sold Kurt Cobain's guitar for over \$6m last year, we had buyers who wanted the cardigan that we sold for \$334,000," says Julien. "The sale of the guitar made \$334,000 seem cheap. We had one client who offered over \$600,000 to buy the cardigan from the winning bidder, but the buyer in our 2019 auction declined to sell it."

Julien says that the shift from antiques and classic portraits to memorabilia was a long time coming. “When I started working with Sotheby’s in 1999, collectibles were almost looked down upon as something for fans only,” he says. “It’s been slowly shifting”.

”There has also been a rise in auctions of items still owned by the relevant celebrities, as opposed to property from fan collections. So items under the hammer may well owe their cachet to celebrities who are still alive and performing. “I remember, when I was trying to talk Cher into doing the auction nearly 15 years ago, she said: ‘But I’m not dead,’” Julien recalls.

“Those auctions showed celebrities and this market that you don’t have to be dead to have a successful auction of your belongings,” he says, mentioning a Barbra Streisand auction in 2009. “We’ve noticed that items are still selling for big money, even though the celebrity is still alive.”

The house went on to have similar auctions for Ringo Starr, Nancy Sinatra and Bette Midler. Julien says that hosting auctions for top celebrities makes it easier for others to jump in and have one themselves.

“Janet Jackson was one of the most difficult people to talk into an auction because she’s so private,” he says. “Even Janet was surprised at the results and she really got into the process of not only creating an amazing video for her fans to see in her box set but surprising the fans on the day of her birthday, coming on the screens in the auction room to thank them for attending.”

In January, Julien’s auctioned seven outfits from K-pop boyband BTS. The costumes from their 2020 video for “Dynamite” sold for \$162,500, far above the \$40,000 estimate. Does Julien think selling off items by relatively new pop-culture figures is the future trend? “Yes, especially if it’s a band or someone as hugely popular as BTS,” he says. “If you take a set of outfits that are worth \$2,000 and put them on BTS, have them perform in them in a music video and then the song is nominated for a Grammy, you just increased the value of those outfits 81 times.”

In June, 2021, artefacts being sold will include Bob Dylan’s handwritten lyrics to “Lay, Lady, Lay”, a handwritten letter by Britney Spears that she sent to a school boyfriend and a self portrait by Cobain. “These lifestyle auctions have now become a way for celebrities to do something that helps build their legacy,” Julien says. “Many of these items belong in museums or in the hands of people who can properly preserve them, and it also takes the pressure off storing so many items for celebrities.”

(by Priya Elan, 2021)

#### 4. Comprehension check

*a. Answer the questions using information from the article.*

1. How does Julien's auction house differ from other auction houses?
2. When did Christie's auction house begin selling pop memorabilia?
3. Which item mentioned in the article was sold for the most money?
4. How much did one client offer for Kurt Cobain's cardigan?
5. How was collecting memorabilia regarded when Julien first started working at Sotheby's auction house in 1999?
6. Why was Cher surprised when she was invited to auction some of her belongings?
7. Why was Janet Jackson a difficult person to persuade to have an auction?
8. How did she surprise her fans?
9. What is the effect of a song being nominated for a Grammy award?
10. What do lifestyle auctions help celebrities to do?

#### 5. Key language

*a. Match the phrasal verbs in the left-hand column with their meanings in the right-hand column.*

- |                 |   |
|-----------------|---|
| 1. get into     | a. do something after doing something else        |
| 2. look down on | b. persuade someone to do something               |
| 3. go on to     | c. start enjoying something                       |
| 4. jump in      | d. buy and sell something                         |
| 5. talk into    | e. regard something as inferior to something else |
| 6. deal in      | f. become involved in something very quickly      |

*b. Make up your own sentences with the phrasal verbs from ex. 5 a.*

#### 6. Grammar: Present Perfect

*a. Look at the extract from the text and answer the questions below.*

"These lifestyle auctions **have now become** a way for celebrities to do something that helps build their legacy," Julien says.

1. What is the function of the present perfect simple in the context?
2. What other functions does the present perfect simple have?
3. How is the present perfect simple different from the present simple/ past simple?
4. What are the functions of the perfect continuous?

*b. Complete the text with the present, past or past perfect of the verbs in brackets. Use either the simple or continuous form. There may be more than one possibility.*



The Beatles' famous audition for Decca records (1) \_\_\_\_\_ (take place) in London in 1962. Decca's representative, Smith, (2) \_\_\_\_\_ (already/see) the band perform and arranged a recording session at Decca's London studio. After driving down from Liverpool on 1st January, the band (3) \_\_\_\_\_ (arrive) just before their audition was due to take place because it (4) (snow) \_\_\_\_\_ heavily all the way down the motorway. To make matters worse, Smith then (5) \_\_\_\_\_ (turn up) late because he (6) \_\_\_\_\_ (celebrate) New Year's Eve the night before.

After the Beatles (7) \_\_\_\_\_ (record) around 15 songs, Decca rejected them on the grounds that 'guitar groups are on their way out.' The Beatles then (8) \_\_\_\_\_ (go on) to become the most popular group in history and 50 years later, people (9) \_\_\_\_\_ (still/buy) their music.

**c. Write a sentences about a band or author you like, using simple, perfect and continuous forms.**

## **7. Discussion**

**Work in small groups/pairs and express your opinion on the following topics.**

**Report your ideas to the class.**

1. "The musicians and actors of today are more relevant to people than famous painters or writers from the past."
2. "People only buy these artefacts because they want to sell them later and make a profit."
3. "People who pay a fortune for these items are basically stupid."

## **8. Project work: Celebrity memorabilia**

1. Search online for examples of celebrity memorabilia that have been sold at auction. Choose one of the items and write a short report (about 200 words).

You could include information such as:

- what the item was;
  - who the celebrity is and why he or she is famous ;
  - how much the item sold for;
  - who bought it;
  - why they bought it;
  - what they plan to do with it;
  - would you buy the item yourself and for what reason.
2. Present your findings to the class. Vote for the best presentation.

## UNIT 9

### New rewilding project teaches tour guides to offer fresh look at travel

#### 1. Warmer

*Put these places in order of how natural it is for animals and plants to live there (1 = not natural, 5 = completely natural). Give reasons for your choice.*

1. \_\_\_\_\_ a. farms
2. \_\_\_\_\_ b. forests
3. \_\_\_\_\_ c. zoos
4. \_\_\_\_\_ d. safari parks
5. \_\_\_\_\_ e. parks

#### 2. Key words

*Fill the gaps in the sentences using these key words from the text.*

bison	carnivore	encounter	ethics	extractive
geek	handful	herbivore	intake	rejuvenate
remote	resettlement	rewilding	roam	sustainability

1. \_\_\_\_\_ is the process of restoring an area of land to its natural state.
2. If people \_\_\_\_\_ something such as an organization, system or place, they make it good or effective again.
3. If a place is described as \_\_\_\_\_, it is a long way from towns or people.
4. If you \_\_\_\_\_ a wild animal, you meet it by chance somewhere.
5. A/An \_\_\_\_\_ is a large wild animal like a cow with long hair and a large head.
6. \_\_\_\_\_ industries take raw materials from the earth.
7. \_\_\_\_\_ is the process of using methods that do not harm the environment.
8. A/An \_\_\_\_\_ is all the people who join a course at the same time.
9. \_\_\_\_\_ is the process of moving people from one area to another.
10. A/An \_\_\_\_\_ is an animal that eats other animals.
11. A/An \_\_\_\_\_ is a very small number of people or things.
12. When animals \_\_\_\_\_, they move from place to place without a particular purpose.
13. A/An \_\_\_\_\_ is an animal that eats only plants.

14. A/An \_\_\_\_\_ is someone who is boring, especially because they are very interested in only one thing, for example computers.

15. \_\_\_\_\_ are the set of principles that people use to decide what is right and what is wrong.

### **3. Reading**

#### **New rewilding project teaches tour guides to offer fresh look at travel**

Tour guides across the world are being taught about rewilding as part of a new training programme that aims to create economic opportunities within wilder landscapes. The training is run by not-for-profit organization Rewilding Europe, which is working to return nature to a wilder state across eight regions of Europe by removing human management and reintroducing certain species. This vision includes rejuvenating the tourism industry by attracting visitors to remote areas, such as the Southern Carpathians in Romania or the Velebit Mountains on the Croatian coast, with the possibility of encountering wild animals including lynx and wolves – and creating jobs within local communities.

In 2017, Rewilding Europe set up the European Safari Company, a travel agency designed to bring tourists to its rewilding projects. It now runs 40 safari packages, including bison-tracking in Poland's Oder Delta and bear-watching in Croatia. Its operations manager, Aukje van Gerven, who is based in the Netherlands and is running the training programme, says tourism can help to replace the income once generated through extractive jobs, such as forestry.

"In all the rewilding areas we work in, there are villages and towns, where people are living and working," she said. "If it goes wild, it means there shouldn't be any more forestry there, and in most of them, there's a lot less hunting than in the past. So how do the people in that area survive?" For van Gerven, the training is not just about creating jobs in tourism but teaching guides how to forge links between rewilded landscapes and the community.

"If I go wolf-watching with my clients," she said, "am I literally just going wolf-trekking, or will I visit the local honey producer to see how they are using fencing to make sure the bears in the area are not eating the honey the bees are producing? Will I visit the local shepherd, to see how he's protecting his sheep against wolves? It's focused on economic sustainability within a wild area."

To start, trainees attend online webinars and can then apply to participate in a five-day field training programme, which is scheduled to take place later in 2021 in Italy's Central Apennines. There is a third stage for more specialized training, including skills such as birding, photography and wildlife-tracking.

The programme's first intake, of 40 students, started in October 2020, with a second round of training now under way. A third round is scheduled for November, 2021. Rewilding Europe will measure the impact of its approach by surveying the tourists taken on by their graduates and comparing that with tourist experiences from before the training.

While the programme focuses on Europe's wild areas, the current round of trainees includes 50 students from 20 countries, including the US, Hong Kong and the United Arab Emirates.

Petra Draškovič Pelc is a guide and photographer from Slovenia, who graduated after the first round of training. She works in the Kočevsko region, where she says nature has been left to return to a wilder state since the resettlement of the Gottschee people during the Second World War. Lynx were reintroduced in 1973. "I liked the idea of connecting to enthusiastic individuals who work in tourism across Europe, to bring new knowledge to my guests and to explain nature and its functions better," she said.

While the UK may have fewer wild carnivores, it still has a handful of trainees who hope to bring this rewilding approach to their work, including participants from Somerset, Cambridge and the Knepp Estate in West Sussex.

Knepp is among the best-known examples of rewilding in the UK: longhorn cattle, Tamworth pigs and Exmoor ponies now roam what was once a 1,400-hectare farm. Rina Quinlan, a self-described "large herbivore geek" who works there as a seasonal guide, is enrolled in the current training scheme. She is looking forward to learning about the ethics of wildlife tourism and how to tell better stories about rewilding to the tourists that will eventually visit the estate.

"With rewilding, it's not just about the individual species, although that's definitely a highlight of any tour," she said. "I think this idea that you're visiting this landscape – and that it's part of a wider picture – is something I haven't found in the UK, in terms of training."

(by Sophie Yeo, 2021)

#### **4. Comprehension check**

*Answer the questions using information from the article.*

1. Why are tour guides being taught about rewilding?

2. What will attract tourists to remote areas?
3. What type of jobs could tourism replace in areas where rewilding projects have been introduced?
4. According to Aukje van Gerven, what does the training programme aim to teach tourist guides?
5. What kind of skills could be included in the third stage of the training programme?
6. When were lynx reintroduced to the Kočevsko region of Slovenia?
7. How does Petra Draškovič Pelc plan to bring new knowledge to visitors to her region?
8. What types of animal roam across one of the rewilded areas in the UK?
9. What did the Knepp Estate use to be?
10. What type of animals is Rina Quinlan particularly interested in?

## 5. Using key language

***a. Match the verbs in the left-hand column with the nouns or noun phrases in the right-hand column.***

- |               |  |
|---------------|--|
| 1. attract    | a. income                                |
| 2. create     | b. an old industry                       |
| 3. set up     | c. the impact of something               |
| 4. generate   | d. jobs                                  |
| 5. attend     | e. a new company                         |
| 6. rejuvenate | f. links between organizations or people |
| 7. forge      | g. visitors                              |
| 8. measure    | h. an online webinar                     |

***b. Use the phrases from ex. 5 a to make a summary of the article.***

## 6. Word formation

***Complete the sentences using the correct form of the word in brackets at the end of each sentence.***

1. The opportunity to travel is one of the main \_\_\_\_\_ of this job. [ATTRACT]
2. Their policies all emphasize the \_\_\_\_\_ of wealth. [CREATE]
3. The novel's \_\_\_\_\_ smacks of stereotype, but its heroine has a strong voice and a spine of steel. [SET UP]
4. A \_\_\_\_\_ ago, home computers were virtually unknown. [GENERATE]

5. The pianist was extraordinary, as you could see by the \_\_\_\_\_ of her audience. [ATTEND]
6. He has direct responsibility for the \_\_\_\_\_ of the economy. [REJUVENATE]
7. He increased his income by \_\_\_\_\_. [FORGE]
8. The machine makes thousands of \_\_\_\_\_ every day. [MEASURE]

## **7. Discussion**

*Work in small groups/pairs and express your opinion on the following topics.*

*Report your ideas to the class.*

1. “Reintroducing carnivores like wolves and lynx is irresponsible because they could kill farm animals.”
2. “No tourism at all is better than too much tourism.”
3. “All countries need wild areas so that animals and plants can live and grow without human interference.”

## **8. Project work**

1. The text refers to rewilding projects in Croatia, Poland, Romania, Slovenia and the UK. Find further examples online of rewilding, either in your country or in another country not mentioned in the text.
2. Write a short paragraph (up to 200 words) to describe the projects and the animals they will reintroduce. If relevant, refer to the number of people involved in the project or projects and the potential costs. Express your opinion on the topic.
3. Present your findings to the class. Vote for the best presentation.

## UNIT 10

### Autumn-born children better at sport, says study

#### 1. Warmer

1. What is your favourite sport?
2. Do you do any sport regularly?
3. Did you enjoy Physical Education lessons at school?

#### 2. Key words

*Fill the gaps in the sentences using these key words from the text.*

peer	stamina	accelerate	prowess	maturity
underachiever	plausible	excel	agility	cardiovascular

1. Your \_\_\_\_\_ is someone who is of the same age as you.
2. \_\_\_\_\_ is the ability to make a lot of effort over a long period of time without getting tired.
3. \_\_\_\_\_ refers to things connected with the heart and the blood vessels.
4. If you \_\_\_\_\_, you move more quickly.
5. \_\_\_\_\_ is great skill or ability.
6. An \_\_\_\_\_ is someone who is not as successful as they could be at work, at school, in sports etc.
7. \_\_\_\_\_ is full growth or completed development.
8. If something is described as \_\_\_\_\_, it is likely to be true.
9. \_\_\_\_\_ is the ability to move quickly and easily.
10. If you \_\_\_\_\_ in something, you do it extremely well.

#### 3. Find the information

*Find the answers to these questions as quickly as possible.*

1. What, according to a recent study, is the best month to be born in if you want to be a good athlete?
2. What are the second and third best months?
3. What are the worst two months to be born in?
4. What is the “sunshine vitamin”?
5. Where was the study published?
6. How much faster (expressed as a percentage) can a boy born in November run than a child of the same age born in April?

## 4. Reading

### **Autumn-born children better at sport, says study**

*If you want your child to make the school team, try to ensure they are born in November or October, say researchers*

Do you want your child to be good at sport, make the school team and, maybe one day, even compete on the world stage? Well, try to ensure that your would-be Olympian or World Cup winner is born in November or, failing that, in October. A study led by one of the UK's leading experts on children's physical activity has found that school pupils born in those months are fitter than everyone else in their class.

November- and October-born children emerged as fitter, stronger and more powerful than their peers born in the other ten months of the year, especially those whose birthdays fell in April or June. Dr Gavin Sandercock, from the Centre for Sports and Exercise Science at Essex University, and colleagues found that autumn-born children enjoyed "a clear physical advantage" over their classmates.

The research involved 8,550 boys and girls aged between ten and 16 from 26 state schools in Essex. All were tested between 2007 and 2010 on three different measures of fitness: stamina, handgrip strength and lower-body power. The results revealed that a child's month of birth could make "significant" differences to their levels of cardiovascular fitness, muscle strength and ability to accelerate, all of which predict how good someone is at sport, in which such attributes are vital. Performances at school sports days in the weeks ahead may bear out the findings.

November-born children were the fittest overall as they had the most stamina and power and were the second strongest. Those born in October were almost as fit, scoring highest for strength and coming third for power, with December children close behind.

The gap in physical prowess between children in the same class but born in different months was sometimes very wide. "For example, we found that a boy born in November can run at least 10% faster, jump 12% higher and is 15% more powerful than a child of the same age born in April. This is, potentially, a huge physical advantage," said Sandercock. Such gaps could ultimately decide who became a top-level athlete because, as the paper says, "selection into elite sports may often depend on very small margins or differences in an individual's physical performance".



The study, which has been published in the *International Journal of Sports Medicine*, found that, when scores for the three kinds of fitness were combined, those born in April were the least fit, then those in June. That could see those children excluded from school teams and becoming sporting underachievers, Sandercock said. The findings seem to show that children born in the early months of the school year enjoy a double “autumn advantage” – they are already known to have an academic advantage and, now, they also appear to be better equipped for sport, too. The results show that something other than “the relative-age effect” – the greater maturity of those born early in the school year – is at work, especially as the fittest children were not the tallest or heaviest, he added.

The authors believe that autumn-born children’s greater exposure over the summer months, towards the end of pregnancy, to vitamin D – the “sunshine vitamin” linked to a range of health benefits – is the most likely explanation. “Seasonal differences in intrauterine vitamin D concentrations seem most plausible,” they say. John Steele, chief executive of the Youth Sport Trust, said the quality of a young person’s introduction to PE and sport at school can be “a major factor” in their sporting development. “Children that get a high-quality first experience, which develops their physical literacy, are those that will have greater agility, balance and coordination, and are more likely to develop an enjoyment of physical activity and excel in sport as they grow up”, he said.

UK Sport could not say if a disproportionately high number of the 1,300 athletes across 47 sports it funds were born in November and October. Natalie Dunman, its head of performance pathways, said that, while the differences highlighted in the new findings were borne out by teenagers competing in junior-level competitions, they had disappeared by the time sportspeople were taking part in adult competitions. She said: “Looking at elite, senior athletes, there are many factors that go into making a champion and our work hasn’t uncovered anything to suggest that month of birth is one of the key ingredients.”

(by Denis Campbell, 2014)

## **5. Comprehension check**

***Choose the correct answer according to the text.***

1. What is the double “autumn advantage” referred to in the text?
  - a. Children born in the autumn can run faster and jump higher than other children.
  - b. Children born in the autumn are bigger and stronger than other children.

- c. Children born in the autumn are better at sports and better academically than other children.
- 2. When do children born in autumn benefit from exposure to vitamin D?
  - a. in the first two months of their life
  - b. while they are still in their mother's womb
  - c. between April and June
- 3. What other major factor is cited as being important in sporting development?
  - a. being tall and heavy
  - b. the quality of a young person's introduction to PE and sport at school
  - c. competing in junior-level competitions
- 4. What happens by the time sportspeople take part in adult competitions?
  - a. Differences caused by the month of birth have disappeared.
  - b. Differences caused by the month of birth become more apparent.
  - c. Differences caused by the month of birth are the most important factor.

## 6. Find the word

*Find the following words and phrases in the text.*

- 1. a two-word adjectival phrase meaning *hoping or trying to do something* (para 1)
- 2. a two-word phrase meaning *if one thing is not suitable or possible, then there is something else you can try* (para 1)
- 3. a noun in the plural form meaning *qualities or features of someone or something* (para 3)
- 4. a two-word phrasal verb meaning *show that something is true* (para 3)
- 5. an adverb meaning *after a process or activity has ended* (para 5)
- 6. a verb meaning *deliberately prevent someone from being involved in an activity* (para 6)
- 7. an adjective meaning *inside the womb* (para 8)
- 8. an adverb meaning *bigger or smaller than it should be in comparison to something else* (para 9)

## 7. Verb + Noun collocations

*Match the verbs in the left-hand column with the nouns and noun phrases in the right-hand column.*

- |              |                |
|--------------|----------------|
| 1. enjoy     | a. differences |
| 2. excel in  | b. the team    |
| 3. highlight | c. part        |

- |             |                 |
|-------------|-----------------|
| 4. take     | d. an advantage |
| 5. make     | e. findings     |
| 6. bear out | f. sport        |

## 8. Word formation

*Complete the sentences using the correct form of the word in brackets at the end of each sentence.*

1. Being able to run 10% faster is, \_\_\_\_\_, a huge physical advantage. [POTENTIAL]
2. Children born in the autumn seem to be better \_\_\_\_\_ for sport. [EQUIP]
3. Their \_\_\_\_\_ to vitamin D could be a factor. [EXPOSE]
4. Their first experience of PE and sports at school can help to develop their physical \_\_\_\_\_. [LITERATE]
5. Such children are more likely to develop an \_\_\_\_\_ of physical activity. [ENJOY]
6. The \_\_\_\_\_ children are not the tallest or heaviest. [FIT]

## 9. Discussion

*Work in small groups/pairs and express your opinion on the following topics.*

*Report your ideas to the class.*

1. Young people are not interested in sports, health and fitness.
2. Sports affect academic achievements.
3. It is the responsibility of the government to promote health and fitness among young people.

## 10. Project work

1. Conduct a survey to find out the opinion of different age groups on the action that should be taken to increase the popularity of sports among young people. Interview your peers and parents or grandparents to make a list of recommendations on how to popularise sports among young people.

2. Present your findings in a report. You may follow the plan:

Introduction: explain the purpose of the report and who you interviewed.

Main body: describe the ideas expressed by different age groups and explain their reasons.

Conclusion: express your attitude towards the ideas and make suggestions of the outcomes of the proposed actions.

## UNIT 11

### What a 200-year-old experiment teaches parents about home schooling

#### 1. Warmer

*Discuss your answers to these questions in small groups/ pairs.*

1. What is your mother tongue? How did you learn to speak it? How did you learn any foreign languages you speak?
2. When and how did you learn to ride a bike?
3. Approximately how old were you when you first used a computer? Who taught you how to use it?

#### 2. Key words

*Match the key words with the definitions. Then find them in the article to read them in context.*

undeterred	capacity	verifying	containing	privileged	retaining
grapple with	latter	radical	anxious	illiterate	soothe

1. if you are \_\_\_\_\_ something, you are preventing something harmful from spreading to other people or places
2. if you are \_\_\_\_\_ , you are worried because you think something bad might happen
3. an adjective used for referring to the second of two things that have just been mentioned \_\_\_\_\_
4. to make someone calmer and more relaxed when they are feeling nervous, worried or upset \_\_\_\_\_
5. if you are \_\_\_\_\_ you continue to do something even though the task before you is very difficult
6. remembering ideas or information \_\_\_\_\_
7. checking or proving that something is true or correct \_\_\_\_\_
8. to try hard to understand a difficult idea or solve a difficult problem \_\_\_\_\_
9. a \_\_\_\_\_ way of doing something is very new or unusual
10. having advantages and opportunities that other people do not have because you have a lot of money or high social status \_\_\_\_\_
11. unable to read or write \_\_\_\_\_
12. the ability to do something \_\_\_\_\_

### 3. Reading

#### **What a 200-year-old experiment can teach anxious parents about home schooling**

*Learning isn't only about textbooks; it's about awakening in the pupil the desire to grapple with interesting challenges*

For perhaps the first time in the history of modern education, millions of primary and secondary students may begin the school year from home. While pupils in England are due to return to in-person learning in September, uncertainty remains as Covid-19 cases rise, local lockdowns are implemented and the scientific community warns that the government's test and trace system is not up to the job of containing potential spikes caused by the return of schools. Some parents may choose not to send their children back for their family's safety.

School leaders and teachers will be rightly concerned about kids who have fallen behind. Parents and carers will be feeling anxious about the need, once again, to juggle work and home schooling.

The latter may also worry they are poorly equipped to support their children because they cannot remember topics such as long division. While there is little they can do as they wait for news of the months ahead, an experiment carried out by an 18th-century French schoolmaster, Jean-Joseph Jacotot, may soothe some of their anxieties about home schooling and their lack of knowledge of the school curriculum.

Jacotot found himself assigned to teach in Belgium. The children in his charge spoke only Flemish and he only French. Undeterred, he gave his students a novel written in his mother tongue, *Les Aventures de Télémaque*, and a French dictionary, and encouraged them to take on the task of teaching themselves.

Remarkably, it worked. The students enjoyed solving the "puzzle" for themselves: "The intelligence that had allowed them to learn the French in *Télémaque* was the same they had used to learn their mother tongue: by observing and retaining, repeating and verifying, by relating what they were trying to know to what they already knew, by doing and reflecting about what they had done."

Learning often has nothing to do with someone older or better read pouring the right information into the learner's mind. (Consider how often children and even adults learn from trial and error, from learning to ride a bike

to using a new technology.) Instead, learning has to do with awakening in the student the desire to grapple with interesting challenges. It has more to do with asking a child difficult questions at the dinner table, with encouraging one's children to construct tree houses or fall down Wikipedia rabbit holes, and less to do with filling in the blanks of workbooks.

Jacotot went on to teach other topics he knew nothing about, like painting and the piano, using his new style of teaching called "universal education". It was founded on the idea that "all men have equal intelligence" and that "all human beings are equally capable of learning". It was radical in its time, when only the sons of relatively privileged men received a formal education, and it is still radical now.

The challenges facing Jacotot were similar to those facing our education system today: unequal access to education and parents who know little about the topics their children are supposed to be learning. Jacotot's work was in part meant to demonstrate that the latter problem was also an opportunity to rethink how underprivileged children might learn. Parents (who in Jacotot's time were often illiterate) could teach not by knowing but by encouraging and asking questions. If education is reimagined as students combining freedom and the right resources to explore ideas for themselves, then a surprisingly wide array of people can "teach" – including carers during a pandemic.

We should worry less about the number of hours that children spend on Zoom and more about their access to resources, from books to technology, that they can use to explore the world around them from the safety of their own homes. At present, poorer students appear to be falling behind during virtual learning, in large part because of a lack of access to the right devices and the internet.

This does not, of course, mean that there is nothing to worry about when it comes to virtual learning. Studying from home still means missing out on a great deal of emotional and social learning that is crucial during childhood. Some students with special needs also do worse. A turn to home learning should not mean that teaching is simply left to carers altogether; teachers' knowledge of the curriculum and expertise in the classroom is invaluable, and students need a greater variety of experiences, structure and resources than parents alone can provide.

But as history and philosophy can demonstrate, learning does not only happen in a classroom and it does not always require an expert to supervise it. Jacotot's discovery is that human beings are learning beings: they know hardly

anything at birth but seek out and develop incredible capacities. It should make us less worried about children during this difficult time and even more hopeful about ourselves.

(by Sarah Stein Lubrano, 2020)

#### **4. Comprehension check**

*Choose the best answer to each question according to the information in the article.*

1. The article casts doubts on ...
  - a. parents' ability to teach their children at home.
  - b. the effectiveness of the British educational system.
  - c. the government's coronavirus test and trace system.
2. An 18th-century experiment showed that ...
  - a. children are able to teach themselves many things with the right encouragement.
  - b. Belgian pupils were quicker at learning than French pupils of the same age.
  - c. children need someone older and better read to teach them.
3. Through his experience as a teacher, Jacotot developed a radical new style of teaching that claimed ...
  - a. boys are more intelligent than girls.
  - b. only sons of wealthy families should receive a formal education.
  - c. everyone is able to learn if they are given time and opportunity.
4. During the current pandemic, the outcome of this 18th-century experiment should make us worry ...
  - a. more about the time children spend on the internet.
  - b. only if children do not have books and computers available at home.
  - c. that children are being taught by parents and carers.
5. One problem with children not being able to attend school during the pandemic is ...
  - a. that carers have to teach mathematics.
  - b. a lack of interaction and contact with other pupils.
  - c. teachers losing their jobs to parents.

#### **5. Expressions**

**a. Find the following expressions in the article.**

1. not good enough (five words, para 1)
2. If someone is \_\_\_\_\_, you are responsible for taking care of them. (three words, para 4)



3. trying several possibilities and learning from your mistakes (three words, para 6)
4. a large number of different people or things (two words, para 8)
5. the particular requirements of people who have physical or mental disabilities (two words, para 10).

***b. Now use the expressions in sentences of your own.***

## **6 . Vocabulary: Sentence adverbs**

***Look at the extract from the text and answer the questions below.***

The children in his charge spoke only Flemish and he only French. Undeterred, he gave his students a novel written in his mother tongue, *Les Aventures de Télémaque*, and a French dictionary, and encouraged them to take on the task of teaching themselves. **Remarkably**, it worked.

1. What is the function of the adverb in bold?
2. Do such adverbs go only in front position?
3. Can you name other sentence adverbs?

***Cross out the adverb that does not make sense in each sentence.***

1. *Sadly/ Hopefully/ Ironically*, the once-great civilization had crumbled due to its people's own flaws and vices.
2. *Curiously/ Understandably/ Hopefully*, by implementing these changes, we can create a better future for generations to come.
3. *Fortunately/ Oddly enough/ Ironically*, the man who claimed to have writing talent was unable to write a decent essay for his school project.
4. *Naturally/ Hopefully/ Understandably*, many people were apprehensive about the newly proposed laws that could significantly affect their livelihoods.
5. *Surprisingly/ Oddly enough/ Fortunately*, the cat seemed to be more interested in the cardboard box than the expensive toy inside it.
6. *Oddly enough/ Thankfully/ Surprisingly*, he managed to complete the entire marathon despite his lack of training and preparation.
7. *Understandably/ Thankfully/ Fortunately*, no one was hurt in the accident, and everyone involved would recover soon.
8. *Surprisingly/ Naturally/ Understandably*, her intelligence and hard work paid off when she passed her entrance exam for the prestigious university.
9. *Fortunately/ Surprisingly/ Happily*, the couple finally tied the knot after years of being together and received many blessings from their loved ones.
10. *Fortunately/ Unfortunately/ Oddly enough*, due to unforeseen circumstances, the concert had to be canceled at the last minute and postponed indefinitely.



## **7. Discussion**

***Work in small groups/pairs and express your opinion on the following topics.***

***Report your ideas to the class.***

1. Talk about a time you learnt something by trial and error or simply through a desire to grapple with the challenge. How did you feel during the process? How did you feel afterwards? Are you still be able to do the thing that you learnt?
2. Have you ever been taught something by someone who you thought was not up to the job? Talk about your experience.
3. Talk about someone you know who has special needs. Do they use any special equipment or do they need any special assistance at work or at school to help them learn or perform certain tasks?

## **8. Project work**

1. Imagine you have been asked to look after two children for two weeks. If possible, this should be children you know – for example, relatives of yours, or your neighbours' or friends' children. Roughly plan an activity that you might do with them to make the time interesting, challenging and educational.
2. Share your plans with other groups. Vote for the most engaging activity.

## UNIT 12

### Will we be eating meat-free burgers?

#### 1. Warmer

*Which three of these six activities would you stop doing in order to protect the environment?*

- a. flying
- b. eating meat
- c. driving a car
- d. using plastic
- e. using wood products such as paper
- f. having a hot bath

#### 2. Key words

*Match the words and phrases from the text with their definitions. The paragraph numbers are given to help you.*

sabbatical	back	launch	lure	plain sailing	eliminate
lobbying	fervour	distribution	acknowledge	fundraising	float

- 1. a period away from work when people such as college or university teachers can study, rest or travel (paragraph 4) \_\_\_\_\_
- 2. trying to influence politicians or people in authority on a particular subject (paragraph 7) \_\_\_\_\_
- 3. very strong feeling or enthusiasm (paragraph 8) \_\_\_\_\_
- 4. to start a new company, product or service (paragraph 9) \_\_\_\_\_
- 5. to give support to a person, organisation or plan (paragraph 10) \_\_\_\_\_
- 6. the process of supplying goods from one central place to different shops or other outlets (paragraph 14) \_\_\_\_\_
- 7. the activity of trying to persuade people or organisations to give money for a specific purpose (paragraph 14) \_\_\_\_\_
- 8. to start selling a company's shares on the stock market (paragraph 15) \_\_\_\_\_
- 9. to persuade someone to do something by making it look attractive (paragraph 15) \_\_\_\_\_
- 10. something easy to do or achieve (paragraph 20) \_\_\_\_\_
- 11. to accept or admit that something exists, is true or is real (paragraph 20) \_\_\_\_\_

12. to get rid of something that is not wanted or needed (paragraph 21)

---

### 3. Reading

#### **The Impossible mission - to save the planet with a burger**

*Pat Brown has developed plant-based meat that looks, tastes, and even bleeds like the real thing*

As a 64-year-old former professor of biochemistry, Pat Brown stands out among the many twenty-something founders of billion-dollar start-ups in Silicon Valley.

But what he lacks in youth, he makes up for in ambition. Instead of merely changing the world, Mr Brown intends to save it, and a new deal announced this week between his plant-based meat start-up Impossible Foods and Burger King is a big step towards achieving his goal of reducing the carbon emissions generated by the meat industry.

Mr Brown is renowned in the scientific community for his research in genetics and microbiology — including defining the mechanism by which the HIV virus infects cells.

After taking a sabbatical from his role as a professor at Stanford University in 2010, he wanted to find a global issue where he could make a real difference.

He concluded that finding the causes of cancer or Alzheimer's were secondary to the environmental damage caused by eating meat and dairy. "Nothing comes remotely close to the catastrophic environmental impact of [the livestock] industry," he says.

From greenhouse gases produced by livestock to the negative effects on land and water, he is convinced that humans are racing toward ecological disaster unless meat and dairy consumption is reduced or even eliminated.

He quickly realised that instead of preaching for a shift in eating habits or lobbying to change regulations, offering consumers tasty alternative proteins was the most effective way to trigger change.

A marathon-running vegan, he has not eaten meat for almost five decades or dairy for over 15 years. "If you can figure out what makes meat delicious . . . you can save the planet from an environmental catastrophe," says Mr Brown with messianic fervour.

With the backing of Silicon Valley investor Khosla Ventures, he launched Impossible in 2011, putting together a team that included molecular biochemists, chemists, and data scientists to make plant-based meat from a molecular level.

Samir Kaul, a founding partner at Khosla with a background in genomics who looked up to Mr Brown in his days as a scientist, says it was an easy decision to back him. “He has a history of taking on big challenges and, frankly, winning.” Impossible discovered that “heme”, an iron-containing protein molecule present in plants and animals, was the magic ingredient giving meat its aroma, taste and texture. Heme, produced through genetic engineering and yeast fermentation, is also behind the “juices” that make the Impossible burger bleed.

In 2016 it introduced a burger made with wheat and potato proteins, coconut oil and heme, which looked, tasted, smelt, and sizzled like a real burger.

Even before Impossible launched a product, Mr Brown turned down an offer worth hundreds of millions of dollars for the company from Google in 2015. “For Pat Brown personally, his reason to do this is not to get rich. For Pat it’s to make the world a better place,” says Mr Kaul.

Fast forward to 2019, the company has introduced a new and improved burger after swapping wheat for soya beans and using less salt. After signing its distribution deal with Burger King it is fundraising to increase the capacity of its production facility in Oakland, California.

Along with rival Beyond Meat, which is preparing to float in the US, Impossible has sought to lure meat-eating consumers who want to reduce their meat intake or are looking for tasty options, casting the net wider than vegans.

The Burger King trial is starting in St Louis, Missouri — the heart of barbecue and beef country — but Impossible hopes it could be available across the US by the end of the year. It has been gradually expanding the burger’s availability from high-end restaurants, such as Momofuku Nishi in New York and Jardiniere in San Francisco, to bigger US chains including Cheesecake Factory and White Castle.

Mr Brown seems to have slipped into his role as an entrepreneur with ease. He told investors that if they backed him, he was going to make them “insanely rich”.

His pronouncements that he was not bothered about exits have been perceived as arrogance by some venture capitalists. However he has still raised more than \$475m since 2011 and attracted plenty of other backers, including Viking Global, Bill Gates, and Li Kashing’s Horizons Ventures. Investors hope the latest fundraising will value the company at more than \$1bn.

Bruce Friedrich, who launched the Good Food Institute, a US not-for-profit that promotes alternative proteins and advises start-ups, calls Mr Brown “a prophet” and praises his “infectious optimism”.

It has not all been plain sailing. Impossible reduced the salt content of its new burger after health campaigners criticised it for having too much. It had to wait several years before the US Food and Drug Administration last year acknowledged that “heme” was “generally recognised as safe”. It also defended the testing of its products on rats after criticism from animal rights group Peta.

If the Impossible burger is successful, Mr Brown hopes to eliminate animal meat in the food chain by 2035, helping the earth to restore its vegetation cover. “Half of earth’s land has been significantly and destructively disrupted by animal agriculture,” he says. “So our replacement of that industry with a tiny fraction of the land and environmental impact and resulting recovery of ecosystems will be visible from outer space.”

(by Emiko Terazono and Tim Bradshaw, 2019)

#### **4. Comprehension check**

*Answer the questions with as much information as possible from the article.*

1. How does Pat Brown hope to change the world?
2. What does he believe to be more effective than lobbying to change regulations?
3. What was the goal of Impossible when it was launched in 2011?
4. What, according to the article, is the ‘magic ingredient’ that gives meat its aroma, taste and texture?
5. Why did Pat Brown turn down an offer for the company worth hundreds of millions of dollars?
6. What did Pat Brown tell investors to get their support?
7. What problem with the Impossible burger was identified by health campaigners?
8. By what year does Mr Brown hope to eliminate meat from the food chain?

#### **5. Using the language**

*a. Match the verbs in the left-hand column with the nouns or noun phrases in the right-hand column.*

- |              |                 |
|--------------|-----------------|
| 1. turn down | a. a difference |
| 2. launch    | b. a challenge  |
| 3. take on   | c. a team       |

- |                 |                 |
|-----------------|-----------------|
| 4. sign         | d. capacity     |
| 5. increase     | e. an offer     |
| 6. put together | f. a sabbatical |
| 7. make         | g. a product    |
| 8. take         | h. a deal       |

**b. Now use the phrases from ex 5 a in your own sentences.**

## 6. Word formation

*Complete the sentences using the correct form of the word in brackets at the end of each sentence.*

- We need to cut down on our fuel \_\_\_\_\_ by having fewer cars on the road. [CONSUME]
- Rare instruments are usually insured for their full \_\_\_\_\_ value. [REPLACE]
- Has the Channel Tunnel improved the \_\_\_\_\_ of goods between the British Isles and mainland Europe? [DISTRIBUTE]
- A New York \_\_\_\_\_ offered to acquire the company's shares for \$13 each. [INVEST]
- Safety \_\_\_\_\_ are being ignored by company managers in the drive to increase profits. [REGULATE]
- Construction activity in Europe is now showing signs of \_\_\_\_\_. [RECOVER]
- She has been a tireless \_\_\_\_\_ against education cuts. [CAMPAIGN]
- The restaurant's \_\_\_\_\_ dish is seafood paella. [SIGN]

## 7. Phrasal verbs

**a. Match the phrasal verbs from the text with their meanings.**

- |                 |   |
|-----------------|---|
| 1. take on      | a. to admire and respect someone  |
| 2. put together | b. to be able to understand something or solve a problem                |
| 3. make up for  | c. to accept some work or responsibility                                |
| 4. look up to   | d. to choose people or things to form a team or group                   |
| 5. figure out   | e. to refuse an offer or request  |
| 6. turn down    | f. to provide something good so that something bad seems less important |

**b. Use the phrasal verbs from ex 7 a in your own sentences.**

## **8. Discussion**

*Work in small groups/pairs and express your opinion on the following topics.*

*Report your ideas to the class.*

1. Should the consumption of meat be reduced or even banned in order to save the planet? Give reasons why or why not.
2. The article suggests people will buy a plant-based product that tastes like meat. Would you buy such a product? Give reasons why or why not.
3. The article also suggests that finding an alternative to meat could be extremely profitable. If so, is this a good time for people to invest in companies making non-meat food products? Give reasons why or why not.
4. Apart from reducing their own meat consumption, in what other ways could people help reduce environmental damage

## **9. Project work**

1. A company has put together a team to develop a product or series of products that will benefit the environment by replacing something that harms the environment. You are a member of that team and your task is to present your ideas for a new environmentally-friendly product or series of products at the first development meeting.

To get ideas for this task, use a search engine to get information about environmentally-friendly new products. Think about the following:

- what the current environmental situation is;
- what would improve the situation in that particular area of the environment;
- what your proposal for a product or series of products is;
- how long it will take to develop, market and distribute the product;
- how you propose to raise the funds to finance the development of the product.

2. Present your ideas to the group. Vote for the best presentation.

## UNIT 13

### Why you should start work at 10am (unless you're in your 50s)

#### 1. Warmer

1. How many hours' sleep do you think you need?
2. Do you get enough sleep?
3. What would be the ideal time for you to start school or work?

#### 2. Key words

*Fill the gaps in the sentences using these key words from the text.*

diabetes	obesity	adolescent	hypothalamus	intern
deprived	impaired	ingrained	apprentice	stagger

1. If you are \_\_\_\_\_ of something, you do not have it or you do not have enough of it.
2. If you \_\_\_\_\_ working hours, you arrange for them to start at different times.
3. \_\_\_\_\_ is a serious medical condition in which your body does not produce enough insulin to reduce the amount of sugar in the blood.
4. \_\_\_\_\_ is a condition in which someone is too fat in a way that is bad for their health.
5. If your body's ability to do something is \_\_\_\_\_, you are not fully able to do it.
6. An \_\_\_\_\_ is a boy or girl who is changing into a young man or woman.
7. The \_\_\_\_\_ is the part of the brain responsible for many of the body's essential hormones.
8. If an attitude, belief or habit is \_\_\_\_\_, it has existed for a long time and cannot easily be changed.
9. An \_\_\_\_\_ is a student who works in a job in order to gain experience, usually for low or no pay.
10. An \_\_\_\_\_ is someone who works for a particular company, usually for low wages, in order to learn the type of work they do or acquire a particular skill.



### 3. What do you know?

*Decide whether these statements are true (T) or false (F). Then, check your answers in the text.*

1. When children are ten years old, their biological wake-up time is around 6.30am.
2. A 16-year-old's biological wake-up time is 9am.
3. An 18-year-old has a natural waking time of 10am.
4. A 10-year-old and a 55-year-old wake and sleep naturally at the same time.
5. Young people aged between 14 and 24 lose more than two hours' sleep per night.
6. People aged between 24 and 30 lose more than three hours' sleep per night.

### 4. Reading

#### **Why you should start work at 10am (unless you're in your 50s)**

*We shouldn't make everyone come in at 9am just because it suits the boss's sleeping patterns. It's time to stagger starting times and let 30-somethings come in later, says one leading sleep scientist*

Lots of us know we are sleep-deprived but imagine if we could fix it with a fairly simple solution: getting up later. In a speech at the British Science Festival, Dr Paul Kelley, clinical research associate at the Sleep and Circadian Neuroscience Institute at Oxford University, called for schools to stagger their starting times to work with the natural biological rhythms of their students. It would improve cognitive performance, exam results and students' health (sleep deprivation has been linked with diabetes, depression, obesity and an impaired immune system).

It follows a paper, published in 2014, in which he noted that, when children are around ten, their biological wake-up time is about 6.30am; at 16, this rises to 8am; and, at 18, someone you may think of as a lazy teenager actually has a natural waking hour of 9am. The conventional school starting time works for 10-year-olds but not 16- to 18-year-olds. For the older teenagers, it might be more sensible to start the school day at 11am or even later. "A 7am alarm call for older adolescents," Kelley and his colleagues pointed out in the paper, "is the equivalent of a 4.30am start for a teacher in their 50s."

He says it's not as simple as persuading teenagers to go to bed earlier. "The body's natural rhythm is controlled by a particular kind of light," says

Kelley. “The eye doesn’t just contain rods and cones; it contains cells that then report to the suprachiasmatic nuclei in the hypothalamus.” This part of the brain controls our circadian rhythms over a 24-hour cycle. “It’s the light that controls it. It’s like saying: ‘Why can’t you control your heartbeat?’”

But it isn’t just students who would benefit from a later start. Kelley says the working day should be more forgiving of our natural rhythms. Describing the average sleep loss per night for different age groups, he says: “Between 14 and 24, it’s more than two hours. For people aged between 24 and about 30 or 35, it’s about an hour and a half. That can continue up until you’re about 55 when it’s in balance again. The 10-year-old and 55-year-old wake and sleep naturally at the same time.”

This might be why, he adds, the traditional nine to five is so ingrained; it is maintained by bosses, many of them in their mid-50s and upwards because “it is best for them”. So, should workplaces have staggered starting times, too? Should those in their 50s and above come in at 8am, while those in their 30s start at 10am and the teenage intern or apprentice be encouraged to turn up at 11am? Kelley says that synchronized hours could have “many positive consequences. The positive side of this is people’s performance, mood and health will improve. It’s very uplifting in a way because it’s a solution that will make people less ill, and happier and better at what they do.”

There would probably be fewer accidents as drivers would be more alert, he says. It could spell the end of rush hour as people stagger their work and school-run times. A later start to the day for many, says Kelley, “is something that would benefit everyone, particularly families. Parents go and try to wake up teenagers who are waking up three hours too early. It creates tensions for everybody.”

So, what time does Kelley start work? “I am 67 so that means I’m back to being ten years old and I get up just after six. I wake naturally.” And, yes, he says he finds the start of his working day much easier now than he did when he was younger.

(by Emine Saner, 2015)

## **5. Comprehension check**

*Choose the best answer according to the text.*

1. What could help to solve the problem of sleep deprivation in young people?
  - a. going to bed earlier
  - b. getting up later
  - c. sleeping more than ten hours a night

- 2 What controls the body's natural rhythm?
  - a. the sleep cycle
  - b. a particular kind of light
  - c. the hypothalamus
3. When is the body's natural rhythm back in balance again?
  - a. when you are 55
  - b. when you are 35
  - c. when you are 67
4. Why do bosses maintain the traditional nine to five?
  - a. because research shows that this is best for most people
  - b. because they believe this will make people less ill
  - c. because many are in their mid-50s and these working hours are best for them

## 6. Find the word

*Find the following words and phrases in the text.*

1. an adjective meaning *related to recognizing and understanding things* (para 1)
2. a two-word noun phrase meaning *the process in your body that protects you against diseases* (para 1)
3. an adjective meaning *of the usual, traditional or accepted type* (para 2)
4. an adjective meaning *relating to a period of 24 hours and especially to the changes in people's bodies that happen during this period* (para 3)
5. an adjective meaning *making you feel happier or more hopeful* (para 5)
6. an adjective meaning *able to think in a clear and intelligent way* (para 6)
7. a two-word noun phrase meaning *the time of day when there are most cars on the road because people are travelling to and from work* (para 6)
8. a two-word noun phrase meaning *the journey by car to school each morning and back each afternoon* (para 6)

## 7. Verb + Noun collocations

*Match the verbs in the left-hand column with the nouns or noun phrases in the right-hand column.*

- |            |                          |
|------------|--------------------------|
| 1. create  | a. performance           |
| 2. lose    | b. positive consequences |
| 3. stagger | c. tension               |
| 4. improve | e. sleep                 |
| 5. publish | f. starting times        |
| 6. have    | d. a paper               |

## 8. Word formation

*Complete the sentences using the correct form of the word in brackets at the end of each sentence.*

1. Sleep \_\_\_\_\_ has been linked to several medical conditions. [DEPRIVE]
2. It's not as simple as \_\_\_\_\_ teenagers to go to bed earlier. [PERSUADE]
3. The working day should be more \_\_\_\_\_ of our natural rhythms. [FORGIVE]
4. The \_\_\_\_\_ nine to five is ingrained. [TRADITION]
5. Starting times should be staggered to work with the \_\_\_\_\_ rhythms of school students. [BIOLOGY]
6. The \_\_\_\_\_ school starting time works for 10-year-olds. [CONVENTION]

## 9. Discussion

*Work in small groups/pairs and express your opinion on the following topics. Report your ideas to the class.*

1. It's nonsense to suggest that schools should have different starting times for different age groups.
2. Most young people are alert in the morning and tired in the afternoon.
3. All working people should have flexible hours. As long as they work the contracted number of hours per week, it doesn't matter when they start or finish work.

## 10. Project work

1. Carry out a survey to find out sleeping patterns of people belonging to different generations, their biological rhythms, their attitudes to working hours and what changes they would like to make to improve their lives.
2. Present your findings in a report. Follow the plan:  
Introduction: explain the purpose of the report and who you interviewed.  
Main body: describe the results of your survey and try to explain the reasons.  
Conclusion: express your attitude towards the findings and make suggestions of the changes in working patterns.

## UNIT 14

**‘A role model’: how Seville is turning leftover oranges into electricity**

### 1. Warmer

*Put these forms of energy production in order from 1 (best for the environment) to 6 (worst for the environment). Give reasons for your choice.*

- \_\_\_\_\_ wind farms
- \_\_\_\_\_ solar power
- \_\_\_\_\_ oil-fired power stations
- \_\_\_\_\_ coal-fired power stations
- \_\_\_\_\_ nuclear power
- \_\_\_\_\_ hydroelectric power

### 2. Key words

*Fill the gaps in the sentences using these key words from the text.*

blossom	deposited	ferments	fertilizer	fructose
grove	hazard	landfill	methane	purification
resistant	squash	surplus	sustainability	waste

1. All the flowers that grow on a tree are known as \_\_\_\_\_.
2. If a substance is \_\_\_\_\_ on the streets, it gradually gathers there and forms a layer.
3. A \_\_\_\_\_ is something that could be dangerous or could cause damage or accidents.
4. \_\_\_\_\_ is a gas with no colour or smell that is used as a fuel.
5. If food or drink \_\_\_\_\_, chemical changes in it produce gas and alcohol.
6. \_\_\_\_\_ is the process of making something clean by removing dirty or harmful substances from it.
7. \_\_\_\_\_ is a type of sugar found in some fruits.
8. \_\_\_\_\_ consists of the useless materials or substances that are left after you use something.
9. \_\_\_\_\_ energy is more than is needed.
10. \_\_\_\_\_ is a large hole in the ground where waste from people's homes or industry is buried.
11. \_\_\_\_\_ is a natural or chemical substance added to soil in order to help plants grow.

12. \_\_\_\_\_ is the process of using methods that do not harm the environment.
13. If you \_\_\_\_\_ something, you damage it by pressing or crushing it and making it lose its normal shape.
14. If something is \_\_\_\_\_ to pollution, it is not harmed or affected by it.
15. A \_\_\_\_\_ is a group of trees of a particular type, especially trees arranged in lines.

### 3. Reading

#### **‘A role model’: how Seville is turning leftover oranges into electricity**

In spring, the air in Seville is sweet with the scent of *azahar*, orange blossom, but the 5.7m kilos of bitter fruit deposited on the streets by the city’s 48,000 trees in winter are a hazard for pedestrians and a headache for the city’s cleaning department.

Now a scheme has been launched to produce an entirely different kind of juice from the unwanted oranges: electricity. The southern Spanish city has begun a pilot scheme to use the methane produced as the fruit ferments to generate clean electricity.

The initial scheme launched by Emasesa, the municipal water company, will use 35 tonnes of fruit to generate clean energy to run one of the city’s water purification plants. The oranges will go into an existing facility that already generates electricity from organic matter. As the oranges ferment, the methane captured will be used to drive the generator.

“We hope that soon we will be able to recycle all the city’s oranges,” said Benigno López, the head of Emasesa’s environmental department. To achieve this, he estimates the city would need to invest about €250,000.

“The juice is fructose made up of very short carbon chains and the energetic performance of these carbon chains during the fermentation process is very high,” he said. “It’s not just about saving money. The oranges are a problem for the city and we’re producing added value from waste.”

While the aim for now is to use the energy to run the water purification plants, the eventual plan is to put surplus electricity back into the grid. The team behind the project argues that, given the vast quantity of fruit that would otherwise go into landfill or be used as fertilizer, the potential is huge. They say trials have shown that 1,000kg will produce 50kWh, enough to provide

electricity to five homes for one day, and calculate that if all the city's oranges were recycled and the energy put back into the grid, 73,000 homes could be powered.

"Emasesa is now a role model in Spain for sustainability and the fight against climate change," Juan Espadas Cejas, the mayor of Seville, told a press conference at the launch of the project. "New investment is especially directed at the water purification plants that consume almost 40 per cent of the energy needed to provide the city with drinking water and sanitation," he said.

"This project will help us to reach our targets for reducing emissions, energy self-sufficiency and the circular economy." The oranges look pretty while on the tree but, once they fall and are squashed under the wheels of cars, the streets become sticky with juice and black with flies. The city council employs about 200 people to collect the fruit.

The bitter oranges, which originate in Asia, were introduced by the Arabs around 1,000 years ago and have adapted well to the southern Spanish climate.

"They have taken root here, they're resistant to pollution and have adapted well to the region," said Fernando Mora Figueroa, the head of the city's parks department. "People say the city of Seville is the world's largest orange grove."

(by Stephen Burgen, 2021)

#### **4. Comprehension check**

*Answer the questions using information from the article.*

1. What problems do oranges create in Seville in winter?
2. What gas is produced when oranges ferment?
3. How much fruit will be used in the pilot scheme?
4. How much will it cost to create a system to recycle all the oranges in Seville?
5. How will the energy produced by the oranges be used at first?
6. What is the eventual plan for this energy?
7. How many homes could be powered if all the oranges in Seville were recycled and turned into energy?
8. What percentage of Seville's energy is consumed by water purification plants?
9. Where did the bitter Seville oranges originally come from?
10. When were they introduced to southern Spain?

## 5. Using key language

**a. Match the verbs in the left-hand column with the nouns or noun phrases in the right-hand column.**

- |            |                 |
|------------|-----------------|
| 1. launch  | a. emissions    |
| 2. reach   | b. root         |
| 3. recycle | c. a new scheme |
| 4. reduce  | d. energy       |
| 5. consume | e. a target     |
| 6. take    | f. waste        |

**b. Make up your own sentences with the phrases in ex. 5 a.**

## 6. Grammar: *Participle clauses (1)*

**Look at the extract from the text and answer the questions below.**

In spring, the air in Seville is sweet with the scent of *azahar*, orange blossom, but the 5.7m kilos of bitter fruit **deposited on the streets by the city's 48,000 trees in winter** are a hazard for pedestrians and a headache for the city's cleaning department.

1. What part of speech is *deposited*?
2. What meaning does *deposited* have: active or passive?
3. What relative clause does it replace?

**Replace the words in italics to make participle clauses.**

Example: There's a fine for any library books *which are returned* late. There's a fine for any library books *returned* late.

1. Her sense of style, *which was developed* during her stay in France, is famous.
2. She has wavy hair, *which is cut* very short.
3. He gave me a fantastic picture, *which was painted* by his friend.
4. The thieves broke into the house, *which was owned* by a wealthy banker.
5. The profits from the concert *which was given* last night are all going to charity.
6. The comedian, *who had been hired* at the last moment, turned out to be hilarious.
7. His new film, *which is based* on a true story, will be released in the autumn.
8. The play *which will be shown* today is a romantic comedy.
9. The film tells the story of a man *who was kidnapped* by a gangster.
10. My mum loves old photos *which were taken* in black and white.



## **7. Discussion**

*Work in small groups/pairs and express your opinion on the following topics.*

*Report your ideas to the class.*

1. "All waste products should be recycled."
2. "Landfill is bad for the environment."
3. "Waste isn't the problem. People are the problem."

## **8. Project work: "Innovative ways of generating electricity"**

1. The text describes a way of generating electricity from waste oranges. Search online for other innovative ways of producing and delivering electricity. Find at least four different ways and write a short report (about 250 words), which includes the description of each method and its potential. Choose one method and justify your choice.
2. Present your report to the class. Vote for the best presentation.

## UNIT 15

### Cashless society draws closer with only one in six payments now in cash

#### 1. Warmer

*a. Match the currencies with the countries in which they are used.*

- |           |                 |
|-----------|-----------------|
| 1. yen    | a. India        |
| 2. dollar | b. Hungary      |
| 3. rand   | c. Japan        |
| 4. rupee  | d. Egypt        |
| 5. pound  | e. Canada       |
| 6. forint | f. South Africa |

#### 2. Key words

*a. Fill the gaps in the sentences using these key words from the text.*

bounce back	decline	hygienic	reliant	shift	transaction
chunk	hospitality	opt for	row	surge	viable

1. A \_\_\_\_\_ is the action of buying or selling something.
2. If you \_\_\_\_\_ something, you choose it from different possibilities.
3. A \_\_\_\_\_ business specializes in serving food and drink.
4. A \_\_\_\_\_ is a noisy argument or a serious disagreement.
5. If things \_\_\_\_\_, they become less.
6. A \_\_\_\_\_ is a large piece of something.
7. A \_\_\_\_\_ is a sudden increase in something.
8. A \_\_\_\_\_ is a change in something.
9. If you are \_\_\_\_\_ on something, you depend on it.
10. If something is \_\_\_\_\_, it is clean and not likely to cause illness.
11. If things \_\_\_\_\_, they become successful or popular again after something bad has happened.
12. If something is \_\_\_\_\_, it is able to be done or worth doing.

### 3. Reading

#### *Cashless society draws closer with only one in six payments now in cash*

*UK Finance study records a 35% drop in cash transactions in 2020 as Covid crisis turbo-charges change in spending habits Rupert Jones 16 June, 2021*

The UK has moved a big step closer to becoming a cashless society after official data showed that the number of payments made using notes and coins fell by 35% in 2020.

Changes in spending habits have been dramatically accelerated by the coronavirus pandemic, with 13.7 million people leading a “cashless life” in 2020 – almost double the 7.4 million figure in 2019. Five in six payments now involve no notes or coins, compared with half of all transactions a decade ago.

A growing number of businesses both big and small now refuse cash, with many having opted to go card-only over the past year.

The retailer Ikea says on its website that “for now” it is not accepting cash payments in its UK stores. Similarly, the restaurant chain Nando’s says customers cannot pay with cash, the Japanese food chain Itsu talks about being card-only in-store and the craft beer firm BrewDog is among the hospitality businesses that are now cashless.

Others such as Birds Bakery are discouraging the use of physical money. The Midlands chain, which was at the centre of a recent row about only accepting card payments in-store, says it “would prefer to take card payments where possible”. “There has been a significant fall in cash use by consumers in a relatively short period of time,” said the banking trade body UK Finance, which issued the figures. “Since 2017, cash use had been declining by around 15% each year, so 2020 represented an acceleration of this decline.” The trend reflects the fact that many places where people commonly use cash, such as pubs and cafés, were shut for chunks of 2020, while the lockdowns prompted a surge in the numbers shopping online. While many businesses have temporarily or permanently gone card-only, some consumers have been avoiding touching banknotes and coins because of Covid transmission worries.

Nevertheless, the findings are likely to raise concern about millions of people potentially being left behind as the shift to a cashless society speeds up. About 1.2 million consumers still mainly used cash for their day-to-day spending during 2020, down from 2.1 million people in 2019.

The independent Access to Cash Review said there were more than five million people in the UK still “heavily reliant” on notes and coins, while the consumer body Which? said those who still depended on cash to pay for everyday essentials “must not be forgotten”.

Contactless and mobile payments became much more popular in 2020. The number of contactless payments rose by 12% during 2020, and overall they accounted for more than a quarter (27%) of all payments. As recently as 2016, the figure stood at 7%.

This has been driven by a number of factors, including the decision to increase the upper limit for tap and pay from £30 to £45 in April 2020 – a further rise to £100 is planned – and a belief that contactless is more hygienic than handling cash.

About 83% of people in the UK now use contactless, with no age group or region falling below 75%. Cash was used for 17% of all payments in 2020 – down from 45% in 2015 and 56% in 2010.

Despite this, it remains the second most frequently used payment method behind debit cards, and a new £50 note has recently gone into circulation. UK Finance said it was entirely possible that cash may “bounce back” later in 2021 or in 2022.

During 2020, there were 13.7 million consumers who either did not use notes and coins at all, or only once a month. This number has grown rapidly: in 2018, it was 5.4 million people; in 2017, it was 3.4 million; and in 2016, it was 2.9 million.

However, with large parts of the economy closed for some of 2020, UK Finance said this was not necessarily a measure of people who had chosen to live a cashless life.

In the 2020 budget, ministers announced plans to introduce legislation to protect access to cash for those who need it. Gareth Shaw, the head of Which? Money, said the government must make progress on this to ensure that cash remained a viable payment option for as long as it was needed.

The Access to Cash Review has previously warned that the country’s “cash infrastructure” – from cash machines to cash-sorting centres – could be in danger of collapsing because while the costs are largely fixed, income is declining quickly. Natalie Ceeney, its chair, said that as cash use declines, “there is an increasing risk that people won’t be able to access it or that shops won’t accept it. It’s not a case of waiting for people to learn to use digital.

(by Rupert Jones, 2021)

#### 4. Comprehension check

*a. Answer the questions using information from the article.*

1. What has dramatically accelerated changes in spending habits?
2. How many people led a “cashless life” in 2020?
3. What was the percentage decline in the use of cash from 2017 to 2019?
4. Which places where people often use cash were closed for large parts of 2020?
5. What type of shopping saw a sharp increase during the lockdowns?
6. Why have some consumers avoided touching coins and banknotes?
7. How many people in the UK still rely on notes and coins?
8. What percentage of people in the UK use contactless payment cards?
9. Which new banknote was recently introduced in the UK?
10. In 2020, how many consumers either did not use notes and coins at all or only once a month?

#### 5. Key language

*a. Complete the table.*

verb	noun
pay	
accelerate	
transmit	
decline	
find	
consume	(person)

*b. Make up sentences with the nouns from ex 5a.*

#### 6. Grammar: Complex subject

*a. Look at the extract below and answer the questions*

Nevertheless, the findings **are likely to raise concern** about millions of people potentially being left behind as the shift to a cashless society speeds up.

1. What elements does the structure consist of?
2. What verbs/adjectives can the predicate be expressed?
3. How is the sentence with Complex Subject translated into Russian?

*b. Paraphrase the following sentences so as to use complex subjects.*

Example: *It seems* that Tom knows my brother well. Tom *seems to know* my brother well.

1. *It is said* they have bought a new side-board.
2. *It is said* that he has bought a new gaming chair.
3. *It is known* that she has passed her exams well.
4. *It seems* they need another bookcase.
5. *It turned out* that the oil cloth was of good quality.
6. *It is sure* that he will miss this train.
7. *It is likely* that Tom will return on Monday.
8. *It seems* that he hasn't returned.
9. *It is expected* that she will come tomorrow.
10. *It is supposed* that furnishing a house requires good taste.

## **7. Discussion**

***a. Work in small groups/pairs and express your opinion on the following topics. Report your ideas to the class.***

1. "Most people no longer use cheques, so cash will soon disappear just like cheques."
2. "Paying in cash is safer than paying by card."
3. "No one has real money anymore. It's just electronic numbers."

## **8. Project work**

**a.** Use the internet to find out which countries use cashless payments the most and which the least. Choose one 'cashless' country and one 'cash' country and write a short report comparing the two. Focus on:

- geographic location
- GDP (gross domestic product) and economic performance
- population • important industries
- main exports

**b.** Present your findings to the class. Vote for the best presentation.

## UNIT 16

### Turkey embarks on cultural mission to preserve its fairy tales

#### 1. Warmer

*Write the titles of as many fairy tales as you can. Look up the titles in English if you don't know them.*

<i>English title</i>	<i>Title in my language</i>

#### 2. Key words

*a. Match the words in the box to the definitions below. Then find them in the article to read them in context.*

curse	deceit	enchanted	erode	fate	heritage
intimidated	maiden	motif	sultan	villain	wonder

1. use magic powers to make bad things happen to someone \_\_\_\_\_
2. a girl or young woman who is not married \_\_\_\_\_
3. a leader, similar to a king, in some Muslim countries \_\_\_\_\_
4. an idea, subject or story pattern that is frequently repeated in a piece of literature \_\_\_\_\_
5. gradually reduce the strength or importance of something \_\_\_\_\_
6. the art, buildings, traditions and beliefs that a society considers important to its history and culture \_\_\_\_\_
7. affected by special magic powers \_\_\_\_\_
8. the main bad character in a story, play, film, etc. \_\_\_\_\_
9. the things that happen to someone, especially unpleasant things \_\_\_\_\_
10. admire something and feel surprised by how beautiful or unusual it is \_\_\_\_\_
11. be made to feel nervous or frightened of someone or something \_\_\_\_\_
12. dishonest behaviour that is intended to trick someone \_\_\_\_\_.

**b. Use some of the key words from 2a to complete these sentences.**

1. It's hard not to \_\_\_\_\_ at the miracle of the first spring flowers appearing through the snow.
2. The whole relationship was based on lies and \_\_\_\_\_
3. He's just like the \_\_\_\_\_ from a James Bond film.
4. The good witch lived in a small house in the middle of a/an \_\_\_\_\_ forest.
5. The mine collapsed and the poor miners suffered a terrible \_\_\_\_\_.
6. The historic building is as much part of our \_\_\_\_\_ as the paintings.

### **3. Reading**

#### **Turkey embarks on cultural mission to preserve its fairy tales**

*Mammoth task to collate magical folklore of Anatolian plateau involves thousands of stories*

Once upon a time, in the old, old days, when the mouse was a barber and the donkey ran errands and the tortoise baked bread, there was a great mountain called Kaf Dağı on the border of the spirit realm, from which many of the fairy tales and myths of the Middle East sprang forth.

Today, Kaf Dağı is thought to be somewhere in the Caucasus mountain range that separates the Black Sea from the Caspian. In this magical place – also known as *Jabal Qaf* in Arabic and *Kuh-e Qaf* in Persian – princes are cursed by witches, who turn them into stags; beautiful maidens are birthed from oranges; and sultans, courtiers, slaves and farmers alike are at the mercy of the *peri* (fairies) and *ifrit* (demons) that populate the Turkish fairyland.

The oral folktales of the Anatolian plateau are a remarkable blend of storytelling motifs and traditions, drawing on the *Arabian Nights* and Brothers Grimm, as well as Kurdish, Persian, Slavonic, Jewish and Romanian influences. Dr Ignác Kúnos, a Hungarian Turkologist who was one of the first academics to collect and write some of them down in the 1880s, compared the treasures of Turkish folklore to “precious stones lying neglected waiting for someone to gather them in.”

He worried that the steady creep of modernization – particularly the railway – would erode Anatolia's cultural heritage. Happily, more than a century later, the oral storytelling tradition has survived, and a mammoth academic



project called Masal is collecting and indexing a goal of 10,000 stories to preserve for future generations.

Members of the public and academics from university literature departments around the country can submit a fairy tale to Masal's online portal, where it is then examined by three rounds of researchers and language editors. The project is funded by the Atatürk Cultural Centre in what is the first undertaking of its kind in Turkey.

The stories are indexed according to which of seven regions they are from and which type of stories they are: animal tales, magical or extraordinary tales, realistic tales and humorous tales. Zincirlemeli tales follow a strict formula, almost like a poem, in which characters and events at the beginning and end form mirror images.

There are often several different variants of one story, requiring painstaking cross-referencing to figure out how a tale can differ over time from one region to another: there are 20 different versions of *Tin Tin Kabacık*, about two little girls abandoned by their father, in the province of Muğla alone. Many stories and poems over the years have morphed into Turkish from original Kurdish, Laz, Armenian and Circassian versions.

If a submitted tale is approved, it becomes part of Masal's online database, which will eventually be available to the public. More than 3,300 tales have been collected from 77 different areas to date, and the project's directors hope the corpus will be completed by February, 2022.

Motifs such as magic carpets, animals and birds gifted with speech and enchanted mirrors, apples and pomegranates echo throughout the tales. Characters who brave the dragons and giants of Kaf Dağı or survive a trek across the desert are rewarded with marriage proposals in beautiful gardens, and the phoenix-like *Zumrud Anka*, or Simurgh bird, is always on hand to help a hero out of a tight spot.

The tales can be ugly, too. Black or Moorish servants, Jews and elderly witches almost always take the part of the villain; pashas (important men) have their innocent wives stoned to death and enemies ripped apart by wild horses; a sparrow comes to tell a young woman that death is her *kismet* (fate).

Turkish fairy tales also took on an important political dimension during the early days of the republic, when modern Turkey's founder, Mustafa Kemal Atatürk, attempted to force what was left of the Ottoman Empire into the modern world. Folk culture was rejected as backwards, and Turkish scholars

who pioneered the study of folktales, became a target of Turkish nationalists in the 1940s for highlighting the country's ethnic diversity in his work.

"In folk tales, the heroes are mostly outsiders who suffer the violence of powerful autocrats; for politicians, their defiant tone is dangerous," said author Kaya Genç.

Dr Mehmet Naci Önal, a lecturer at Muğla Sıtkı Koçman University's department of Turkish language and literature, who serves as one of Masal's researchers, hopes that academics, writers and artists will be able to draw on the project's database of stories for generations to come.

"Fairy tales teach us to wonder, to use reason, to be patient, to dream, to overcome obstacles, not to be intimidated, to struggle, to be good people, to fight against evil, to tell the truth, to detect lies and deceit, to resist, and to listen. These values are universal human values: times change, people don't."

(by Bethan McKernan, 2021)

#### **4. Comprehension check**

##### ***a. Find the information in the text.***

1. Which part of the world do Turkish fairy tales generally come from?
2. Where are the fairy tales being collected, how and by whom?
3. How are the tales categorized?
4. Who will have access to this database when it is completed?

##### ***b. Are these statements true (T) or false (F) according to the article?***

1. Fairy tales are written exclusively for children. **T / F**
2. Fairy tales are an important part of a country's culture. **T / F**
3. Traditionally, fairy tales have been passed on by word of mouth. **T / F**
4. Fairy tales always include at least one fairy. **T / F**
5. Fairy tales can be scary and violent. **T / F**
6. Fairy tales give us hope that good will triumph over evil. **T / F**

#### **5. Using key language**

##### ***a. Match the beginnings and endings of these phrases. Then find and underline them in the article.***

- |             |                   |
|-------------|-------------------|
| 1. run      | a. hand           |
| 2. spring   | b. obstacles      |
| 3. at the   | c. spot           |
| 4. draw     | d. strict formula |
| 5. follow a | e. errands        |

- |             |             |
|-------------|-------------|
| 6. gifted   | f. forth    |
| 7. on       | g. mercy of |
| 8. a tight  | h. with     |
| 9. overcome | i. on       |

***b. Talk about what the phrases mean. Look up the meanings of any you do not know.***

***c. Use the phrases in sentences of your own. Which is the most useful expression for you?***

## **6. Grammar: Participles Clauses (2)**

***a. Look at the extract from the text and answer the questions below.***

Dr Ignác Kúnos, a Hungarian Turkologist who was one of the first academics to collect and write some of them down in the 1880s, compared the treasures of Turkish folklore to “precious stones **lying neglected waiting for someone to gather them in.**”

1. What part of speech are *lying* and *waiting*?
2. What meaning do *lying* and *waiting* have: active or passive?
3. What relative clause does *lying neglected waiting for someone to gather them in* replace?

***b. Replace the words in italics to make participle clauses.***

Example: The woman *who lives* next door is my best friend. The woman, *living* next door is my best friend.

1. Anyone *who is driving* over the speed limit will be stopped.
2. Any employee *who works* hard could receive a bonus this month.
3. Passengers *who are waiting* for trains can use the waiting room on platform two.
4. The people *who live* in this house have been here for years.
5. We'll give a reward to anyone *who will provide* the police with information about the missing jewelry.
6. This is a job *which requires* someone with plenty of experience.
7. It's a university *which specialises* in medicine.
8. She's the one *who demands* a pay raise.
9. She's a kind-hearted woman *who burst* with energy.
10. Everyone *who speaks* to her is impressed with her charm.

## 7. Discussion

*Work in small groups/pairs and express your opinion on the following topics. Report your ideas to the class.*

- a. Referring back to your answers to task 1, talk about where you first encountered the fairy tales that you named. Did you read them yourself, were they read to you or were they presented to you in a different format?
- b. Many fairy tales have had their violent elements removed before being turned into animated films for children. Can you think of any examples where this has happened, and do you think it is necessary to do this?
- c. Do you have any favourite characters from fairy tales? If so, talk about who these are.

## 8. Project work

1. As in the very first words of the article, most fairy tales in English start with the words *Once upon a time*. If the story has a happy ending, it often ends with the words *and they all lived happily ever after*.

Think of a fairy tale from your culture or country, or one you remember from your childhood, or one that impressed you and sticks in your mind.

- a. Summarize the fairy tale in note form.
  - b. Use your notes to retell your fairy tale. Begin with the words *Once upon a time*.
2. Present your fairy tale to the class. Vote for the most impressive story.

## ПРИЛОЖЕНИЕ 1

### VOCABULARY BUILDER

#### UNIT 1

**anachronistic adj** existing out of its time in history: He described the law as *anachronistic* and ridiculous. / *Anachronistic* mechanical voting machines are gone, replaced with computerized scanners.

**aspirational adj** showing that you want to have more money and a higher social position than you now have: High-end smartphones have become *aspirational* status symbols, especially among the young.

**disheartening adj** causing you to lose confidence, hope, and energy: This was very *disheartening* news. / It was *disheartening* to see how few people turned up.

**expound v [T or I] fml** to give a detailed explanation of something: He's always *expounding* on what's wrong with the world. / She uses her newspaper column to *expound* her views on environmental issues.

**gag n infml** a joke or funny story, especially one told by a comedian (= person whose job is to make people laugh): I did a few *opening gags* about the band that had played before me.

**gamble v [I or T] C2** to risk money, for example in a game or on a horse race: I like to *gamble* when I play cards - it makes it more interesting. / He *gambles* on the horses (= horse races). He *gambled* away all of our savings.

**manipulative adj** A manipulative person tries to control people to their advantage: Even as a child she was *manipulative* and knew how to get her own way.

**prevalent adj** existing very commonly or happening often: These diseases are more *prevalent* among young children. / Trees are dying in areas where acid rain is most *prevalent*.

**pun n [C]** a humorous use of a word or phrase that has several meanings or that sounds like another word: She made a couple of dreadful *puns*. / This is a well-known joke based on a *pun*: "What's black and white and red (= read) all over?" "A newspaper."

**staple n** a main product or part of something: Shortages mean that even *staples* (= basic foods) like bread are difficult to find. Phosphate has been a *staple* of this area for many years. / Romantic fiction and reference books are a *staple* of many public libraries.

## UNIT 2

**belated adj** coming later than expected: a *belated* apology / They did *make a belated* attempt to reduce the noise. / *Belated* birthday greetings! / The statement was a *belated* acknowledgement that the project had not been a success.

**calorie n [C]** a unit of energy, often used as a measurement of the amount of energy that food provides: There are about 50 *calories* in an apple. / An athlete in training needs a lot of *calories*. / This drink can only help you to lose weight as a part of a *calorie*-controlled diet. / He found *calorie*-counting the best way of losing weight.

**consumption n [U] C1** the amount used or eaten: As a nation, our *consumption* of junk food is horrifying. / We need to cut down on our fuel *consumption* by having fewer cars on the road.

**dataset n [C]** a collection of separate sets of information that is treated as a single unit by a computer: / Our *dataset* is 100 times more extensive than any other published for an extinct species.

**halve v [I]** If something halves, it is reduced by half: Their profits have *halved* in the last six months. / Cash cuts have *halved* the number of places available on training courses.

**prudent adj** careful and avoiding risks: It's always *prudent* to read a contract carefully before signing it. / It might be *prudent* to get a virus detector for the network.

**shift v [I] C1** (of an idea, opinion, etc.) to change: Society's attitudes towards women have *shifted* enormously over the last century. / Media attention has *shifted* recently onto environmental issues.

**skimmed adj** milk from which the cream has been removed: It is not known how much free *skimmed milk* was distributed through the normal channels in the district. The weekly production was 120 pints of *skimmed milk*, 960 pints of semi-skimmed milk, and 840 pints of whole milk.

**soar v [I usually + adv/prep] C2** to rise very quickly to a high level: All night long fireworks *soared into the sky*. Temperatures *will soar over the weekend*, say the weather forecasters. *House prices soared* a further 20 percent.

**triple adj** having three parts of the same type, or happening three times: Her trainer is a *triple* Olympic champion. / There's a *triple* bill of Hitchcock films (= three films) on at the cinema next Sunday.

## UNIT 3

**bachelor n [C]** a man who has never married: He *remained a bachelor* until he was well into his 40s. / Sam is a confirmed *bachelor* (= he is unlikely ever to want to get married).

**come out phrasal verb C2** If something comes out, it becomes known publicly after it has been kept secret: After her death, *it came out* that she'd lied about her age. / When the truth *came out*, there was public outrage.

**coin v [T] C2** to invent a new word or expression, or to use one in a particular way for the first time: Allen Ginsberg *coined* the term "flower power".

**dismissive adj** showing that you do not think something is worth considering: He's so *dismissive* of anybody else's suggestions. / *a dismissive* attitude

**dominate v [I or T]** to have control over a place or person: He refuses to let others speak and *dominates every meeting*. They work as a group - no one person is allowed to *dominate*. It's astonishing to think that only a few years ago Communism *dominated eastern Europe*. The skyline is *dominated* by smoking factory chimneys. / a political party *dominated* by populists / Despite *dominating the game*, United couldn't score and lost 2-0.

**dominate v C1** to be the largest, most important, or most noticeable part of something: The cathedral *dominates the landscape* for miles around. / The dispute is likely to *dominate the news*.

**embroidery (or cross-stitch) n [C/U]** patterns or pictures that consist of stitches sewn directly onto cloth: Let me show you Pat's *embroideries*. / It was a beautiful piece of *embroidery*.

**flourish v [I] C2** to grow or develop successfully: My tomatoes are *flourishing* this summer - it must be the warm weather. / Watercolour painting began to *flourish* in Britain around 1750.

**garment n [C] fml C1** a piece of clothing: He's fussy about how *a garment fits him*.

**niche n [C]** interesting to, aimed at, or affecting only a small number of people: MMA is not *a niche sport* any more. / Cars with classic black or grey are easy to resell, but those with red or green interiors are *more niche*. / *niche marketing*

**against all (the) odds phrase C2** If you do or achieve something against (all) the odds/against all odds, you do or achieve it although there were a lot of problems and you were not likely to succeed: *Against all the odds*, he recovered.

**pattern n** [C] any regularly repeated arrangement, especially a design made from repeated lines, shapes, or colours on a surface: Look, the frost has made *a beautiful pattern* on the window. / The curtains had *a floral pattern*.

**pick up phrasal verb** to learn a new skill or language by practising it rather than being taught it: Don't bother with the computer manual - you'll *pick it up* as you go along. / When you live in a country you soon *pick up* the language.

**pursuit n** [C usually plural] an activity that you spend time doing, usually when you are not working: I enjoy *outdoor pursuits*, like hiking and riding. / I don't have much opportunity for leisure *pursuits* these days.

**uptick n** [C usually singular] an increase in the number or amount of something: Many hospitals noticed a big *uptick* in cases when kids went back to their classrooms. / Movies sometimes see an *uptick* in revenue after an Oscars win. In some months, there's a slight *uptick*, and in some months there's a decrease.



## UNIT 4

**artefact n [C]** an object that has been made by a person, such as a tool or a decoration, especially one that is of historical interest: The museum's collection includes *artefacts* dating back to prehistoric times. / The house displays a number of paintings of the poet, as well as his typewriter and other personal *artefacts*.

**bulldozer n [C]** a heavy vehicle with a large blade in front, used for pushing earth and stones away and for making areas of ground flat at the same time: You could hear things breaking to pieces when the *bulldozers* moved in. / The work proceeded with *bulldozers* and manual labour.

**coordinates n [C usually plural]** one of a pair of numbers and/or letters that show the exact position of a point on a map or graph: Put in the GPS *coordinates* and zoom in on the map. / The pilot had been given the wrong *coordinates*. / Students learn the fundamentals of graphs and how X and Y *coordinates* work.

**devastating adj C2** causing a lot of damage or destruction: If the bomb had exploded in the main shopping area, it would have been *devastating*. / The drought has had *devastating* consequences/effects.

**expertise n [U]** a high level of knowledge or skill: We admired the *expertise* with which he prepared the meal. / I have no *expertise* in sewing/sewing *expertise*. She has considerable *expertise* in French history.

**heavy-duty adj [before noun]** Heavy-duty clothing, machinery, or equipment is stronger than usual so that it can be used a lot, especially in difficult conditions: *heavy-duty* tools/shoes; These are large, *heavy-duty* bags for those who buy a lot of groceries. This fact is less noticed by the public as most people do not buy *heavy-duty* vehicles.

**intact adj C2** complete and in the original state: The church was destroyed in the bombing but the altar survived *intact*. / They found the *intact* skull of a mammoth.

**maritime adj fml** connected with human activity at sea: Amalfi and Venice were important *maritime* powers. / Make sure you visit the *maritime* museum if you're interested in anything to do with ships or seafaring.

**navigator n [C]** a person in a vehicle who decides the direction in which the vehicle travels: The *navigator* will ensure that the ship sails in the right direction, so they have to engage with the engine room. / Their men of science,

craftsmen, and *navigators* used them for medicinal purposes, manufacturing, and navigation.

**odds n [plural] C1** the probability (= how likely it is) that a particular thing will or will not happen: If you drive a car all your life, the *odds* are that you'll have an accident at some point. / There are heavy *odds* against people succeeding in such a bad economic climate. / What are the *odds* on him being (= do you think he will be) re-elected? / The overall *odds* of winning a lottery prize are 1 in 13. / The *odds* are stacked against a woman succeeding (= it is not likely that a woman will succeed) in the business.

**pound v [T/I]** to hit or beat repeatedly with a lot of force, or to crush something by hitting it repeatedly: I could feel my heart *pounding* as I went on stage to collect the prize. / Nearly 50 people are still missing after the storm *pounded* the coast. / The city was *pounded* to rubble during the war. He *pounded* on the door demanding to be let in. / She was *pounding away* on her typewriter until four in the morning.

**rip v [T+ adv/prep] C1** to remove something quickly, without being careful: I wish the old fireplaces hadn't been *ripped out*. / We *ripped up* the carpets and laid a new wooden floor.

**sledgehammer n [C]** a large, heavy hammer with a long handle, used for breaking stones or other heavy material, or for hitting posts into the ground, etc. used to describe a way of behaving that is too forceful: They accused the prime minister of using *sledgehammer* tactics. / We have felt the whirlwind and the *sledgehammer* impact of the recession.

**valour n [U] fml** great courage: He was promoted to the rank of major in recognition of his *valour* during the battle. / From a young age, boys were encouraged to cultivate the virtues of the warrior ethic, including stoicism, *valour*, and fortitude. / They rejected the idea that a challenge constituted the best means of asserting one's *valour* and fortitude, and thus of maintaining one's status as a gentleman.

**wreck v [T] C2** to destroy or badly damage something: The explosion shattered nearby windows and *wrecked* two cars. Our greenhouse was *wrecked* in last night's storm.

## UNIT 5

**dumbfounded adj** so shocked that you cannot speak: He was *dumbfounded* by the allegations. / He was completely *dumbfounded* by the incident.

**empathize v [T]** to be able to understand how someone else feels: It's very easy to *empathize* with the characters in her books. / To *empathize* with what is happening on the stage one has to be pretty simple-hearted. / In the distrust example, caregivers should emotionally connect to and *empathize* with anger, frustration, fearfulness, and other emotions that often ride with distrust.

**ambition n [C]** a strong wish to achieve a particular thing: After his heart attack, he abandoned his *ambition* to become CEO. / He has already achieved his main *ambition* in life - to become rich. / Her ultimate ambition is to run her own business. / career *ambitions* / political/personal/artistic *ambitions*

**intractable adjective fml** very difficult or impossible to control, manage, or solve: We are facing an *intractable problem*.

**frugal adj** careful when using money or food, or (of a meal) cheap or small in amount: He built up his savings by being very *frugal*. / Lungren, a fiscal conservative when it comes to spending taxpayers' money, is *frugal* in his personal life as well. / *frugal* habits/living/lifestyle. / *frugal* energy/water use

**philanthropy n [U]** the activity of helping the poor, especially by giving them money: He argues that corporate *philanthropy* transforms the culture of the firm concerned. / Many Americans value the role of private *philanthropy* in supporting our National Park system.

**dissolve v [T often passive]** to end an official organization or a legal arrangement: Parliament has been *dissolved*. / Their marriage was *dissolved* in 1968.

**endowment n [C/U]** money that is given to a college, hospital, etc. in order to provide it with an income, or the giving of this money: The school has received an *endowment* of \$50,000 to buy new books for the library.

**trustee n [C]** a person, often one of a group, who controls property and/or money for another person or an organization: the museum's board of *trustees* / He was a member of the museum's board of *trustees*.

**on your watch phrase** at a time when someone is in charge of a particular situation and responsible for what happens: This happened *on my watch*. And I intend to resolve it. / The President exaggerated the number of jobs that were created *on his watch*. / You need to make sure that nobody gets hurt *on your watch*. / A lot of difficult problems occurred *on Sarah's watch*. / People at the top often seemed to be excused from responsibility for things that happened *on their watch*.

## UNIT 6

**auction** **n** [C/U] **C1** a usually public sale of goods or property, where people make higher and higher bids (= offers of money) for each thing, until the thing is sold to the person who will pay most: a furniture **auction** / They're holding an **auction** of jewellery on Thursday. / The painting will be sold at **auction** next week. / The house and its contents are being put up for **auction**.

**authoritative** **adj** containing complete and accurate information, and therefore respected: The book is an authoritative account of the Second World War./ His thorough knowledge of the morphosyntax of these languages greatly contributes to his **authoritative** use of secondary sources.

**cite** **v** [T] *fml* to mention something as proof for a theory or as a reason why something has happened: She cited three reasons why people get into debt./ The company cited a 13 percent decline in new orders as evidence that overall demand for its products was falling.

**clarify** **v** [T] **C1** to make something clear or easier to understand by giving more details or a simpler explanation: Could you clarify the first point please? I don't understand it completely. The position of all shareholders will be clarified next month when we finalize our proposals.

**damn** *exclamation infml* used for emphasis: **Damn**, that tastes good. I don't brag very often, but damn, I'm going to brag about this!

**fantasize** **v** [I/T] to think about something very pleasant that is unlikely to happen: He fantasized about winning the Nobel Prize. / As a child, Emma fantasized that she would do something heroic.

**fine art** **n** [U] drawings, paintings, and sculptures that are admired for their beauty and have no practical use: The practice of photography as a **fine art** has also been promoted through their teaching. / As architects, we are trapped between a creative output as in **fine art** and the empirical, quantifiable research in the construction industry.

**gallery** **n** [C] a room or building that is used for showing works of art, sometimes so that they can be sold: It was hot so we checked our coats before going round the **gallery**. / He frequently exhibits at the art gallery./ There's a new exhibition of sculpture on at the city **gallery**. / The curator guided us round the **gallery**, pointing out the most famous paintings in the collection. / We visited a few **galleries** while we were in Prague.

**implicit adj C2** suggested but not communicated directly: *implicit* criticism / He interpreted her comments as an *implicit* criticism of the government. / *Implicit* in the poem's closing lines are the poet's own religious doubts.

**inherit v [I/T] C2** to receive money, a house, etc. from someone after they have died: Who will *inherit* the house when he dies? All her children will *inherit* equally.

**instinct n [C/U] C2** the way people or animals naturally react or behave, without having to think or learn about it: All his *instincts* told him to stay near the car and wait for help. / Her first *instinct* was to run. / It is instinct that tells the birds when to begin their migration. / Bob seems to have an *instinct* for (= is naturally good at) knowing which products will sell.

**restoration n [C/U]** the act or process of returning something to its earlier good condition or position, or to its owner: The first task following the disaster was the *restoration* of clean water supplies. / *Restoration* work on the Sistine Chapel ceiling is now complete. / A large majority of the population is demanding the *restoration* of the former government.

**sibling n [C] C2 fml** a brother or sister: I have four *siblings*: three brothers and a sister. / There was great *sibling* rivalry (= competition) between Peter and his brother.

**speechless adj C1** unable to speak because you are so angry, shocked, surprised, etc.: The news left us *speechless*. / She was *speechless* with indignation.

**well-founded adj** based on facts: [before noun] He had to show that he had a *well-founded* fear of persecution on religious or political grounds to qualify as a refugee.

## UNIT 7

**affordable adj** not expensive: nice clothes at *affordable* prices/ They are meeting consumer demand for fashionable products at *affordable* prices./ affordable homes. / The Prius is heavily subsidised by Toyota to keep it *affordable*. / Will space flight ever be *affordable* for the masses?/ *Affordable* housing isn't enough – we also need job opportunities.

**boulder n [C]** a large, rounded rock that has been smoothed by the action of the weather or water: From about 128 km away, they hauled huge basalt *boulders*, from which to carve colossal heads, and nearly 100 other sculptures./ The earlier parts of the castle constructions are characterised by heavy granite *boulder* constructions, but with ever more refined details in later periods./ By the roadside as one leaves the town there is a large *boulder* on which the figure "22" is inscribed in large characters.

**bricklayer n [C] *infml*** a person who builds walls or buildings using bricks, especially as a job: For example, a *bricklayer* will offer to build a wall or a house extension if supplied with some bricks./ So from floor to floor the teams of *bricklayers*, stonemasons, smiths and carpenters worked together, eventually to reach the roof./ They sent me to work on knocking the brick lining out of a blast furnace and labouring for the *bricklayers* replacing it.

**bunker n [C]** a shelter, usually underground, that has strong walls to protect the people inside it from bullets or bombs: Many of those who remained sought permanent shelter in the air raid *bunkers*./ Most of the equipment was moved to underground *bunkers* for protection./ In 1941, the sculptures were taken down and stored in a bank vault, later in a *bunker*.

**fairytale adj [before noun] *approving*** having special and attractive or beautiful quality, like something in a fairy tale: They had a *fairy-tale* wedding./ Sadly, there was no *fairy-tale* happy ending to the story.

**nascent adj *approving*** only recently formed or started, but likely to grow larger quickly: a *nascent* political party / a *nascent* problem

**nozzle n [C]** a narrow piece attached to the end of a tube so that the liquid or air that comes out can be directed in a particular way: Attach the *nozzle* to the hose before turning on the water. / Simple *nozzle* modifications were suggested that resulted in a substantial calculated yield increase.

**overhanging adj** sticking out over something that is at a lower level: the *overhanging* branches of a tree / He glanced up at the *overhanging* rocks.

**plot n [C] C2** a small piece of land that has been marked or measured for a particular purpose: a vegetable *plot* / There are several *plots* of land for sale.

**proliferate v [I] fml** to increase a lot and suddenly in number: Small businesses have *proliferated* in the last ten years. / A major problem with this approach is that it *proliferates* lexical entries, rendering the lexicon unconstrained. / After that, both accusations and confessions *proliferated* at a rapid rate.

**squirt v [I or T, usually + adv/prep]** (to force a liquid) to flow out through a narrow opening in a fast stream: He *squirted* some ketchup on his burger. / There was a leak in one of the pipes and water was *squirting* out all over the kitchen floor.

**tenant n [C] C2** a person who pays rent for the use of land or a building: For years, they were *tenants* on my father's property./ We are hoping to lease the four-story building to a single *tenant* when it's completed this fall./ Both parties, landlord and *tenant*, will be bound by any express terms in the contract.

**texture n [C/U] C2** the quality of something that can be decided by touch, for example whether it is rough or smooth, or soft or hard: a smooth/rough/coarse *texture* / This artificial fabric has the *texture* of silk. / Different rocks have different *textures*.

**touch n [C] C2** a small addition or detail that makes something better: The speech had several comic *touches*. / *touch* of genius Using a sailing ship as the company logo was a *touch* of genius (= a good/clever idea or action). / The flowers on the table provided the *finishing touch*.

## UNIT 8

**auction bidder n [C]** someone who offers to pay a particular amount of money for something: In an auction, goods or property are sold to the highest **bidder** (= the person who offers the most money).

**cachet n [S/U] fml** a quality that marks someone or something as special and worth respect and admiration: This type of jacket used to have a certain **cachet**.

**cardigan n [C]** a piece of clothing, usually made from wool, that covers the upper part of the body and the arms, fastening at the front with buttons, and usually worn over other clothes: Put on your red wool **cardigan** - it'll be nice and warm. / She came to the door in a frumpy **cardigan** and fluffy slippers. / I'm knitting a little **cardigan** for my daughter's new baby. / Those long, belted **cardigans** are back in fashion this season.

**estimate v [T]** to guess or calculate the cost, size, value, etc. of something: Government sources **estimate** a long-term 50 percent increase in rail fares. / They **estimate** (that) the journey will take at least two weeks. / It was difficult to **estimate** how many trees had been destroyed.

**flux n [U]** continuous change: Our plans are in a state of **flux** at the moment. / Today, the world of government is once again in great **flux**. / The education system is still in a state of **flux**.

**Grammy n [C]** an award given by the US National Academy of Recording Arts and Sciences for special achievement in the record industry: She's won five **Grammys**.

**iconic adj** very famous or popular, especially being considered to represent particular opinions or a particular time: John Lennon gained **iconic** status following his death. / The gunfight is the single most **iconic** image of the Wild West. / The film Casablanca won three Academy Awards, and its characters, dialogue, and music have become **iconic**.

**legacy n [C] C2** something that is a part of your history or that remains from an earlier time: The Greeks have a rich **legacy** of literature. / The war has left a **legacy** of hatred.

**lyrics phrase [plural]** the words of a song, especially a pop song: Paul Simon wrote the **lyrics** for most of his songs. / The **lyrics** of her songs are deeply personal. / You can download all the **lyrics** from the band's website. / They were forced to change the song's **lyrics** in order to play it on TV. / They sang in the car, making up their own **lyrics** to well-known tunes.



**memorabilia n [plural]** objects that are collected because they are connected with a person or event that is thought to be very interesting: an auction of pop *memorabilia* / Beatles *memorabilia* / Here, the relics, *memorabilia*, pictures and trophies of great athletes and teams can be viewed.

**millennial adj** born between around 1981 and 1996: the *millennial* generation / The 1900 newborn would have been fortunate to know their grandparents but some *millennial* children were cradled by their great-great-grandparents.

**monied adj fml** rich: a *monied* family / *monied* class/family/elite / He comes from a *monied* family.

**outfit n [C]** a set of clothes worn together, especially for a special occasion :She bought a new *outfit* for the party. / a cowboy *outfit*

## UNIT 9

**bison** n [C] an animal like a large cow, with hair on its head and shoulders: The Yellowstone herd, which is directly descended from those last surviving **bison**, is of particular spiritual importance to those tribes. / Even the United States government maintains a herd of about twelve thousand wild **bison**.

**carnivore** n [C] an animal that eats meat: Lions and tigers are **carnivores**. / *humorous* I made mostly vegetarian food but put a couple of meat dishes out for the **carnivores** (= people who eat meat).

**encounter** v [T] *fml* to meet someone unexpectedly: On their way home they **encountered** a woman selling flowers. / She was, he says, the most violent woman he had **encountered** in 13 years as an officer. / As we left the memorial area we **encountered** a group of German students. / The football fans that we **encountered** seemed harmless enough.

**ethics phrase** [U] C2 the study of what is morally right and what is not: He took a broad range of courses in sociology, religion, **ethics**, political thought and more. / We studied that case in our ethics **class**.

**extractive** adj [usually before noun] involving removing oil, metals, coal, stone, etc. from the ground: Gold mining is an extractive **industry** that eventually exhausts the resource it exploits. / The biggest **extractive** industry in Cornwall today is the mining of china clay. / Most of these settlements were dependent upon **extractive** and processing activities.

**geek** n [C] *infml* someone who is very interested in a particular subject and knows a lot about it: a self-confessed movie **geek** / Thanks to brilliant computer **geeks**, I can copy, scan, fax, and send photos all from a single machine.

**handful** n [S] a small number of people or things: She invited all her friends to her party, but only a **handful** of them turned up. / The government has blamed the protests on a **handful** of evildoers. / Only a **handful** of spectators turned up to watch the event. / The centre is staffed by a **handful** of volunteers.

**herbivore** n [C] an animal that eats only plants: Cows and sheep are **herbivores**. / We analysed the relationship between predator and **herbivore** activity in the rainy and dry seasons using a regression. / In addition to wild **herbivores**, the ranch also houses domestic stock, of which there are approximately 3000 cattle and 500 sheep, goats, camels, and donkeys.

**intake** n [U] the number of people that are accepted at a particular time by an organization, especially a college or university: The programme's first **intake**, of 40 students, started in October 2020, with a second round of training now under

way. A third round is scheduled for November, 2021. / The college has increased its *intake* of students by 50 percent this year.

**rejuvenate** v [T] to make an organization or system more effective by introducing new methods, ideas, or people: He has decided to *rejuvenate* the team by bringing in a lot of new, young players. / They can do much to *rejuvenate* old neighborhoods and keep the city from declining again.

**remote** adj a remote area, house, or village is a long way from any towns or cities: They live in a *remote* corner of Scotland, miles from the nearest shop. / a *remote* mountain village

**resettlement** n [U] the act or process of helping someone move to another place to live, or the act of moving to another place to live: the *resettlement* of refugees / Thousands of refugees arrive each year in *resettlement* programmes.

**rewilding** n [U] the process of protecting an environment and returning it to its natural state, for example by bringing back wild animals that used to live there: *Rewilding* runs directly counter to human attempts to control and cultivate nature.

**roam** v [T] to move about or travel, especially without a clear idea of what you are going to do: After the bars close, gangs of youths *roam* the city streets. / She *roamed* around America for a year, working in bars and restaurants.

**sustainability** n [U] C2 the quality of causing little or no damage to the environment and therefore able to continue for a long time: the company's commitment to environmental *sustainability* / The policy implication is that resource-rich countries can improve their weak *sustainability* performance by fighting corruption, difficult as this may be.

## UNIT 10

**peer n [C] C1** a person who is the same age or has the same social position or the same abilities as other people in a group: Do you think it's true that teenage girls are less self-confident than their male *peers*? / He wasn't a great scholar, but as a teacher he had few *peers* (= not as many people had the same ability as him).

**stamina n [U] C1** the physical and/or mental strength to do something that might be difficult and will take a long time: The triathlon is a great test of *stamina*.

**accelerate v [I] C2** If a person or object accelerates, he, she, or it goes faster: Anne gripped my hand as the plane began *accelerating* along the runway. / You have to *accelerate* gradually as you run down the track, and then take a big jump.

**prowess n [U] fml** great ability or skill: athletic/sporting *prowess* / But more surprising than his lack of academic *prowess* was his failure to make any other sort of impact. / The researchers cautioned that the study only predicts the likelihood that a child will be predisposed to physical *prowess*.

**maturity n [U]** the state of being completely grown physically: These insects reach full *maturity* after a few weeks. / the era when the Republic came to political *maturity* / He lacks the emotional *maturity* to appreciate poetry.

**underachiever n [C]** someone who is less successful than they should be at school or at work: His teachers consistently describe him as an *underachiever*, despite his artistic talents. / An *underachiever* is a person and especially a student who fails to achieve his or her potential or does not do as well as expected. / He is an *underachiever* who wants to achieve something big before he graduates.

**plausible adj C2** seeming likely to be true, or able to be believed: a *plausible* explanation/excuse / I need to think of a *plausible* excuse for not going to the meeting. / Students may well differ in how *plausible* they find efficient-market theory.

**excel v [I] C2** to be extremely good at something: Rebecca always *excelled* in languages at school. / They all performed well, but the lead dancer really *excelled*. / Their biggest competitive advantage is that they *excel* at manufacturing small, gas-efficient vehicles at low cost.

**agility n [U]** the ability to move your body quickly and easily: He has the *agility* of a mountain goat. / The acrobats display jawdropping feats of strength, *agility*, and control.

**cardiovascular adj** medical relating to the heart and blood vessels (= tubes that carry blood around the body): Much evidence for stroke prevention comes from the modification of *cardiovascular* risks, particularly blood-pressure lowering. / The results revealed that a child's month of birth could make "significant" differences to their levels of *cardiovascular* fitness, muscle strength and ability to accelerate.

## UNIT 11

**anxious adj** worried and nervous: My mother always gets a bit *anxious* if we don't arrive when we say we will. / I saw my sister's *anxious* face at the window. / The drought has made farmers *anxious* about the harvest.

**capacity n** [C/U] the total amount that can be contained or produced: All our factories are working at (full) *capacity* (= are producing goods as fast as possible). / We are running below *capacity* (= not producing as many goods as we are able to) because of cancelled orders. / The stadium has a seating *capacity* of 50,000. / The game was watched by a *capacity* crowd/audience of 50,000 (= the place was completely full).

**contain v** [T not continuous] to have something inside or include something as a part: How much liquid do you think this bottle *contains*? / I lost a file *containing* a lot of important documents. / Try to avoid foods which *contain* a lot of fat.

**grapple with phrasal verb** to hold onto someone and fight with them: Two officers *grappled with* the gunman.

**illiterate adj** C2 unable to read and write: A surprising percentage of the population is *illiterate*.

**latter n** [S] the second of two people, things, or groups previously mentioned: She offered me more money or a car and I chose the *latter*.

**privileged adj** C1 having a privilege: As an ambassador, she enjoys a very *privileged* status. / I have been *privileged* to work with the pioneers of silicon technology.

**radical adj** C2 believing or expressing the belief that there should be great or extreme social or political change: He was known as a *radical* reformer/thinker/politician. / These people have very *radical* views.

**retain v** C2 *fml* to keep or continue to have something: She has lost her battle to *retain* control of the company. / He managed to *retain* his dignity throughout the performance. / She succeeded in *retaining* her lead in the second half of the race. / I have a good memory and am able to *retain* (= remember) facts easily.

**soothe v** [T] to make someone feel calm or less worried: to *soothe* a crying baby / Likewise, the *soothing* touch enhanced relaxation, further assisting him in redeveloping awareness of and communication with those around him. / In their first scenes together, he was shaky and missing his lines, and she *soothed* and coached him.

**undeterred** **adj** still continuing to do something or enthusiastic about doing it despite a bad situation: We must never compromise, we must be *undeterred*, we must never let anything get in our way. / After four years of injury problems, Thomas remains *undeterred*. / *Undeterred* by the ongoing institutional rivalry, experts from various backgrounds cooperated with apparent ease. / We must never compromise, we must be *undeterred*, we must never let anything get in our way.

**verify** **v** [T] **C1** to prove that something exists or is true, or to make certain that something is correct: Are you able to *verify* your account/allegation/report/theory? / These numbers are surprisingly high and they'll have to be *verified*. / Under interrogation, she *verified* (that) the tapes were authentic.

## UNIT 12

**acknowledge v [T] C1** to accept, admit, or recognize something, or the truth or existence of something: Historians generally *acknowledge* her as a genius in her field. / She *acknowledged* having been at fault. / She *acknowledged* that she had been at fault.

**back v [T] C2** to give support to someone or something with money or words: The management has refused to *back* our proposals. / This theory needs to be *backed* up with solid empirical evidence. / The troops were *backed* by tanks, artillery, and other heavy armour. / It is hoped that all sides will *back* the peace plan.

**distribution n [C/U] C1** the process of giving things out to several people, or spreading or supplying something: Has the Channel Tunnel improved the *distribution* of goods between the British Isles and mainland Europe? / *distribution* costs

**eliminate v [T] C1** to remove or take away someone or something: A move towards healthy eating could help *eliminate* heart disease. / We *eliminated* the possibility that it could have been an accident. / The police *eliminated* him from their enquiries.

**fervour n UK fml** strong and sincere beliefs: The country was swept by patriotic *fervour*. / A few businessmen admit privately to admiring his honesty, if not always his *fervour*. / With the *fervour* of a convert, she determined to spread her new faith in strongly Protestant Wimbledon. / nationalist/religious *fervour*

**float v business** to start selling shares in a business or company for the first time: There are several new businesses looking to *float*. / The group is planning to *float* on the New York Stock Exchange later this year. / The stock was *float*ed at 233p a share last July and closed up 3.75p last night at 286.25p. / Last January the chief executive said he would only *float* the company if there was a "dramatic" revival in the market.

**fundraising n [U]** the act of collecting or producing money for a particular purpose, especially for a charity: The dinner is a *fundraising* event for the museum. / Individual politicians could set up two *fundraising* organizations to receive contributions.

**launch v [I/T]** to begin something such as a plan or introduce something new such as a product: The programme was *launched* a year ago. / The airline will *launch* its new transatlantic service next month. / A devastating attack was *launched* on the rebel stronghold.

**lobbying** **n** [U] the activity of trying to persuade someone in authority, usually an elected member of a government, to support laws or rules that give your organization or industry an advantage: In her speech she stressed that she is not involved in the firm's *lobbying* of Congress. / This week, a coalition of unions, religious groups and liberal advocacy organizations will officially begin its *lobbying* for a higher minimum wage. / There was intense *lobbying* against the measures by drug companies. / *Lobbying* efforts by high-powered tech firms turned former supporters of the bill against it.

**lure** **v** [T] **C2** to persuade someone to do something or go somewhere by offering them something exciting: She was *lured* into the job by the offer of a high salary. / He had *lured* his victim to a deserted house. / Supermarket chains try to *lure* customers with price discounts.

**plain sailing** *idiom* to be easy and without problems: The roads were busy as we drove out of town, but after that it was *plain sailing*. / If you can answer the first question, the rest of the test should be *plain sailing*.

**sabbatical** **n** [C/U] period of time when college or university teachers are allowed to stop their usual work in order to study or travel, usually while continuing to be paid: She's on *sabbatical* for six months. / *sabbatical* leave



## UNIT 13

**diabetes n [U]** a disease in which the body cannot control the level of sugar in the blood: *Diabetes* is diagnosed with a blood test. / He had developed *diabetes* and high blood pressure./ gestational/adult-onset/juvenile *diabetes*

**obesity n [U] C1** the fact of being extremely fat, in a way that is dangerous for health: The National Institute of Health is discussing ways of tackling the problem of childhood *obesity*. / A diet that is high in fat and sugar can lead to *obesity*.

**adolescent n [C] C2** a young person who is developing into an adult: He looked uncomfortable, like a self-conscious *adolescent* who's gone to the wrong party. / I'm looking after six *adolescents* for a week. / She doesn't understand the emotional problems of *adolescents*.

**hypothalamus n [S]** anatomy a small part in the brain that controls things such as body temperature and the release of hormones, that is below the thalamus: The resulting kinetics varied in form, especially in the *hypothalamus*, which was the earliest area to show the highest differences compared to controls. / We will review the recent data and suggest instead that the *hypothalamus* is the primary regulator of states of consciousness.

**intern n [C]** someone who is working for a company or organization for a period of time, sometimes without pay, in order to get experience of a particular type of work: She worked in the White House as an *intern*. / Hiring *interns* has helped the company manage its growth while cultivating future employees.

**deprived adj C1** not having the things that are necessary for a pleasant life, such as enough money, food, or good living conditions: She had a *deprived* childhood/comes from a deprived background. / a *deprived* area

**impaired adj** damaged in a way that makes something less effective: She suffers from *impaired* vision/hearing. / The medication is associated with *impaired* motor skills. / visually *impaired* children

**ingrained adj** (of beliefs) so firmly held that they are not likely to change: Such *ingrained* prejudices cannot be corrected easily. / The belief that you should own your house is deeply *ingrained* in our society.

**apprentice n [C]** someone who has agreed to work for a skilled person for a particular period of time and often for low payment, in order to learn that person's skills: Most of the work was done by *apprentices*. / an *apprentice* carpenter

**stagger v [I usually + adv/prp]** to walk or move with difficulty as if you are going to fall: After he was attacked, he managed to *stagger* to the phone and call for help. / *figurative* The company is *staggering* under a \$15 million debt and will almost certainly collapse by the end of the year.

## UNIT 14

**blossom v [I]** When a tree or plant blossoms, it produces flowers before producing fruit that can be eaten: The cherry tree is beginning to *blossom*.

**deposit v [T usually + adv/prp]** to leave something somewhere: The flood waters fell, *depositing* mud over the whole area. / The bus *deposited* me miles from anywhere. / The cuckoo *deposits* her eggs in other birds' nests. / I *deposited* my luggage in a locker at the station.

**ferment v [I/T]** If food or drink ferments or if you ferment it, it goes through a chemical change because of the action of yeast or bacteria, which may cause it to produce bubbles or heat, or turn sugars in it into alcohol: You make wine by leaving grape juice to *ferment* until all the sugar has turned to alcohol. / Sauerkraut and kimchi are both essentially *fermented* cabbage.

**fertilizer n [C/U]** a natural or chemical substance that is spread on the land or given to plants, to make plants grow well: organic *fertilizer* / a liquid/chemical *fertilizer*

**fructose n [U]** chemistry a type of sugar found in honey and many fruits: Reducing sugars, such as *fructose*, glucose and galactose, were present in trace amount and were not quantified. / A small amount of *fructose* per day sustained a large weight loss for more than one year, with no sign of regain. / According to the explanation described below, the crucial feature of the *fructose* water was that it supplied calories with no flavor except sweetness.

**grove n [C]** a group of trees planted close together: olive/orange/lemon *groves* / The vineyards and olive *groves* were rented out in share terms, for half the crop. / There are some *groves* of pine and spruce trees on the sea side of the road here.

**hazard n [C] C1** something that is dangerous and likely to cause damage: a health/fire *hazard* / The busy traffic entrance was a *hazard* to pedestrians. / an environmental/health/fire *hazard* / When it comes to investments, research shows that women are more likely to weigh up potential *hazards* than their male counterparts.

**landfill n [C/U]** the process of getting rid of large amounts of rubbish by burying it, or a place where rubbish is buried: 90 percent of American rubbish is dumped in *landfill* sites./ The idea is to transform the *landfill* into a park. / *Landfill* provides a safe disposal option for waste that can't be recycled, composted, or used to generate energy.

**methane n** [U] a gas with no smell or colour, often used as a fuel: *Methane* is the main constituent of natural gas. / *Methane* is one of the principal gases contributing to the greenhouse effect.

**purification n** [U] the act of removing harmful substances from something: a water *purification* plant / The solution is *purified* by passing it through a carbon filter. / an air *purification* system

**resistant adj** not wanting to accept something, especially changes or new ideas: Why are you so *resistant* to change? / She is forceful, knowing, *resistant*, self-effacing, domestic, public, and self-ironizing at the same time. / Specimens were marked on the wing with a unique number using a water-*resistant* pen.

**squash v** [T] to crush something into a flat shape: He accidentally sat on her hat and *squashed* it. / My sandwiches had got *squashed* at the bottom of my bag. / The fruit had got *squashed* under the weight of all the other food.

**surplus n, adj** [C/U] C2 (an amount that is) more than is needed: The world is now producing large food *surpluses*. / We are unlikely to produce any *surplus* this year. / The government has authorized the army to sell its *surplus* weapons.

**sustainability n** [U] C2 the quality of causing little or no damage to the environment and therefore able to continue for a long time: the company's commitment to environmental *sustainability* / Many species have been depleted, and there are things that need to be done in different areas to ensure the *sustainability* of our reefs. / A plastic bag, environmentalists say, is made from petroleum products and, therefore, is an unfriendly choice for environmental *sustainability*. / Considering cost is vital to achieving long-term *sustainability*.

**waste n** [C/U] unwanted matter or material of any type, especially what is left after useful substances or parts have been removed: This city produces 20 million tons of household *waste* each year. / He opposes any kind of nuclear *waste* being dumped at sea. / Millions of gallons of untreated human *waste* (= excrement) flow into the river every day. / Oil spills are common, as is the dumping of toxic industrial *wastes*.

## UNIT 15

**bounce back** *phrasal verb* **C1** to start to be successful again after a difficult period, for example after experiencing failure, loss of confidence, illness, or unhappiness: Stock prices **bounced back** after a steep plunge earlier this week. / Children often seem to **bounce back** from illness more quickly than adults do.

**chunk** **n** [**C**] *infml* a part of something, especially a large part: a chunk of text a substantial **chunk** of our profits / Three hours is quite a **chunk** out of my working day. / A huge **chunk** of the audience got up and left before the end of the show.

**decline** **v** [**I**] to gradually become less, worse, or lower: His interest in the project **declined** after his wife died. / The party's popularity has **declined** in the opinion polls. / **formal** The land **declines** sharply away from the house.

**hospitality** **n** [**U**] the work or business of providing food and drink, entertainment, hotels, etc. for customers: I worked in **hospitality** for many years, including a busy hotel in Wellington. / Jobs in the leisure and **hospitality** sector will continue to grow.

**hygienic** **adj** **C2** clean, especially in order to prevent disease: It isn't **hygienic** to let animals sit on the dining table. / From what I've heard, the school toilets are not exactly as **hygienic** as they should be. / Food must be prepared and stored in **hygienic** conditions.

**opt for** **v** [**I**] **C1** to make a choice, especially of one thing or possibility instead of others: Mike **opted for** early retirement. / After college, Ruffin **opted** for the Army over college. / Most people **opt** to have the operation. / For an additional £145 visitors can **opt** to vacate their hotel rooms for a two-night safari.

**reliant** **adj** **C2** needing a particular thing or person in order to continue, to work correctly, or to succeed: He's completely **reliant** on his wheelchair to get about. / The project is heavily **reliant** on volunteers. / Most companies are now **reliant** on computer technology.

**row** **n** [**C**] *mainly UK* a noisy argument or fight: My parents often have **rows**, but my dad does most of the shouting. / What was a political **row** over government policy on Europe is fast becoming a diplomatic **row** between France and Britain.

**shift** **v** [**I**] **C1** (of an idea, opinion, etc.) to change: Society's attitudes towards women have **shifted** enormously over the last century. / Media attention has **shifted** recently onto environmental issues.

**surge** n [C] C1 a sudden and great increase: An unexpected *surge* in electrical power caused the computer to crash. / There has been a *surge* in house prices recently.

**transaction** n [U] C1 an occasion when someone buys or sells something, or when money is exchanged or the activity of buying or selling something: a business *transaction* / Each *transaction* at the foreign exchange counter seems to take forever. / We need to monitor the *transaction* of smaller deals.

**viable** adj C2 able to work as intended or able to succeed: In order to make the company *viable*, it will unfortunately be necessary to reduce staffing levels. / The committee came forward with one *viable* solution. / I am afraid your plan is not commercially/economically/financially/politically *viable*.

## UNIT 16

**curse v [T]** to say magic words that are intended to bring bad luck to someone: Things were going so badly - it was as if I'd been *cursed*. / People in many cultures believe witch doctors have the power to bless or *curse* their lives.

**deceit n [C/U]** (an act of) keeping the truth hidden, especially to get an advantage: The story is about theft, fraud, and *deceit* on an incredible scale. / When the newspapers published the full story, all his earlier *deceits* were revealed.

**enchanted adj** affected by magic or seeming to be affected by magic: They met in Paris one *enchanted* afternoon in early autumn. / The princess lives in an *enchanted* castle.

**erode v [I/T] C2** to rub or be rubbed away gradually: Wind and rain have *eroded* the statues into shapeless lumps of stone. / The cliffs are *eroding* several feet a year.

**fate n [U]** a power that some people believe causes and controls all events, so that you cannot change or control the way things will happen: When we met again by chance in Cairo, I felt it must be *fate*. / *Fate* has brought us together.

**heritage n [U] C2** features belonging to the culture of a particular society, such as traditions, languages, or buildings, that were created in the past and still have historical importance: These monuments are a vital part of the cultural *heritage* of South America. / Part of our country's *heritage* has been destroyed.

**intimidated adj** frightened or nervous because you are not confident in a situation: Older people can feel very *intimidated* by computers. / I was shy, and felt *intimidated* by the older students. / Springer says she doesn't feel *intimidated* by coaching a boys' team.

**maiden n [C] literary** a girl or young woman: In the story, the prince woos and wins the fair *maiden*. / But we are not told that Polyphemus ever loved any *maiden* except Galatea, or that any maiden ever loved Polyphemus.

**motif n [C]** an idea that is used many times in a piece of writing or music: The *motif* of betrayal is crucial in all these stories. / The theme of creation is a recurrent *motif* in Celtic mythology. / The second level, that of poetic or dream symbolism, is inherent in all folk-tales, traditions and *motifs* of regeneration.

**sultan n [C]** a ruler, especially in the past, of some Muslim countries: the *Sultan* of Brunei

**villain n [C]** a character in a book, play, film, etc. who harms other people: He made his reputation as an actor playing *villains*.

**wonder v [I]** to ask yourself questions or express a wish to know about something: Shouldn't you phone home? Your parents will be *wondering* where you are. / He's starting to *wonder* whether he did the right thing in accepting this job. / "Have you decided where you're going next summer?" "I've been *wondering* about (= considering) going to Florida."

## ПРИЛОЖЕНИЕ 2

### PREPARATION CHECKLIST

<i>Subject of presentation</i>		
<i>My objectives</i>		
Educate		
Persuade		
Inform/explain		
<i>Audience profile</i>		
Knowledge of the subject	Good	
	Some	
	Poor	
Size of the audience	Large	
	Small	
Formality	Formal	
	Informal	
Attitude	Friendly	
	Unfriendly	
<i>Content and structure</i>		
Have I planned the content and structure?	Yes	
Have I prepared my notes?	No	
Key points to be covered		
<i>Closure</i>		
Have I planned how I shall end the presentation?	Yes	
	No	
<i>Visuals</i>		
Do I need visuals?	Yes	
	No	

Have I planned what they should be?	Yes	
	No	
Have they been prepared?	Yes	
	No	
<b><i>Equipment</i></b>		
Have I checked that it is available?	Yes	
	No	
The equipment I need is		
<b><i>Timing</i></b>		
Length of presentation		minutes
Time for questions		minutes
<b><i>Handouts</i></b>		
Do I need handouts?	Yes	
Have they been prepared?	No	
<b><i>Questions</i></b>		
What questions might be asked by the audience?		



## HOW GOOD WAS MY PRESENTATION: CHECKLIST

<b><i>Purpose/objectives</i></b>		
Did I achieve my objectives?	Yes	
	No	
	I don't know	
Did the audience like the presentation?	Very much	
	Yes	
	A little	
	No	
	I don't know	
What went well?		
What did not go very well?		
<b><i>My performance</i></b>		
Did I make myself understood?	Yes	
	I think so	
	Not very well	
	I don't know	
Did I have difficulty with my English?	No	
	A little	
	Yes	
Did I speak clearly?	Yes	
Did I use my voice well?	Some of the time	
	No	
Did I use good body language?	Yes	
	No	
What should I try better next time?		
<b><i>Structure</i></b>		
Did I state the purpose of my presentation?	Yes	
	No	
Did I explain the sequence of my presentation?	Yes	
	No	

<b><i>Content</i></b>		
Did I emphasise important points?	Yes	
	No	
Did I signal when the audience should look at visuals?	Yes	
	No	
Did I make my recommendations clear?	Yes	
	No	
Did I involve the audience?	Yes	
	No	
<b><i>Summary</i></b>		
Did I summarise the main points at the end?	Yes	
	No	
<b><i>Questions</i></b>		
Did I deal well with the questions?	Yes	
	No	
<b><i>Visuals</i></b>		
Did I explain the visuals well?	Yes	
	No	
<b><i>Timing</i></b>		
Did I time the presentation well?	Yes	
	No	
Did I have time to say everything?	Yes	
	No	
<b><i>Action points</i></b>		
Is there anything I should do as a result of the presentation?		

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