

fifth edition

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C1/C2

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with Workbook Answer Key

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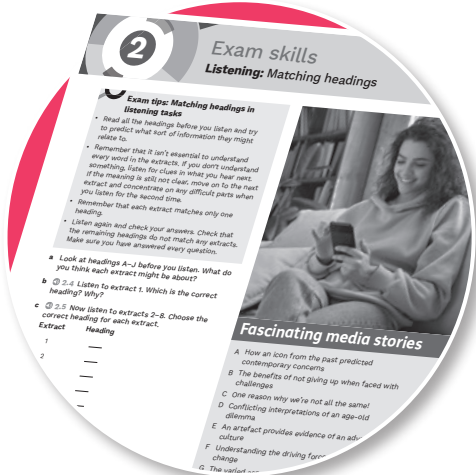
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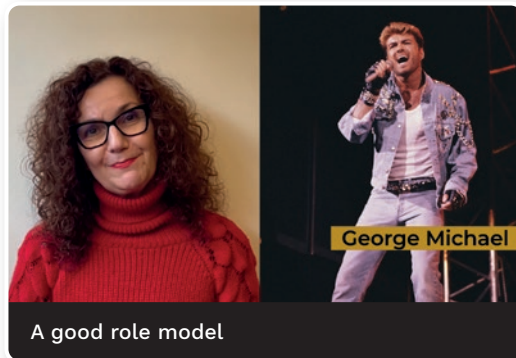
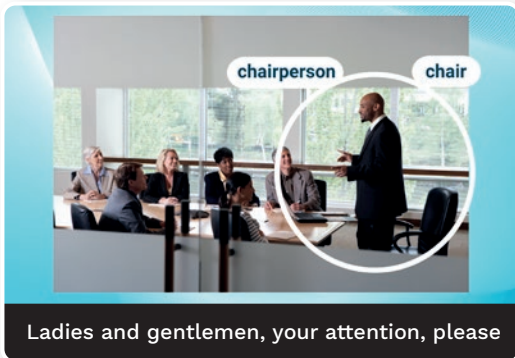
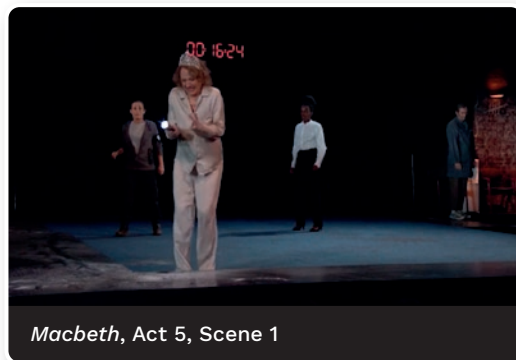
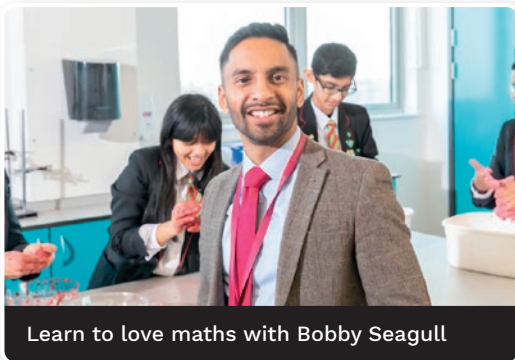
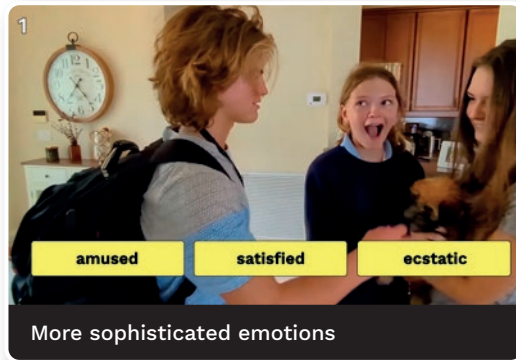
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'You can't use an old map to explore a new world.'

Albert Einstein, Swiss physicist

1 LISTENING

- a** Look at the outline of a map of the world that has been widely used for over four hundred years. Why do you think the African Union has asked for it to no longer be used? Check your ideas in **Communication** The Mercator map p.177.
- b** Look at the five maps in the photos. What part of the world do you think they show? Do you notice anything strange about any of them?
- c** **10.1** Listen to a podcast about historical maps. Number the maps 1–5 in the order they are mentioned, and check your answers to **b**.



d Exam Listen again. Choose a, b, c, or d.

- The island of Bermeja ____.
 - was originally described in 1359
 - was still on maps in the 19th century
 - is still being looked for today
 - probably sank when sea levels rose
- The island of Frisland ____.
 - was thought to be located south of Ireland
 - was supposed to be about the same size as Iceland
 - was described in great detail in early 17th-century maps
 - was landed on by an English explorer
- The Mountains of Kong ____.
 - were supposed to have extended across Africa
 - were claimed to have been seen by a Frenchman
 - were located only in West Africa
 - were still in an atlas in the 21st century
- The book *The Friend of Australia* ____.
 - was an account of writer Thomas J Maslen's travels there
 - was written to promote travel to Australia
 - suggested that the Australian coast was extraordinarily fertile
 - described a lake where there is actually a desert
- California ____.
 - was always known to be part of the North American mainland
 - was only correctly described by the Dutch and the British
 - was incorrectly described on maps from several different countries
 - was declared to be an island by a Spanish king

e Think about the information in the podcast. Then, in pairs, discuss the questions.

- What can you infer about the attitudes and purposes of European explorers towards the lands they were mapping?
- Whose voices don't we hear?
- What reason might mapmakers have had for intentionally distorting maps?

Mediation An English-speaking friend is a geography teacher and has asked you to help introduce the topic of maps to their class. Prepare a short talk suitable for teenagers about how errors on maps have influenced our view of the world using key points and examples from the podcast.

2 VOCABULARY

maps and geographical features

a Look at some extracts from the podcast in 1 and complete the missing words.

- A year later, the precise location, both **L**_____ and longitude, and the size of the island were described by cartographer Alonso de Chaves...
- It was shown as a roughly rectangular island, with three triangular **pr**_____ on its western coast.
- Throughout much of the 19th century, mapmakers included on their maps the Mountains of Kong, a huge mountain **r**_____ stretching across the entire continent of Africa.
- This is in what is now known as the Simpson **D**_____.
- A Spanish map from 1548 depicts California as a **p**_____...

b **10.2** Listen and check.

c **Vocabulary Bank** Maps and geographical features p.268

3 PRONUNCIATION word stress

Similar words, different pronunciation

Many words in English exist in other languages in an identical or very similar form. The words are quite often topic-related, for example, science or geography.

The differences between the English and L1 forms often relate to:

- words being stressed on a different syllable, e.g. *geography* (English) – *geografía* (Spanish)
- vowel sounds changing, e.g. *valley* /'væli/ (English) – *valle* /'ba.je/ (Spanish)

a Look at some topic words and circle any where you think the stress is on the same syllable as in your language.

canyon desert equator glacier hemisphere jungle
latitude longitude peninsula savannah tributary tundra

b **10.6** Listen and check, underlining the stressed syllable in each word. Are there any other differences?

c Practise saying the pairs of words (in English and then in your language), to help you to remember the difference.

d With a partner, in your own words, explain the differences between the pairs of words.

- | | |
|---------------------------|-----------------------------------|
| 1 latitude and longitude | 5 a waterfall and rapids |
| 2 a savannah and a tundra | 6 a mountain and a mountain range |
| 3 a port and a harbour | 7 a border and a frontier |
| 4 a marsh and a swamp | |

4 SPEAKING

Communication Describe and draw **A** p.178 **B** p.182 Describe your map to your partner for them to draw.

5 READING

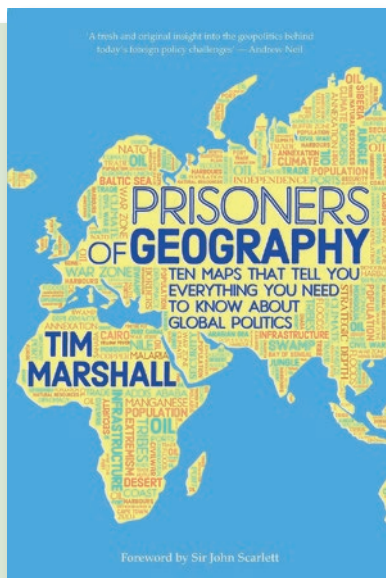
- a Read the facts about three different regions of the world. Which continents do you think they describe?
- 1 It has no real deserts, and only a few areas of frozen wastes in the far north.
 - 2 The larger cities are near the coasts, and the inland cities are poorly connected to each other.
 - 3 It's isolated from the rest of the world by a huge desert to the north, and two oceans to the east and west.
- b Look at the cover of the book *Prisoners of Geography*. With a partner, discuss what you think the book is going to be about. Then read the first two paragraphs of the introduction and check your ideas.

Prisoners of Geography

by Tim Marshall

The land on which we live has always shaped us. It has shaped the wars, the power, politics, and social development of the peoples that now inhabit nearly every part of the Earth. Technology may seem to overcome the distances between us in both mental and physical space, but it is easy to forget that the land where we live, work, and raise our children is hugely important, and that the choices of those who lead the eight billion inhabitants of this planet will to some degree always be shaped by the rivers, mountains, deserts, lakes, and seas that constrain us all – as they always have.

Overall, there is no one geographical factor that is more important than any other. Mountains are no more important than deserts, nor rivers than jungles. In different parts of the planet, different geographical features are among the most dominant factors in determining what people can or cannot do.



- c Now read an extract from the book about Europe. Have its climate and geography helped or hindered its prosperity?

Europe

The modern world, **for better or worse**, springs from Europe. This western outpost of the great Eurasian land mass gave birth to the Enlightenment, which led to the Industrial Revolution, which has resulted in what we now see around us every day. For that, **we can give thanks to, or blame,** Europe's location.

The climate, fed by the Gulf Stream, blessed the region with the right amount of rainfall to cultivate crops on a large scale, and the right type of soil for them to flourish in. This allowed for population growth in an area in which, for most, work was possible all year round, even in the heights of summer. Winter actually adds a bonus, with temperatures warm enough to work in but cold enough to kill off many of the germs which to this day plague huge parts of the rest of the world. Good harvests mean surplus food that can be traded; this in turn builds up trading centres which become towns. It also allows people to think of more than just growing food and turn their attention to ideas and technology.

Western Europe has no real deserts, the frozen wastes are confined to a few areas in the far north, and earthquakes, volcanoes, and massive flooding are rare. The rivers are long, flat, navigable, and made for trade. As they empty into a variety of seas and oceans they flow into coastlines which are – west, north, and south – abundant in natural harbours.

Europe's major rivers do not meet. This partly explains why there are so many countries in what is a relatively small space. Because they do not connect, most of the rivers act, at some point, as boundaries, and each is a sphere of economic influence in its own right; this gave rise to at least one major urban development on the banks of each river, some of which in turn became capital cities.

Glossary

the Enlightenment a period of significant social, political, and scientific change, challenging traditional authority and advocating for ideas like liberty, progress, and the separation of church and state

the Gulf Stream a strong ocean current that brings warm water from the Gulf of America into the Atlantic Ocean

Abridged from Prisoners of Geography by Tim Marshall

d Look again at the first paragraph of the extract about Europe. Why do you think the author uses the phrases in **bold**? Apart from this, how would you describe the tone of the extract?

e Read the extract again. Then complete the information to summarize the key points.

Summarizing sentence:

Europe's climate and geography positively influenced its political and economic development.

Three main points:

- 1 It had the right climate (rainfall, temperature) to...
As a result,...
- 2 It has geographical advantages, for example,...
- 3 European rivers don't meet, which has resulted in...

f **C Communication Prisoners of Geography A** p.178
B p.183 Read and summarize extracts about Latin America and Africa.

g What features of geography and climate do you think have had the most influence in your country? In what ways?

6 GRAMMAR cohesion

a Match the sentences to complete some facts about India. What function do the **highlighted** cohesive devices have in these sentences?

- 1 India is divided into 28 states and eight union territories.
- 2 The northern frontiers of India are defined largely by the Himalayan mountain range.
- 3 The Indus is the longest river that flows through India, followed by the Brahmaputra.
- 4 Mumbai, previously known as Bombay, is the financial capital of India, and its history stretches back three millennia.

A **That being so**, visitors may be surprised that today the oldest surviving building is considered to be Watson's Hotel, a cast-iron structure completed in 1869.

B **The latter** has different names in the other countries and areas that it flows through, for example, it is known as the Jamuna in Bangladesh.

C **The country's** border with Pakistan was delineated in 1947, when British India was divided into two independent states.

D **This** separates the plains of the Indian subcontinent from the Tibetan Plateau.

b **C Grammar Bank 10A exercises** p.247

7 LISTENING & SPEAKING



a **Video** Watch *Spotlight on Cornwall*. What can you remember about these places?

River Tamar

Truro

Land's End

Bodmin Moor

Lyonesse

b Watch again. Then, with a partner, use the questions below to describe Cornwall.

- What part of the country is it in?
- What is the population?
- What is the climate like?
- What geographical features does it have?
- What effect has the climate and the geography of the province had on its political and economic development?

c Now choose a province or region of your country to 'spotlight'. You are going to describe it in detail to your partner, including as many geographical features as you can. Try to answer the questions in b.

d **A** describe the place you have chosen. **B** listen carefully and make notes if you wish. See if you think **A** has left anything out, and if you agree with them. Then swap roles.

‘Architecture should speak of its time and place, but yearn for timelessness.’

Frank Gehry, US architect

1 VOCABULARY architecture and buildings

- a Look at the photos of some details from six iconic buildings. Do you know where they are located?



- b Read about six architectural styles and match each building to one of them.

- art deco** a popular style of art and architecture in the 1920s and 1930s that uses modern materials and typically has geometric shapes with clear outlines
- baroque** a grand and highly decorated style used in European architecture in the 17th and early 18th centuries that typically uses a mixture of stone and plaster on doorways, and has ornately painted ceilings and walls
- brutalism** a style of architecture used especially in the 1950s and 1960s that uses large concrete blocks, steel, etc., and is sometimes considered ugly
- Byzantine** a style of architecture of the 5th to the 15th centuries in the Byzantine Empire, especially churches, that typically includes high central domes and mosaics
- Gothic** a style that was popular in western Europe from the 12th to the 16th centuries, which has pointed arches and windows, and tall thin pillars
- modernism** a style popular in the early 20th century that typically uses clean lines, geometric shapes, and open floor plans, with a focus on natural light and a connection with the natural environment

- c **10.7** Listen and check your answers to a and b. Which building was described as having...?

- courtyards and towers gargoyles minarets
 numerous entrances rose windows three storeys

- d Have you visited any of these buildings? Which one would you most like to visit? What other styles of architecture do you know?

- e **V** **Vocabulary Bank Architecture and buildings p.270**

2 READING

- a Look at the photo in the article. Have you ever been to the Louvre in Paris? Do you think the glass pyramid might clash with the 14th-century Louvre Palace behind it?

- b Read the article once. Then read the paragraphs before and after each missing paragraph. Think about which missing paragraph might...

- describe the public reaction to the Louvre pyramid.
- give an interesting fact about the pyramid's construction.
- give more detail about IM Pei's Washington art gallery building.
- give more information about IM Pei's Louvre building.
- talk about how IM Pei's ideas about why people go to museums have influenced other public spaces.

The man behind the Louvre pyramid

How IM Pei reinvented the art museum for an age of mass tourism

On 10 August, 1793, just a year after France's revolutionary government had abolished the nation's monarchy, it reopened the former Louvre Palace in Paris as a public art gallery, exhibiting 537 paintings, confiscated in large part from the collections of the crown and church. Over the following months, hundreds of thousands of Parisians took advantage of the opportunity to visit a building whose change of use so vividly embodied the new political order. In the years since, those numbers have only grown and, in recent decades, exponentially so.

Fundamental to that growth has been the extraordinary success of the Grand Louvre project designed by the Chinese-American architect, IM Pei, who died in 2019 aged 102. The famous glass pyramid, which occupies the centre of the Louvre's principal courtyard and forms the new entrance to the museum, may be the design's most immediately recognizable element.

1

The Grand Louvre was completed in 1989, in time for the celebration of the 200th anniversary of the French Revolution. Six years earlier, the newly elected President Francois Mitterand handpicked Pei for the commission, having been impressed by the architect's recent extension to the American National Gallery of Art in Washington, DC.

2

But it is in the Louvre project that Pei's reinvention of the art museum for an age of mass tourism finds most complete expression. Again, the design's associations lie less with the tradition of earlier exhibition spaces than with commercial interiors, in particular shopping centres and airports. As in those models, the concourse serves as a seemingly endless space rich in opportunities for shopping, eating, and people-watching – all the things millions of people now go to galleries to do that don't actually involve looking at art.

3

A very significant expansion in audience numbers has invariably followed. Some will question whether the change is entirely welcome, but for better or worse, the modern museum has become as much a quasi-public space as a venue for exhibiting art.

4

However, on completion, Pei's work soon won over the vast majority of Parisians and is now almost as intrinsic to the image of the city as the Eiffel Tower. In the years since, much of our contemporary understanding of the art gallery as a site of public entertainment has its origins in IM Pei's work at the Louvre.

Did you know...?

▲ When the design was originally presented, the structure was ridiculed by the French media, which called it an 'architectural joke'.

▲ The pyramid's dimensions form a miniature of the Great Pyramid of Giza.

▲ Pei insisted on total transparency in the Glass Pyramid so as not to obstruct the view of the Louvre building. He collaborated with a French manufacturing company to develop a new type of clear glass, eliminating the usual greenish tint, which was a significant technological achievement at the time.

5

▲ It is cleaned by a remote-controlled robot, due to the pyramid's unique sloped structure.



From The Telegraph

c Exam Now read missing paragraphs A–G and choose which fits each gap. There are two paragraphs which you do not need to use.

A The pyramid, at the beginning, was a magnet for hostility. Criticized as a wantonly modernist intrusion in an historic setting, its form was also widely read as emblematic of the new president's pharaonic pretensions.

B Indeed, the Grand Louvre's success has influenced the design of museums all over the world – Norman Foster's glazing over of the central Great Court of the British Museum in 2000 being the most obvious example in Britain.

C It was rumoured that there were 666 glass panels on the Pyramid which is said to be 'the devil's number'. In fact, there are exactly 603 diamonds and 70 triangles for a total of 673 glass panels.

D Here he found the opportunity to design huge retail and office developments in cities like Montreal and Denver, while many of his contemporaries were still struggling to secure commissions larger than a house. These early projects offered lessons in the challenges of designing for large numbers of people.

E Strongly informed by recent developments in hotel and office lobby design, this was a new kind of museum space, unabashedly spectacular and concerned more with the coach party's enjoyment in parading in public than with facilitating the connoisseur's engagement with a painting.

F His plan for the reconstruction of Oklahoma City Centre proposed the demolition of over 400 buildings. The Louvre project is on a smaller scale, but represents a no less radical approach, and, when first proposed, was no less controversial.

G However, the larger part of Pei's work lies below ground. The pyramid provides access down to a vast concourse arranged over two subterranean levels, where visitors encounter elements of the 12th-century fortress which previously occupied the site. From this central location, they are free to travel in all directions, providing ready access to the sprawling complex of galleries above.

d Do you agree that people go to museums for other reasons than to see the exhibits? What kind of reasons?

Mediation You see a competition in a magazine asking for readers to choose the most influential architectural structures of recent times. Write a persuasive entry explaining why you think the Louvre should be nominated, using information from the article. Write about 200 words.

M Mediation Bank 10 p.284 Written mediation: Referencing and quoting

3 SPEAKING

- a Look at the three categories of questions related to architecture and buildings which have been asked in past high-level Speaking exams. Think about how you might answer them. Check **Vocabulary Bank Architecture and buildings** p.270 for any vocabulary you might need. Then read the tips for Speaking exams.

1 Personal questions

What types of buildings are there where you live? What style of house do you live in?

Do you like to visit historic buildings? Describe a historic building you have visited.

What landmark buildings or famous monuments are there in your home town? Have you ever visited a famous building or structure in another town or country?

2 Opinions

What kinds of people do you think like to visit historic buildings?

Do you think it's worth the money to preserve old buildings?

How have buildings changed in the past few years where you live? Do you think it's a change for the better?

How do you think technology influences building design?

3 Extended speaking

Describe a style of architecture that you like. You should say...

- what style it is.
- what it looks like.
- where you can see it.
- why you like this style.

Speaking exam tips

Do

- familiarize yourself with the exam format.
- use detailed and extensive vocabulary.
- demonstrate a range of tenses and structures.
- provide reasons, examples, and explanations.

Don't

- memorize large chunks of language.
- dominate the conversation if you're being examined in pairs.
- be afraid to paraphrase if you can't remember or don't know a word.
- change the subject and start talking about a different topic.

- b Work in pairs. Interview each other for categories 1 and 2, asking follow-up questions where appropriate. Then take turns to speak for category 3.

4 LISTENING

- a Look at some contexts in which people live together for long or shorter periods of time. Have you or has anyone you know ever experienced any of them? If so, was it a good experience or bad experience? If not, would you like to? Why (not)?
- at a boarding school
 - with a sports team
 - in a hall of residence / student accommodation
 - in a religious community
 - in a shared house or flat
 - in a commune
- b Read an extract from an architect's website about a co-housing project called New Ground. Why do you think co-housing was the women's 'dream project'?

Project	New Ground Co-housing
Year	2010–2016
Client	Hanover Housing Association and Older Women's Co-housing Group (OWCH)
Site Area	0.3 hectares
Number of homes	25
Local authority	London Borough of Barnet
Website	www.owch.org.uk

The pioneering co-housing scheme creates 25 customized homes and a shared 'co-house' clustered around a walled garden.


PTE (Pollard Thomas Edwards architects) developed an interactive design process for co-housing groups and provided a full service from concept to completion.

It has been inspiring to work with a group of women of such focus and enthusiasm, and to see how beautifully they are inhabiting their homes. The project has also demonstrated that working with a co-housing client and the collaborative design process that we undertook together need not add time or cost to the development. New Ground should be a strong encouragement to other committed and organized groups to realize their own dream projects.■

Patrick Devlin, Partner, PTE

From Pollard Thomas Edwards
www.pollardthomasedwards.co.uk




c  **Video** Watch *New Ground* Part 1 where Rachel Douglas talks about the project. Then make notes under the headings below.

- **The origins of co-housing and the New Ground project**
- **Sheltered housing vs co-housing**
- **What they wanted from the site**
- **The relationship with the architects**
- **The individual flats**
- **The communal facilities**



d Compare your notes with a partner. Then watch again and add to them.




e  **Video** **Exam** Now watch Part 2, where Rachel explains how the community works. Choose a, b, c, or d.

- 1 The community is women-only because...
 - a they prefer the company of other women.
 - b men of their generation tend to take charge of decision-making.
 - c men prefer to be looked after in a care home.
 - d they don't want to allow couples to live there.
 - 2 One reason they set the lower age limit at 50 was...
 - a they didn't want younger women living with them.
 - b they thought having children living there would make the place too noisy.
 - c they wanted people energetic enough to run the community.
 - d they thought this was the age at which women would be likely to want to live in a community.
 - 3 The process of decision-making at New Ground...
 - a ensures that everybody buys in to decisions.
 - b doesn't always allow everybody to express their opinion.
 - c frequently causes a lot of problems.
 - d is both democratic and efficient.
 - 4 The rules at New Ground allow residents to...
 - a keep cats but not dogs.
 - b only have visitors who are over 50.
 - c only do certain things if everybody agrees to them.
 - d have visitors to stay for up to three months.
 - 5 Most residents at New Ground...
 - a had friends who lived in co-housing.
 - b were attracted by the advantages of co-housing.
 - c had tried living in co-housing before.
 - d had planned to move into co-housing when they got older.
 - 6 Since Charlotte joined the community, she feels...
 - a her family have become less important to her.
 - b she's learned a lot about the other residents.
 - c she's changed for the better.
 - d she's struggled with getting enough time to herself.
- f** Can you imagine yourself joining a co-housing community of some sort? If so, what would the positives be for you? If not, why not?

5 GRAMMAR & PRONUNCIATION

topicalization; heads and tails


a  **10.11** Listen to four extracts from the video. Rewrite the questions as the interviewer asked them.

- 1 Where did the original idea come from?
- 2 How long did the whole thing take to build?
- 3 Is it right that each flat is different?
- 4 And is noise a problem?

b Listen again. Add a comma where the interviewer pauses in the question. What happens to the intonation?

c  **Grammar Bank 10B exercises p.247**

6 WRITING an opinion blog

 **Writing Bank 10 p.202** Analyse a blog about housing problems, and then write an opinion blog.

USE OF ENGLISH

- a **Exam** Read the text. Use the word given in capitals at the end of some lines to form a word that fits in the gap in the same line.

Charting the seas

Charting an accurate course across the oceans has posed a challenge to seafarers since ancient times. The earliest navigators used coastal landmarks to find their bearings. Others, such as the Phoenicians, were reliant on observation of the stars, while the Polynesians, ² _____ the ancient world's most successful navigators and ³ _____, combined this with observing clouds, currents, and the movement of seabirds in their search for new territories. All these methods, however, involved a degree of ⁴ _____. The subsequent adoption of navigational tools such as the astrolabe, and later the compass and the chronometer, allowed sailors to navigate with greater ⁵ _____. Navigational methods then remained largely ⁶ _____ until the introduction of radio transmitters, radar, and sonar in the early 20th century. These gave instant access to information about obstacles, thus ⁷ _____ navigators to plot and adjust their courses. Today, GPS and AIS transmitters and receivers, using satellite technology, have ⁸ _____ the art of navigation by mapping the locations of all vessels in real time and ⁹ _____ massively reducing the risk of collisions.

COAST

ARGUE
COLONY

ACCURATE

PRECISE
CHANGE

ABLE

REVOLUTION

THERE

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

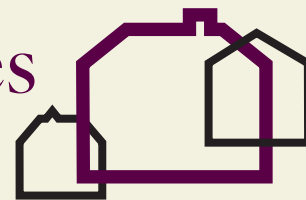
- More and more roads are being built.
construction
There has been an increase in the construction of roads.
- For this reason, traffic density is sky-rocketing.
so
_____, traffic density is sky-rocketing.
- If you don't comply with the regulations, you're likely to be evicted.
failure
_____ is likely to lead to eviction.
- After careful consideration, we decided to take out a mortgage.
conclusion
After careful consideration, we _____ that we should take out a mortgage.
- In Lapland, the Northern Lights are visible throughout the year.
round
In Lapland, the Northern Lights are visible _____.
- Many people move towns to find a better job.
pursuit
Many people move towns _____ a better job.

READING

- Exam** You are going to read about an architect with new ideas for designing homes. For questions 1–5, choose the answer (A, B, C, or D) which you think fits best according to the text.

- Barber's mews building by the North Circular...
A was constructed as part of a modernization project.
B contains eye-catching architectural features.
C was initially unpopular with the public.
D bears little resemblance to others he has designed in England.
- When designing houses, Barber's main aim is to...
A make use of land that would otherwise lie vacant.
B design houses that are different from the norm.
C enable residents to feel part of a community.
D create publicly subsidized housing projects.
- Barber says that low-rise buildings...
A are more in tune with local preferences.
B are harder to get planning permission for.
C waste more space than tower blocks.
D are generally popular with local authorities.
- Barber's buildings...
A are sometimes criticized for not addressing the housing shortage.
B shun old architectural styles.
C do not depend on funding from private-sector companies.
D are generally unpopular with people who like traditional houses.
- Barber says that the UK could solve its housing shortage by...
A building more houses in coastal towns.
B restoring old buildings in the capital.
C repairing run-down properties in cities which have lost their traditional sources of employment.
D building low-cost, environmentally friendly housing estates.

The architect who builds houses people actually want to live in



A thin strip of land used to separate the North Circular and a row of suburban gardens in Finchley, north London. Left over from a road-widening scheme, it was barren and unloved. Two years ago, a new citadel was built on it. A hefty brick mews. A piece of architecture so arresting that drivers slow down to catch a proper look. Balconies protrude, arches jump up from the pavement, and two thin, slightly wacky towers mark both ends of the mews.

It is unmistakably the work of Peter Barber, an architect whose distinctive houses are dotted across London and are now being built in towns and cities across England. Where most new-build properties are drab, lightweight, identikit flats or cul-de-sacs that fall into the category of eyesore, Barber's are the opposite. He creates modern houses in which people actually want to live.

A former employee of Richard Rogers, Barber has run his own practice, Peter Barber Architects, for 35 years. Its housing projects, almost always built in brick, are small in scale but big on appeal. The practice works with both private clients and local authorities. 'A lot of housing is generic and assumes a flat, square site. But we get some very strange little bits of land. Other architects would say, "It's too thin, too sloped, you can't do anything with this," but we turn it to our advantage,' he says, laughing. So how does he do it? What's the secret to modern housing with appeal?

Many adore Barber's buildings for their sturdiness and quirky detail – the wavy roofs, porthole windows, and jaunty balconies. But for Barber, it's first about a 'public-spirited' vision in which the street is central. 'Streets are what bring us together,' Barber says. 'It sounds like a grand claim for architecture, but a city that is organized around a coherent set of public streets can play its part in the social world by making us more connected to one another.'

In other countries, high-rises are a workable solution. 'It's different in Paris, it's different in Barcelona, but here an awful lot of people love the idea of a house. I think one of the reasons is because then you've staked a claim on a piece of street.' He brings out his plans for McGrath Road, a site in Stratford, east London, where Newham council wanted 30 to 40 homes in an apartment block. He pushed back, persuading them to let him unleash his vision to create a leafy courtyard of 26 three- and four-storey townhouses.

'I'm not going to pretend high-rise tower blocks don't get more homes, but they waste space – you need lifts, corridors, staircases, which amounts to 25 per cent extra space,' he argues. 'Houses don't need any of that, so they're cheaper to build – 25 per cent cheaper.' It also helps for obtaining planning permission. 'Local people hear a development is going up, they're expecting one thing, and then they see it's only four or five storeys high and everyone goes, "Oh, OK." Why would anyone object? We need housing. Let's do it nicely,' he says.

Which could be his motto. Indeed, his buildings have wide appeal. Even nimbys appreciate his low-rise, street-based brick designs. 'Modernist and functionalist, old-school types like the rigour, and fuddy-duddies in their tweeds who also like the conservatism, they find it reassuring. Both seem to like them.' Most of his designs are a mix of the familiar and the new. He was awarded an OBE for services to architecture in 2021 and the Soane Medal in 2022, having made a name for himself in reviving traditional housing models: the Victorian 'back to back' (jettisoned decades ago for being miserably dark and overcrowded), the Edwardian cottage flat, courtyard housing. If detractors find criticism with his designs, it is for being a bit gloomy and mean in scale.

Naysayers will also argue that Barber hasn't made the jump to providing mass housing, and that the financial and carbon costs of his brick and masonry and his fiddly design details make sense only for small projects. He disagrees. But to roll it out would require not relying on the private developers. If then the money tap were turned on, could we replicate what he does on a large scale? 'Absolutely, and it's what we should be doing,' he says.

Barber has other solutions for our paucity of available homes. There are 500,000 empty residences in the UK, he points out, many in places such as Hull, coastal towns where the fishing and shipbuilding industries have gone. We should be looking to regenerate these areas. 'We need to divert resources to outside London, to the crumbling cities around the perimeter of our island. It's an incredible resource for what it could give us in terms of energy – waves, fish, algae, wind power. Rather than building tons of new houses in the southeast, we could be refurbishing houses up there. It would be good from a social perspective, from an ecological perspective.' Somehow he makes it all sound very possible.

Glossary

mews a short, narrow street with a row of stables that have been made into small houses
nimby (not in my back yard) a person who claims to be in favour of a new development or project, but objects if it is too near their home and will affect them in some way

1 VOCABULARY maps and geographical features

a Match the geographical features in the list to the pairs of adjectives that best describe them.

canyon ~~desert~~ glacier jungle
savannah tundra

- | | |
|-----------------------|---------------|
| 1 dry and sandy | <u>desert</u> |
| 2 deep and steep | _____ |
| 3 leafy and humid | _____ |
| 4 frozen and treeless | _____ |
| 5 flat and grassy | _____ |
| 6 white and icy | _____ |

b Complete the missing words.

- Sam walked right up to the edge of the cliff _____ and looked down at the sea far below.
- We showed our passports when we reached the b _____ between Thailand and Cambodia.
- There were cows eating grass and flowers in the lovely grassy m _____.
- After sailing across the sea, we reached the wide e _____ of the river that headed inland to the capital city.
- I thought the boat might capsize when we reached the river's fast-flowing r _____ – we almost lost control.
- Our boat sailed into the little h _____, and we tied it up.
- The newly constructed r _____ contains thousands of tonnes of water – enough for the needs of the local region.
- All the marble used in building the monument came from a local q _____.
- The wet conditions of the m _____ are perfect for wading birds because of the vegetation and fish there.
- The flat p _____ stretched out for miles like a great green carpet.

c Complete the description of Hawaii with the missing geographical features.

Hawaii

Hawaii is an ¹archipelago of over 137 islands which lie about 3,000 kilometres from the ²_____ of the United States. It is a part of the USA, and the most southerly of its states. Hawaii is hot and has tropical jungles, but it is still in the northern ³_____. It is about 2,300 kilometres north of the ⁴_____ – the line that girdles the centre of the Earth. Located just above the Tropic of Cancer, with a ⁵_____ of 20 degrees north, it shares the same longitude as other Pacific islands such as Kiribati and Fiji. The busiest ⁶_____ in Hawaii is known as Kulolia – it can handle huge transport ships from around the world. Away from the main tourist hubs of Honolulu and Big Island, there are many beautiful places to visit, including isolated coral atolls surrounding blue lagoons, long ⁷_____ of high land that go out to sea, wonderful coral ⁸_____ where you can go diving and see an abundance of fish, and fabulous ⁹_____ that crash down from steep ¹⁰_____. One of the best to visit is Hanakāpī'ai – after watching the water crash down, you can go swimming there.

2 PRONUNCIATION word stress

a **10.1** Listen to the geographical facts. Most of the words in **bold** are stressed on the first syllable. Circle all the **bold** words that are stressed on the second syllable.

- Quito in Ecuador is the closest major city to the **equator**.
- New York and Istanbul are on approximately the same **latitude**.
- Wildebeest, zebras, and gazelles traverse the grasslands of the African **savannah**.
- Antarctica's Lambert-Fisher **Glacier** is so big it's visible from space.
- São Paulo in Brazil is the largest city in the southern **hemisphere**.
- The Blue Nile is a **tributary** of the great River Nile.
- Bahrain, Oman, and Qatar are part of the Arabian **Peninsula**.
- London, England and Valencia in Spain are on almost the same **longitude**.
- Only a small number of the islands in the Venetian **Lagoon** are accessible to tourists.

b Listen again and repeat the sentences. Pay attention to the stress on the words in **bold**.

3 GRAMMAR cohesion

a Complete each sentence with a pronoun or adverb. Use back or forward referencing to avoid repeating nouns or noun phrases.

- 1 I had my bag with me this morning, but I don't know where I left it.
- 2 I usually get on with people, but I had little to say to _____ at the party.
- 3 When we finally got _____, the view from the summit was amazing.
- 4 The nation's GDP is greater than _____ of other countries in the region.
- 5 We didn't have computers when I was young, but I reckon we had more fun back _____.
- 6 Did you see the news? _____ resigned! Both the president and vice-president! Would you believe it?
- 7 We used the leisure centre's facilities because _____ in the main school were being upgraded.
- 8 If you spot _____ on your way out, can you pick up my keys for me?

b Complete the article with the phrases from the list.

as such do so if not if they can not doing so such changes
that being so the ones the others this trend

c Complete the sentences with an alternative word. Use synonymy.

- 1 When I was young, I worked for Microsoft. The company wasn't such a big deal in those days.
- 2 This sofa is incredibly uncomfortable. In fact, I think all the _____ in this flat needs replacing.
- 3 The goalkeeper stayed to sign autographs, but the other _____ had left the pitch.
- 4 We ran into the sea. The _____ was really cold.
- 5 We took the late train into Prague. The _____ was magical, even at that hour.
- 6 We wanted to look round the museum, but the _____ was closed.
- 7 There were some boys and girls in the playground, but most of the _____ had left.
- 8 She wore colourful skirts, dresses, and tops. Her choice of _____ said a lot about her.

Travel trends

Travellers are increasingly using AI to plan their trips abroad, and ¹this trend is likely to continue in the future. ²_____, travel companies are now having to integrate AI into their services. Indeed, insiders argue that it is imperative they ³_____. They must evolve as businesses ⁴_____, and there is no excuse for ⁵_____. The message to companies is clear. You must take advantage of the opportunities AI provides. ⁶_____, you'll be left behind in a rapidly changing market. AI can be used to offer personalized recommendations that are always up to date, and, ⁷_____, far more reliable than those of traditional travel agents. In the future, it is likely that travel companies using AI will corner more of the market while ⁸_____ lag behind. Right now, the industry is revolutionizing its practices. ⁹_____ will be tough for some businesses. Only ¹⁰_____ that embrace AI are likely to succeed.



1 VOCABULARY architecture and buildings

a Complete the sentences with a word from the list.

bricks copper lead masonry paving plaster slate steel thatch timber

- The builders used plaster to make the walls and ceiling flat and smooth.
- They removed the tiles from the roof of the cottage and replaced them with _____ made from straw.
- Some types of wood have to be stored and dried for years before being used as _____ in the building industry.
- _____ is widely used in electrical wiring due to its excellent conductivity, durability, and resistance to corrosion.
- Because it is bad for our health, water pipes are no longer made of _____.
- Some _____ is really difficult to walk or run on, like cobblestones in old towns.
- After the earthquake, big pieces of _____, including part of a stone statue, fell off the top of the cathedral and smashed into the road below.
- The Burj Khalifa tower in Dubai has 163 floors. It is made from reinforced _____ and took five years to build.
- Adobe _____, made from about 70% sand and 30% clay, will take a few days to dry and can then be used for building.
- The roof tiles were made of hard, grey _____ cut into flat, thin squares.

b Match the buildings in the list to the architectural features they are most likely to have. The buildings may match to more than one feature.

block of flats castle church monastery shop

- | | | |
|---|-------------|-----------------------|
| 1 | corridor | <u>block of flats</u> |
| 2 | spire | _____ |
| 3 | turret | _____ |
| 4 | awning | _____ |
| 5 | storey | _____ |
| 6 | cloisters | _____ |
| 7 | battlements | _____ |
| 8 | stairwell | _____ |

c Complete the text with verbs from the list in the correct form.

construct demolish design insulate maintain
 preserve reinforce renovate



The story of the National Trust

The National Trust was founded in London in 1895. Its aim was to ¹preserve historical buildings for the enjoyment of the nation. At the time, many old country houses that had first been ²_____ as far back as the 15th and 16th centuries were under threat. Many were being ³_____ because they were in a bad state, and the Trust's founders hated the idea of losing these precious buildings forever. To save them from destruction, they raised money to buy them and hired experts to ⁴_____ them by repairing damage to the fabric of the buildings, ⁵_____ the walls to avoid collapse, ⁶_____ roofs to keep in heat and avoid damp, and returning these national treasures to the state they were in when first built.

Today, the National Trust employs architects to ⁷_____ award-winning new buildings which are then built to provide visitor centres and other amenities, and employs an army of plumbers, decorators, and other specialists to ⁸_____ their many properties on a daily basis. The Trust has over five million members and more than 500 properties. It is the biggest conservation charity in Europe.

2 GRAMMAR topicalization; heads and tails

a Rewrite the sentences using a head or a tail.

- Paul's a really nice guy.
He's a really nice guy, Paul is.
- Do you have any idea what the idiom 'bite the bullet' might mean?
The idiom _____?
- Are these our seats?
These _____?
- Was the walk you went on yesterday very long?
The walk _____?
- The new subway will save me a lot of time.
It _____.
- Did you manage to catch the last bus?
_____,
the last bus?
- That was a brilliant film!
It was _____!
- So, did you invite those people you met on the train to the party?
So, those people, the _____?
- The city centre is a bit rowdy on a Saturday night.
It's _____.
- I've never got on with my in-laws.
_____,
my in-laws.

b Rewrite the sentences using *this*, *that*, *these* or *those*, and *the one(s)*, to clarify the thing talked about.

- The Thai restaurant that you really liked has closed down.
That Thai restaurant, the one you really liked, has closed down.
- Did you get to chat to the Australian actor with the deep voice?

- You really should try the chocolate biscuits that Ali baked.

- Did you buy the phone you liked?

- The book I'm reading now is great.

- I bumped into the two guys you used to share a flat with yesterday.

- The concert at the Royal Theatre is completely sold out.

- The shoes I'm wearing are so uncomfortable.

- I once met the footballer Johan was talking about over lunch.

- Who left the coins on the floor?

c Complete the sentences with your own ideas using heads or tails and clarifying with *the one(s)*, *these* / *those* where necessary.

- A** The shop assistants, the ones at the new supermarket, they're so helpful.
B Absolutely! They really are.
- A** What's it called, _____?
B Oh, I don't remember.
- A** It's an amazing thing to try, _____.
B Really? Always sounded like hard work to me.
- A** I've never been there, _____.
B Neither have I.
- A** That actor, _____.
B Yes, I think she's great.
- A** Those sweets, _____?
B I'm not sure. I think they're Claire's.

3 PRONUNCIATION topicalization

a 10.2 Listen and notice the pausing in the sentences. Add commas in the correct places in the sentences.

- That book about spiders, where did you buy it?
- It's really tiring working all weekend.
- That receptionist the one with glasses she's got your room key.
- Do you know who those people are the ones waiting outside?
- Did you find them your earphones?
- They'll help us revise the notes will.
- This book does it belong to you?
- That hotel the one near the beach do you want to book it?

b Listen again and repeat the sentences. Pay attention to pausing and intonation.

3B OTHELLO Students A+B

Read the summary of the play and check your answer to **c** on p.35.



Othello is one of Shakespeare's greatest tragedies. Othello, a general, has been tricked by his treacherous right-hand man, Iago, into believing that his wife Desdemona is having an affair with a man named Cassio. In the scene Diane mentions, Desdemona has lost the handkerchief her husband gave her as a love token, and she is afraid he will be very angry. Othello becomes increasingly suspicious of Desdemona, and finally, he kills her in a fit of jealous rage.

5B NATIONALITIES QUIZ

Student A

Take turns to ask each other questions. The answers are in brackets.

- Which famous Dane wrote children's stories including *The Little Mermaid* and *The Snow Queen*? (Hans Christian Andersen)
- What's the difference between *Scottish* and *Scotch*? (Scottish is the nationality, Scotch is the whisky)
- Are Björn Ulvaeus and Benny Andersson Danes, Finns, or Swedes? (Swedes – the ABBA men)
- Who wrote an opera called *The Flying Dutchman*? (Richard Wagner)
- Which Welshman has played the roles of Richard Nixon, Pablo Picasso, and Hannibal Lecter? (Anthony Hopkins)

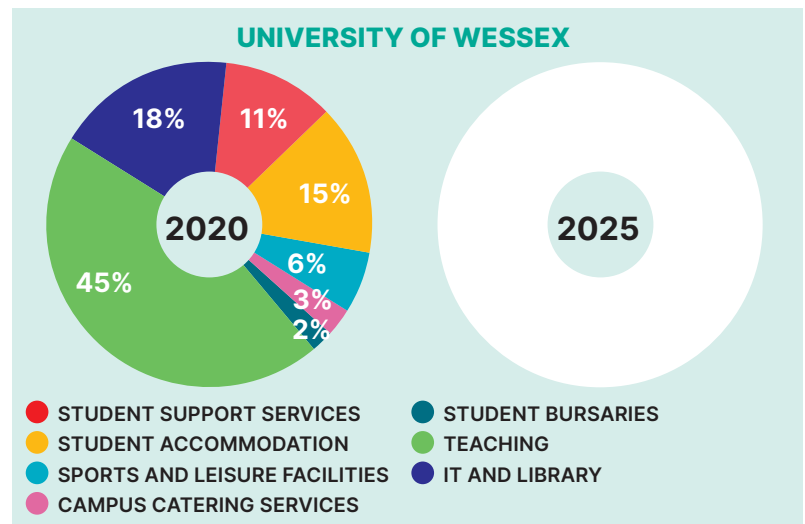


10A THE MERCATOR MAP Students A+B

The Mercator map of the world, created in the 16th century by the cartographer Gerardus Mercator, is still used today by governments, international organizations, and Google Maps. It was originally created for use by sailors navigating the globe. However, transferred onto a flat surface, it distorts continent sizes, enlarging areas near the poles while shrinking areas near the Equator. As a result, Greenland looks the same size as the whole of Africa, whereas it's actually only the same size as the Democratic Republic of Congo. The continents of Africa and South America look smaller than they really are, whereas Canada, Russia, the USA, and Europe look bigger. This distortion has perpetuated a false perception of the size and importance of some countries and marginalized others, despite their actual sizes and populations.

6B DESCRIBING DATA Student B

- a** Listen to **A** talking about how the University of Wessex has changed how it spends its money on facilities and services over a five-year period. Draw the pie chart for 2025.



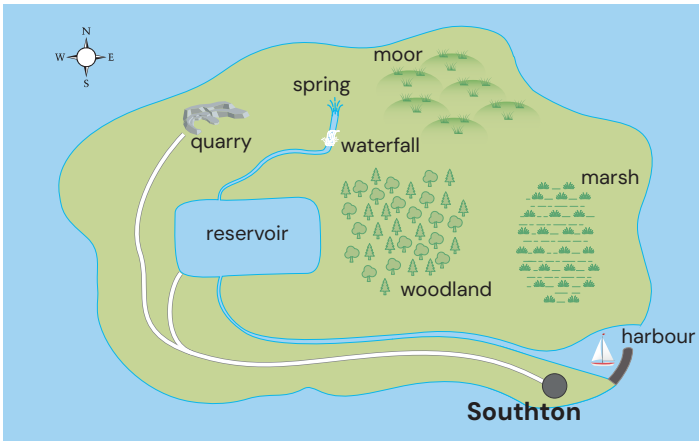
- b** Now look at the table of data for the University of Northam, which gives information about how the university has changed how it spends its money on facilities and services over a five-year period. Tell **A** about the changes in each area. Start like this.

In 2020, the University of Northam spent around one third of its money, 33%, on teaching. By 2025, this had increased by 15%, to 48%. Regarding IT and library costs, in 2020,...

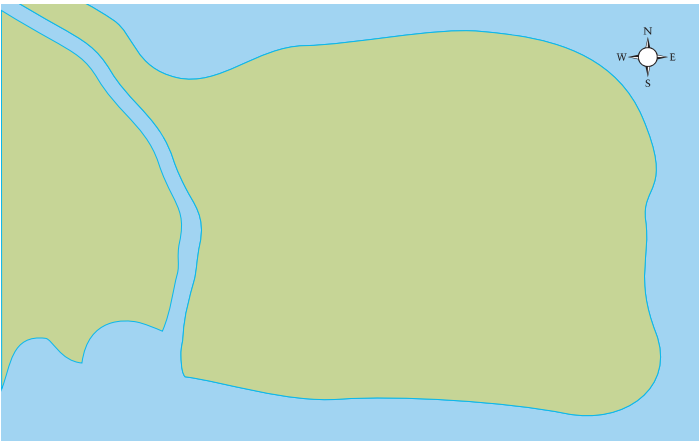
The University of Northam		
Costs	2020	2025
teaching	33%	48%
IT and library	11%	21%
student support services	9%	10%
student accommodation	18%	8%
sports and leisure facilities	18%	6%
campus catering services	6%	3%
student bursaries	5%	4%

10A DESCRIBE AND DRAW Student A

- a Describe your map to **B**, and answer any questions **B** has about the details.



- b Compare your maps. How accurate was **B**'s drawing?
- c Now **B** will describe their map to you. Draw what **B** describes. Ask questions about the details.



- d Compare your maps. How accurate was your drawing?

10A PRISONERS OF GEOGRAPHY

Student A

Latin America

Just as the geography of the USA helped it become a great power, so that of the 20 countries to the south ensures that none will rise to seriously challenge the North American giant this century, nor come together to do so collectively.

The limitations of Latin America's geography were compounded right from the beginning in the formation of its nation states. In the USA, once the land had been taken from its original inhabitants, much of it was sold or given away to small landholders; by contrast, in Latin America, the Old World culture of powerful landowners and serfs was imposed, which led to inequality. On top of this, the European settlers introduced another geographical problem that to this day holds many countries back from developing their full potential: they stayed near the coasts, especially in regions where the interior was infested by mosquitoes and disease. Most of the countries' biggest cities, often the capitals, were therefore near the coasts, and all roads from the interior were developed to connect to the capitals, but not to each other.

In some cases, for example, in Peru and Argentina, the metropolitan area of the capital city contains more than 30 per cent of the country's population. The colonialists concentrated on getting the wealth out of each region, to the coasts and on to foreign markets. Even after independence, the predominantly European coastal elites failed to invest in the interior, and what population centres there are inland remain poorly connected with each other.

- a Read about Latin America. Then complete a summary of the key points.

Summarizing sentence:

Latin America's geography and climate, as well as its history, has...

Main points:

- 1 _____
- 2 _____
- 3 _____

- b Summarize the extract you have read to **B**. Then listen to **B** tell you about Africa.
- c Now talk to **B**. Who or what do you think the author feels is mainly responsible for the different issues Latin America and Africa have faced? Refer to evidence from the articles. Do you agree with him?

9A DEBATE INTRODUCING A NEW SPECIES Students A+B

- a** You are going to have a debate about introducing a non-native species into your country. Work in pairs. First, choose one of the animals in the list to introduce in your local area and plan what you're going to say.



chimpanzee elephant giraffe ostrich zebra

- 1 Make notes about what you already know about the animal you've chosen. Research a bit more information about it if you can. Think about where you would release it, and what the countryside is like there.

- 2 Think of as many reasons as you can why it's a good idea to introduce it. Consider positive impacts related to:

biodiversity conservation the local economy
pest control tourism

- 3 Now think about possible objections. Consider negative impacts related to:

animal welfare farming
local wildlife personal safety

Preparing a debate presentation

When you give a presentation as part of a formal discussion or debate, try to organize the information clearly and persuasively, and prepare yourself for counter-arguments.

- **Information about the species** Give limited key facts about the animal, for example, its size, diet, and behaviour.
- **Suitable habitats** Describe what kind of environment the animal would need to survive in.
- **Benefits from reintroduction** List two or three positive reasons why reintroducing it would be a good idea.
- **Possible risks and solutions** Anticipate counter-arguments and think of how to solve the issues raised.

- b** Now, in your pairs, take turns to present your animal to the class.
- **Presenters:** Give your reasons and supporting examples where you can.
 - **The class:** Listen and make notes. Think about why it could be a bad idea to introduce the animal.
- c** Now discuss the pros and cons of the proposal. Finally, have a class vote to decide whether to introduce the animal.

5B NATIONALITIES QUIZ Student B

Take turns to ask each other questions. The answers are in brackets.



- 1 Ole Kirk Christiansen was the founder of Lego. What nationality was he? (Danish)
- 2 Which people in the United Kingdom celebrate St David's Day as their national day? (the Welsh)
- 3 Which Spaniard won the French Open tennis tournament a record number of times? (Rafael Nadal)
- 4 Which famous Swede created a set of prizes which are still awarded every year? (Alfred Nobel)
- 5 Which Scandinavian people speak a language which is related to Estonian and Hungarian? (the Finns)

10A DESCRIBE AND DRAW Student B

- a** **A** will describe their map to you. Draw what **A** describes. Ask questions about the details.



- b** Compare your maps. How accurate was your drawing?

- c** Now describe your map to **A**, and answer any questions **A** has about the details.



- d** Compare your maps. How accurate was **A**'s drawing?

10A PRISONERS OF GEOGRAPHY

Student B

Africa

Given that Africa is where humans originated, we are all African. However, things changed c. 8,000 BCE when some of us, who'd wandered off to places such as the Middle East and around the Mediterranean region, lost the wanderlust, settled down, began farming, and eventually congregated in villages and towns.

But back south there were few plants willing to be domesticated, and fewer animals. Much of the land consisted of jungle, swamp, desert or steep-sided plateau, none of which lend themselves to the growing of wheat or rice, or sustaining herds of sheep. Africa's rhinos, gazelles, and giraffes stubbornly refused to be beasts of burden. [...]

Most of the continent's rivers also pose a problem, as they begin in high land and descend in abrupt drops which thwart navigation. For example, the mighty Zambezi may be Africa's fourth longest river, running for 1,600 miles, and may be a stunning tourist attraction with its white-water rapids and the Victoria Falls, but as a trade route it is of little use. It flows through six countries, dropping from 4,900 feet to sea level when it reaches the Indian Ocean in Mozambique. Parts of it are navigable by shallow boats, but these parts do not interconnect, thus limiting the transportation of cargo.

Unlike in Europe, which has the Danube and the Rhine, this drawback has hindered contact and trade between regions – which in turn affected economic development, and hindered the formation of large trading nations.

- a Read about Africa. Then complete a summary of the key points.

Summarizing sentence:

Africa's geography, flora, and fauna have...

Main points:

- 1 _____
- 2 _____
- 3 _____

- b Listen to **A** tell you about Latin America. Summarize the extract you have read to **A**.
- c Now talk to **A**. Who or what do you think the author feels is mainly responsible for the different issues Latin America and Africa have faced? Refer to evidence from the articles. Do you agree with him?

3B SHAKESPEARE – TRUE OR FALSE?

Student C

- a Read the answers to three of the quiz questions. Then take turns. Tell **A** and **B** whether they were true or false. Explain why. **A** will start.

- 3 **Shakespeare had just one son, who was called Hamlet after one of his most famous creations.**

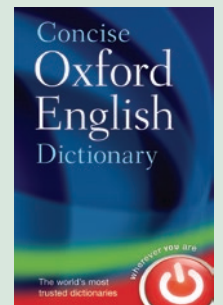
Definitely false. Shakespeare and his wife Anne Hathaway had three children: a daughter, Susanna, and twins, Judith, a girl, and a boy called Hamnet, who were born in 1585, at least 15 years before Shakespeare wrote *Hamlet*. Hamnet died aged 11, and it is suggested that this tragedy affected Shakespeare deeply. Although his two daughters both married, none of Shakespeare's grandchildren survived, so he has no direct descendants today.

- 6 **All the female roles in Shakespeare's plays were performed by men.**

Definitely true. It was illegal for women and girls to perform in the theatre in Shakespeare's lifetime, although women did attend the theatre in significant numbers. All his female parts were written for boys, and this is referred to in the text of some plays like *Hamlet* and *Antony and Cleopatra*. The first woman only appeared on the English stage more than 40 years after Shakespeare's death.

- 9 **According to the Oxford English Dictionary, around 2,000 words and phrases in common use in English were first recorded or written down by Shakespeare.**

Probably true. Among Shakespeare's greatest contributions to the English language must be the introduction of new vocabulary and phrases which have enriched the language, making it more colourful and expressive. Some estimates of the number of words coined by Shakespeare amount to several thousand. The *Oxford English Dictionary* records around 2,000 as having been first recorded or written down by Shakespeare. However, an article by a historian in *National Geographic* points out that the Victorian scholars who read texts for the first edition of the *OED* paid special attention to Shakespeare, so he is often credited with the first use of words which can, in fact, be found in other writers' work.



- b Did you already know any of the facts about Shakespeare? Do you know anything else about him or his plays, or any other films or books based on his work?

10 An opinion blog

KEY SUCCESS FACTORS

- giving personal opinions and examples
- using a range of techniques to write persuasively
- writing in an informal register, e.g. using phrasal verbs

Analysing a model text

a What kind of positive impacts can tourism have on a town or city? What are the potential downsides? What impact can tourism have on local housing? Discuss with a partner. Can you suggest any solutions?

b Read a blog about a housing problem and answer the questions.

- 1 According to the writer, why could St Ives be both a dream destination and a housing nightmare?
- 2 What positive and negative impacts of tourism on St Ives does the writer mention?
- 3 What is meant by *tourism per se*?

c Match paragraphs 1–4 to descriptions a–d. Find evidence for your choices.

- a Giving a personal example ___
- b Putting forward solutions ___
- c Outlining the problem ___
- d Giving a personal opinion ___

d Match the definitions to the informal expressions highlighted in the blog.

- 1 increasing dramatically in price
- 2 in addition
- 3 it isn't difficult or complicated
- 4 it's incredible
- 5 spending an excessive sum of money
- 6 an impossible dream
- 7 organized themselves to be more effective
- 8 sufficient for everyone's needs
- 9 people or groups in authority
- 10 I could say many negative things about
- 11 let me make myself clear
- 12 as a result

e Find these phrasal verbs in the blog. With a partner, discuss what they mean in context.

turned into shoot up priced out of
settle down ended up driven away

f Read the blog again and find the following:

- examples where the writer addresses the reader directly
- examples where the writer uses analogy or metaphor to make a point more persuasively
- examples of repetition to make a point more persuasively
- examples of emotive language

What effect do they have?

St Ives – Dream Destination or Housing Nightmare?

1 Do you dream of stunning beaches, spectacular coastal scenery, picturesque cottages, and a vibrant art scene? If so, come to St Ives – Cornwall's seaside paradise! Or at any rate, a paradise for those who don't mind **paying through the nose** to rent a holiday cottage. But if you're a local, struggling to buy a house here, well, it's just **pie in the sky**. As more and more houses are being turned into holiday lets, there aren't **enough to go round**. So guess what, prices shoot up, property developers move in, and local people find themselves priced out of the property market.



2 My brother Ben recently married his long-term partner, Anna. They were both born and bred in St Ives and quite naturally wanted to buy a place of their own here where they could settle down, raise kids, and be near both extended families. But with house prices **going through the roof**, there was sadly no way they could afford the deposit for a mortgage, let alone

the monthly repayments. **The upshot was that** they ended up getting a tiny flat in a town inland over 30 miles away.

3 **Don't get me wrong**, I have nothing against tourism per se. Obviously it brings money into the town, and local businesses need it to survive. But it's quite frankly heartbreaking to see more and more local people being driven away and the town losing its community feel. And in winter, it's like a ghost town. We're starting to see more evictions, more houses standing empty, and more homelessness, and **on top of that**, we can't get key workers like nurses and teachers to move here because they simply don't have the cash to pay the astronomical rents the landlords are demanding. The situation is absolutely outrageous. And **don't get me started on** buy-to-let agencies...

4 So what's the answer? **It's not rocket science**. What the local authority needs to do is put a proper cap on the number of holiday rental properties. On top of that, they need to invest in more social housing and affordable homes for people who want to live here all year round. **It beggars belief that** **the powers-that-be** still haven't **got their act together** and sorted out this totally scandalous situation. Until they do so, it's blindingly obvious that the dream of young couples like Ben and Anna of getting onto the property ladder will remain just that – a pipe dream.

USEFUL LANGUAGE

- g** Complete the phrases with the words in the list. Are the phrases used to express a positive opinion, a negative opinion, or either?

abide blindingly favour huge matter
outrageous supporter vehemently

- 1 The fact of the _____ is,...
- 2 I'm _____ opposed to...
- 3 It's _____ obvious that...
- 4 I'm a strong _____ of...
- 5 I can't _____...
- 6 I'm totally in _____ of...
- 7 I'm a _____ fan of...
- 8 It's absolutely _____ that...

- h** Work in pairs. Finish the sentences above with one of the endings below, then justify the opinion.

The fact of the matter is, young people can't afford to get on the housing ladder. There's too much of a gap between salaries and house prices.

people being allowed to smoke in public
street art

young people can't afford to get on the housing ladder
we need more green spaces
the right to own your own home
children having mobile phones
modern architecture

- i** Choose a correct alternative to continue sentences 1–6. More than one may be possible.

- 1 I'm all for *that expression should be free / freedom of expression / speaking your mind*...
- 2 It's all very well to *say that / say that / saying that* we need more affordable homes...
- 3 Quite naturally, *that councils want / councils want / councils wanting* to save money...
- 4 I get that *people want / people wanting / wanting* to have pets in their homes,...
- 5 Yes, *children's need / children needing / children need* to play outside...
- 6 I have nothing against *modern architecture per se / architects creating experimental buildings / that public buildings have experimental designs*...

- j** Finish the sentences in **i** with a clause expressing an opposite opinion beginning with *but*. Use the opinion phrases from **g** or adverb discourse markers.

I'm all for freedom of expression, but I'm vehemently opposed to hate speech / it's quite frankly unacceptable to insult people.

Discourse markers: showing attitude

*quite frankly, to put it bluntly, to put it mildly
quite naturally, quite rightly
predictably, unsurprisingly
alas, regrettably, tragically*

Planning what to write

A housing blog has invited contributions on the topic of housing problems that writers have experienced.

- a** Work in pairs or small groups. Discuss the problems below. Share any experiences that you, or people you know, have had. What are the causes of the problems and possible solutions?

Antisocial neighbours

Finding a suitable flat or room to rent

Unsafe or poor-quality accommodation

Bad landlords

- b** Choose a problem from **a** to write about. Plan your opinion blog entry.

TIPS for writing an opinion blog

- Think of an intriguing title that engages readers and makes the topic clear.
- Divide your blog into paragraphs: outlining the problem, giving a personal example, giving your opinion, putting forward solutions.
- Use informal language (contractions, phrasal verbs, idioms, etc.) to connect to readers.
- It's a good idea to show that you understand the opposite view before stating your own position, by using concessive expressions.
- Use persuasive techniques:
 - address the reader directly: *Do you dream of...?*
 - use emotive language: *It's frankly heartbreaking to see...*
 - use repetition: *more social housing, more affordable houses, and more...*
 - use metaphors and analogies: *house prices going through the roof*

Writing

Write a blog entry of between 350 and 375 words.

DRAFT your blog based on your plan. Write four paragraphs, using the model blog as a guide, your notes from the planning stage, and the TIPS above.

EDIT the blog, checking you've included a range of opinion expressions and informal language, and checking it's the correct length.

CHECK the blog for mistakes in grammar, vocabulary, spelling, punctuation, and register.

Listening

10.7

- 1 The Chrysler Building in New York, an art deco skyscraper, is, at 319 metres, the tallest brick building with a steel framework in the world, and was the world's tallest building for 11 months until it was superseded by the Empire State Building. It was commissioned by the automobile executive Walter Chrysler as a real-estate investment for his children. The structure contains 3,862 exterior windows, and the 31st floor contains gargoyles, as well as replicas of the 1929 Chrysler car radiator caps.
- 2 Hagia Sophia, officially the Hagia Sophia Grand Mosque, is one of the most iconic buildings in Istanbul in Türkiye. The current structure was built by the Byzantine emperor Justinian I as the Christian cathedral of Constantinople between 532–537 AD. After the fall of Constantinople in 1453, it served as a mosque, having its minarets added soon after.
- 3 The Barbican Centre in London was built between 1971 and 1982, and is situated in an area which was badly bombed during World War II. It was designed in the brutalist style, and has a complex multi-level layout with numerous entrances. It has always been controversial and divides opinion – it was voted 'London's ugliest building' in a 2003 poll, but has been designated a site of special architectural interest for its scale, its cohesion, and the ambition of the project.
- 4 Fallingwater is situated in the state of Pennsylvania, in the USA. The three-storey residence was built in the 1930s as a weekend retreat for Liliane and Edgar J Kaufmann Sr, the owner of a famous department store. It was designed by the architect Frank Lloyd Wright and is considered one of the best examples of modernist architecture. Made of locally quarried stone, reinforced concrete, steel, and glass, it is built partly over a waterfall and includes multiple outdoor terraces.
- 5 Notre Dame de Paris, often simply referred to as Notre Dame, is considered one of the finest examples of French Gothic architecture. The construction of the cathedral began in 1163, and it was largely completed by 1260, though it was modified in succeeding centuries. Amongst its many famous features are the magnificent rose windows and its immense church bells. In 2019, it was seriously damaged by fire, but the repairs were done at extraordinary speed, and it was reopened in December 2024.
- 6 The Palacio de San Telmo, or San Telmo Palace, is one of the emblematic buildings of Sevillian baroque architecture. It is built on a rectangular plan, with several interior courtyards, including a central courtyard, towers on the four corners, a chapel, and gardens. Construction of the building began in 1682 outside the walls of the city. It was originally constructed as the seat of the University of Navigators, a school to educate orphaned children and train them as sailors.

cohesion

We use a range of cohesive devices, both grammatical and lexical, to avoid repeating what we have said or written. These devices occur across genres and levels of formality. Using cohesive devices makes your language more efficient and elegant.

reference

- 1 **The map**, do you know where **it** is?
The lake is considerably smaller than **those** surrounding it.
- 2 If you see **her**, please say hi to **Jess**.
- 3 The population is smaller than **that of** its neighbouring countries.
- 4 Have you heard? **He's** finally resigned!
- 5 It's on Parks Road, number 52. See you **there**.

We use pronouns (also known as pronominal reference) and the adverbs *here*, *there*, and *then* to avoid repeating nouns and noun phrases.

- 1 Back referencing, the most common type of reference, is when we use a pronoun in place of something we have already mentioned.
- 2 Forward referencing, is when we use a pronoun or a possessive adjective for something we have not yet mentioned.
- 3 We also use phrases with *that of / those of*.
- 4 Exophoric reference (outside referencing) is when we use a pronoun for something that is not mentioned at all, but is clear from the context or from shared knowledge, e.g. *He's* refers to somebody both people have probably had some ongoing discussion about, like a politician or a boss.
- 5 We use *here*, *there*, and *then* to avoid repeating places and times.

lexical devices

- 1 **The former** is a well-established procedure, while **the latter** is less so.
- 2 Working from home has increased exponentially since the Covid-19 pandemic, and **this trend** seems to be continuing. Robots are now used in almost every stage of car production. **Such advances** are having a huge impact on the industry.
- 3 **Cars** were backed up for miles. Many of **the vehicles** had in fact been abandoned.
Spain has a population of just under 50 million, making **the country** the seventh biggest in Europe.
Buckingham Palace is the official residence of the UK monarch. **The building** has 775 rooms.

- 1 We use *the former / the latter / the aforementioned / the above / the following*, particularly in more formal contexts.
- 2 We use summarizing nouns (e.g. *trend, technique, advances*) to refer to or summarize what has previously been mentioned. We usually use them with *this, these, the, and such*.
• With *such*, we can also say **Advances such as this** are having a huge impact on the industry.

- 3 We use different kinds of synonymy (i.e. words or expressions having the same meaning) to avoid repeating words. This includes:

- direct synonyms, e.g. *car* → *vehicles*
- category words, e.g. *Spain* → *country*
- general and specific words, e.g. *Buckingham Palace* → *building*

substitution

- 1 I didn't go, but some of the others **did**.
They're going to excavate the site, but they're not going to **do so** just yet.
Digital devices often have a part to play in disturbing concentration, and, according to research, **so does** multitasking.
- 2 The local council is planning to excavate the site, but they are not going to **do so** just yet.
- 3 Do you want a lift? If **so**, let me know. If **not**, I'll see you there. The venue has cancelled on us, and **that being so**, we need to find a new **one**.
- 4 It's the oldest known map of the world, and **as such**, it's priceless.
- 5 We went to the museum – you know, the **one** in the park.
- 6 Some areas are very well mapped, while **others** aren't.

Substitution is when we replace a word or phrase with *do, do so, so, not, as such, or one(s)*.

- 1 We replace a verb phrase (verbal substitution) with *do* or *do so*.
Note that we use *do so* in more formal contexts and when the subject is the same in both clauses.
NOT ~~The others didn't go, but I did so.~~
- 2 We use *do so* in more formal contexts and when the subject is the same in both clauses.
- 3 We replace a verb clause (clausal substitution) with *so* or *not* and with phrases such as *that being so*.
- 4 We use *as such* to replace a clause, often as a way of summarizing what was said or written.
- 5 We replace a noun (nominal substitution) with *one(s)*.
- 6 We use *others* in place of *other* + plural noun.

ellipsis

- If I **can**, I'll pop along.
A Is this Dani's?
B **It might be**.
On the matter of ordering an investigation, Smith said he **would** if there was **any reason to**.

Ellipsis is when we omit words to avoid repetition, e.g. *If I can* (pop along), *I'll pop along*.

- We can generally omit the main verb after *to*, but we do not omit it if the verb is *be*.

topicalization; heads and tails

Topicalization refers to the grammatical process of establishing a topic. When speaking, and in more informal writing such as in social media communications, we often deviate from the more conventional 'subject + verb + object / complement' word order by using a 'head' or a 'tail'. In other words, we relocate part of the sentence to, or towards, the front (the head) or the end (the tail) of the sentence.

Compare:

Do you know who those people in Reception are?
(conventional order)

Those people in Reception, do you know who they are?
(using a head)

Those people, the ones in Reception, do you know who they are?
(using a head, clarified with *the ones*)

Do you know who they are, **those people in Reception**?
(using a tail)

Do you know who those people are, **the ones in Reception**?
(using a tail, clarified with *the ones*)

Note that when speaking, there is usually a pause directly after the head or directly before the tail. The comma in the written form indicates this pause.

heads and tails

- 1 **This bag**, is it yours?
That band you mentioned, what are they called?
- 2 **It** can get a bit busy, **the main square**.
Did you get **them**, **the museum tickets**?
Was a great meal, **that**!

- 1 When using a head, we move information to, or towards, the front (the head) of the sentence. We do this to establish or clarify or focus on the topic before we give, or ask for, information about it. Using a head is particularly useful when the topic is a long noun phrase, which may make the sentence rather unwieldy and difficult to articulate and / or to follow.
 - Note that using a head is similar to the more formal / literary process of fronting (covered in File 3B).
- 2 With a tail, we generally begin with, or use a pronoun at or near the start of the sentence, to refer to something already established or which is clear from the context, and then we use a noun / noun phrase at the end of or later in the sentence, to clarify it.
 - Using *that* as a tail adds an emphatic element.
 - When the tail is the subject of the sentence, we can add emphasis by adding an auxiliary verb, a modal verb, or *be* directly either before or after the tail, e.g. *It'll make a big difference, the new car park **will**.*
*It's a great place, **is** Kefalonia.*

co-referential pronouns

- 1 **It's** well worth a visit, **the castle**.
The hotel, is **it** that way?
I quite like **it**, **brutalist architecture**.
- 2 **How to get there**, I'm not sure.
Total luck, that was!

- 1 When we use a noun / noun phrase as a head or a tail, it is repeated in the sentence using a pronoun (known as a co-referential pronoun).
 - When the tail is the object of the sentence, we put the co-referential pronoun directly before it, e.g. *I've never liked **them**, **gooseberries**.*
- 2 When the head is not a noun / noun phrase, we do not use a co-referential pronoun.

clarifying with *the...one(s)*, *these / those*

That hotel, **the one** by the river, I booked it.
Those bags, **the ones** on the chairs by the window, do you know who they belong to?
Who's the actor in that film we watched the other day, **the one** who played the police officer?
The blue coat, **that one**, any takers?
The keys, **those** with the big red keyring, are they them?

We also often use a head or a tail with *the...one(s)* or with *this / that / these / those* as a kind of tag to clarify the thing we are talking about. We often do this when we are breaking down a long noun phrase.

← p.167

Use your instinct to do the exercises. If you are unsure, check the Grammar Bank ← 10A p.236 ← 10B p.237.

10A

- a Replace the **bold** words with a word or phrase from the list to avoid repetition.

change in the English language did (x2)
do so one such ~~that~~ that being so
the fruit these precautions those

The wildlife is more varied than **the wildlife** on the surrounding islands.

The wildlife is more varied than that on the surrounding islands.

- Durians are known for their pungent smell. **The durian** is native to south-east Asia, but is cultivated in other tropical areas. Do try **a durian** if you can.
- Virus transmission can be reduced via frequent washing of hands and the use of face masks. **The frequent washing of hands and the use of face masks**, however, are not completely effective, and transmission may still occur.
- The path has been deemed unsafe, and as **it has been deemed unsafe**, will be closed to the public for the foreseeable future.
- Language evolution is inevitable. If we never allowed **language evolution**, we would still be writing as Chaucer **wrote**.
- Our friends who didn't get on the property ladder when we **got on the property ladder** are now finding it much more difficult to **get on the property ladder**.
- The trains were generally much better compared to **the trains** in the other countries we travelled through. **Although the trains were generally much better compared to the trains in the other countries we travelled through**, they were sometimes overcrowded and occasionally quite expensive.

- b Rewrite the following using ellipsis to make them sound more natural.

If you can let us know as soon as you've arrived, let us know as soon as you've arrived.

If you can, let us know as soon as you've arrived.

- A** Does she like it?
B She seems to like it, yeah.
- A** Is she enjoying it?
B She seems to be enjoying it.
- A** Maybe they took a wrong turn.
B Yeah, they must have taken a wrong turn.
- A major difference was that the Mercator map projection distorted relative land mass size, whereas the Peters projection didn't distort relative land mass size.

← p.163

10B

- a Rewrite the sentences using a head. Start with the word given and remember to add a co-referential pronoun where needed.

I've no idea why on earth they would do that.

Why *on earth they would do that, I've no idea.*

- What time's the meeting?
The _____
- Do you know who the person talking to Nuria is?
The _____
- I think the ferry only goes twice a day this time of year.
The _____
- I can't find my phone anywhere. Have you seen it?
My _____
- What's that building with the tower next to the museum?
That _____
- Who's the actor who played the police officer in that film we watched the other day?
That _____
- I'm going to leave Jack and his team to sort out the finer points of the itinerary.
The _____
- Do you remember what that place where we had that really nice tapas the other day is called?
That _____
- I've no idea how long we've been waiting.
We _____

- b Rewrite the sentences using a tail.

All the tour guides were really great.

They were really great, all the tour guides.

- Going by bus is a bit more complicated.

- This place looks pretty ancient.

- The information really wasn't very clear.

- I couldn't find the café your friend suggested.

- Not taking the car, that's a good idea.

- I could be wrong, but I think the main square is that way.

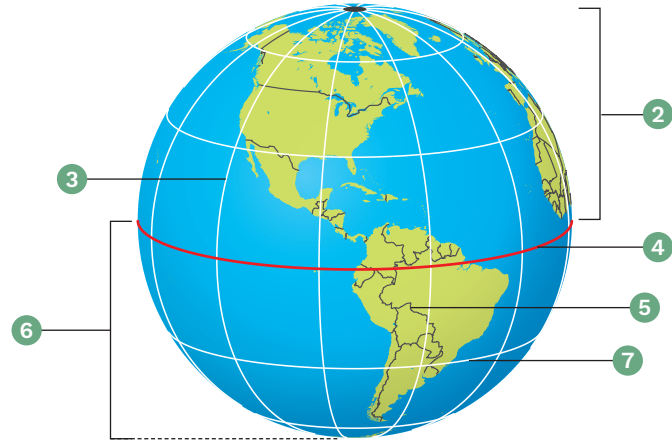
- Isn't the station that way?

← p.167

1 Maps

a Match the words and phrases to numbers 1–7 on the globe.

- border
- equator
- latitude
- longitude
- North Pole
- northern hemisphere
- southern hemisphere



b 10.3 Listen and check.

2 Large geographical areas

a Complete the sentences with a word from the list.

archipelago canyon desert glacier jungles
mainland peninsula plain range savannah tundra

- 1 The Iberian _____ is an area separated from the rest of Europe by the Pyrenees.
- 2 A _____ is a wide flat open area of land, especially in Africa, that is covered with grass, but has few trees. In Eastern Europe, similar areas are known as *steppes*.
- 3 Borneo's _____, or more accurately, its rainforests, are some of the oldest and most biodiverse in the world.
- 4 A _____ is a deep valley with steep sides of rock, e.g. the Grand ~ in Arizona, USA.
- 5 Scotland is currently planning to replace some of the ferries which connect the _____ to the islands with tunnels.
- 6 A _____ is a vast expanse of flat land – the West Siberian ~ is one of the world's largest examples, covering immense areas of Russia.
- 7 The Andes mountain _____ forms a continuous highland along the western edge of South America.
- 8 The Arctic _____ is a vast, treeless area where the soil below the surface of the ground is always frozen.
- 9 The Mer de Glace, which means 'sea of ice', is a _____ located in a valley on the northern slopes of Mont Blanc, in the French Alps.
- 10 The Sahara _____, with an area of 9,200,000 km², is the largest in the world.
- 11 The Malay _____ is the largest in the world by area. It is renowned for its biodiversity and includes over 25,000 islands.



b 10.4 Listen and check.

3 Other geographical features

a Match the words to the definitions.

Rock and stone

cliff promontory quarry reef

- 1 _____ = a high area of rock with a very steep side, often at the edge of the sea or ocean
- 2 _____ = a place where large amounts of stone, etc. are dug out of the ground
- 3 _____ = a long narrow area of high land that goes out into the sea
- 4 _____ = a long line of rocks or sand in the sea near the surface

Land


marsh meadow moor swamp

- 5 _____ = a field covered in grass, used especially for hay
- 6 _____ = an area of ground that is very wet or covered with water and in which plants, trees, etc. are growing, common in the tropics
- 7 _____ = a high open area of land that is not used for farming, especially an area covered with rough grass
- 8 _____ = an area of low land that is always soft and wet because there is nowhere for the water to flow away to

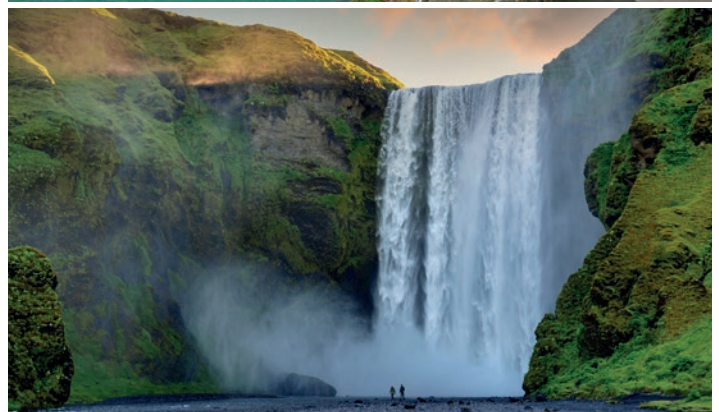
Water

estuary harbour port rapids
reservoir spring tributary waterfall

- 9 _____ = a place where ships load and unload goods, or shelter from storms
- 10 _____ = a natural or artificial lake where water is stored before it is piped to houses
- 11 _____ = an area of water on the coast, protected from the open sea by strong walls, where boats can shelter
- 12 _____ = a river or stream that flows into a larger river or a lake
- 13 _____ = the wide part of a river where it flows into the sea
- 14 _____ = a place where a stream or river falls from a high place, for example, over a cliff or rock
- 15 _____ = a place where water comes naturally to the surface from under the ground
- 16 _____ = part of a river where the water flows very fast, usually over rocks

b  10.5 Listen and check. Then cover the definitions and remember what the words mean.

 p.161



1 Building materials

a Match the words to the numbered features in the photos.

brick concrete paving stone thatch tiles timber



b Match the words to the definitions.

cement composite copper lead /led/ limestone masonry plaster slate steel

- 1 _____ = a material which is used in building to stick stones and bricks together and to make very hard surfaces
- 2 _____ = a strong, hard metal that is made of a mixture of iron and carbon
- 3 _____ = a mixture of different materials used for building, making objects, etc.
- 4 _____ = a type of white rock that contains calcium, used in building and in making cement
- 5 _____ = the parts of a building that are made of stone
- 6 _____ = a heavy, soft, grey metal, used especially in the past for water pipes or to cover roofs
- 7 _____ = a soft red-brown metal used for making electric wires, pipes, and coins
- 8 _____ = a substance made of lime, water, and sand that is put on walls and ceilings to give them a smooth hard surface
- 9 _____ = a type of dark grey stone that splits easily into thin flat layers (often used for roof tiles)

c 10.8 Listen and check your answers to a and b.

2 Features of a building

a Match the words and photos.

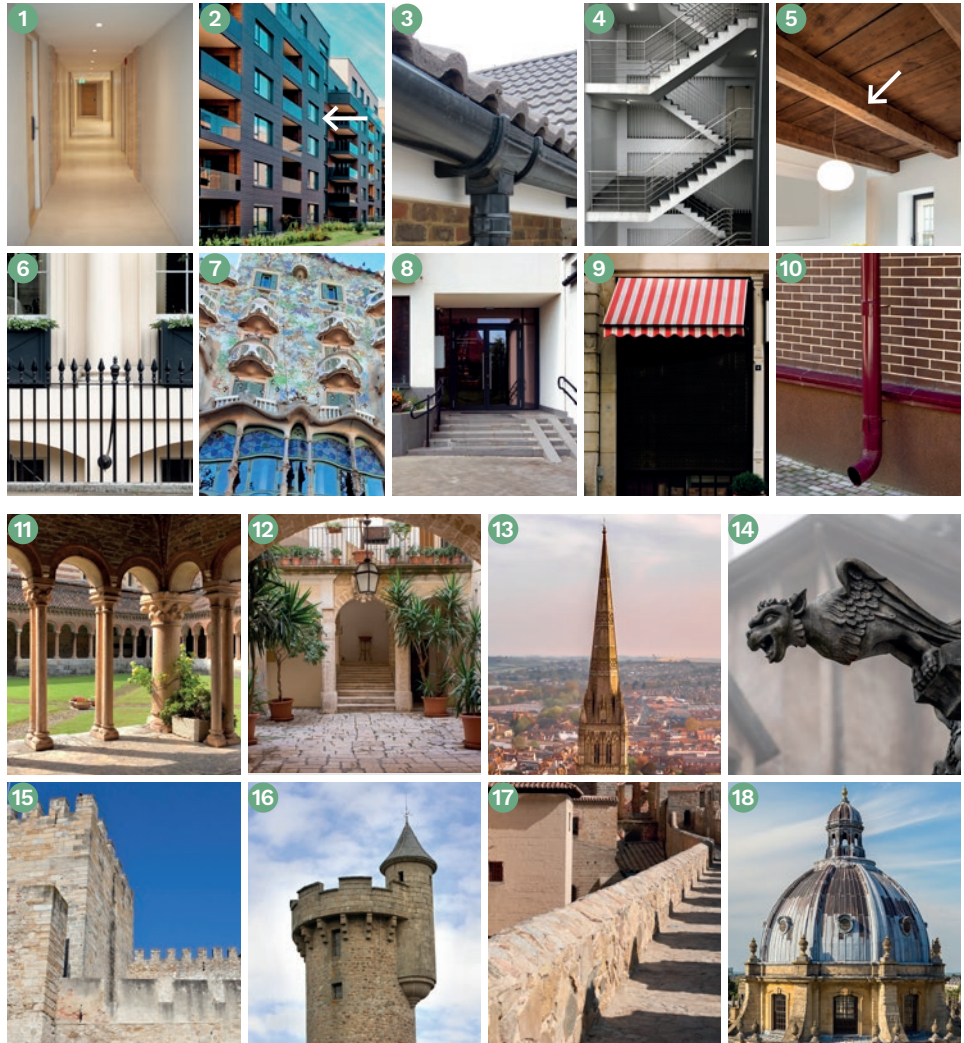
Residential buildings

- awning
- beam
- corridor
- drainpipe
- entrance
- facade /fə'sa:d/
- gutter
- railings
- stairwell
- storey

Historic buildings

- battlements (or crenelations)
- cloisters
- courtyard
- dome
- gargoyle
- parapet
- spire
- turret

b 10.9 Listen and check.



3 Verbs

a Complete the sentences with the past participle of a verb in the list.

construct demolish design insulate maintain preserve reinforce renovate

- 1 Despite some modern upgrades to the cottage, many of the original 16th-century features, such as the beams, have been _____ (= kept).
- 2 The village is in a conservation area, so all new houses are _____ (= built) using local materials.
- 3 The terrace was specially _____ (= planned) to accommodate a table and four chairs, and to get the evening sun.
- 4 The central heating system is quite old and needs to be regularly _____ (= kept in good condition) with an annual service.
- 5 The church is currently being _____ (= made into good condition again), which involves replacing some windows and repairing the stonework.
- 6 If you want to minimize heat loss during the winter, it's advisable to have the roof _____ (= protected with special material).
- 7 Sadly, the old cinema was _____ (= pulled down) to make way for a new block of flats.
- 8 In many countries where cities lie on fault lines, e.g. Japan, all buildings are now _____ (= made stronger) to withstand earthquakes.

b 10.10 Listen and check.

p.164

10 Spoken mediation

a Read the strategy.

Written mediation strategy

Referencing and quoting

When referring to information in source texts, it's important to make it clear where the ideas come from.

- Use phrases, such as, *According to the article...*, *The text points out that...*, or *The document suggests...*
- Use reporting verbs that show the writer's attitude or purpose, e.g. *states, argues, highlights, warns, claims.*
- If you need to reproduce lines from a text exactly as they are, use quote marks to indicate this, e.g. *the website clearly states, 'customers have the right to return any item within 30 days of purchase.'*
- Keep an objective tone when presenting other people's views.

b Read the example exam task and do the activities.

Your friend is studying in Edinburgh and renting a flat there. They have sent you this message:

<  Eduardo 

Hey, could you help me with something?
I've just got this letter about building repairs and I'm not sure what to do. Can you look at it and the section of my rental agreement I've attached, and give me some advice? I remember you had a similar issue when you were renting abroad.

Read the letter and the section of the rental agreement. Write an email to your friend clarifying the situation, explaining who is responsible for the repairs, and what steps they should take.

c Read the texts and answer the questions.

- 1 Who sent the letter to your friend?
- 2 Why are repairs required?
- 3 What does the letter request?
- 4 Who is the rental agreement between?
- 5 Who has responsibility for the repairs mentioned in the letter?
- 6 Why might the council apply a penalty charge?
- 7 How could your friend be affected by a penalty charge?

d Match the details from the letter 1–4 with the details from the rental agreement a–d.

- 1 Water damage was caused by issues with the building roof. ___
 - 2 Occupants are asked to pay their share of the repair costs. ___
 - 3 Page two contains the breakdown of costs and explains why MCS was chosen as contractor. ___
 - 4 The letter sets a deadline for depositing payment. ___
- a Tenants must notify the landlord about repair costs to shared areas within two weeks.
 - b Tenants must prevent water damage inside the flat.
 - c The landlord is responsible for communal repairs.
 - d Tenants must justify the choice of contractor if requesting communal repair costs.

e Complete the sentences combining the information from the two sources in d with the words in the list.

_____ according to although clearly follow makes mentions points out warns _____

- 1 _____ the letter, the water damage was caused by issues with the roof of the building, but clause a in your rental agreement _____ states that tenants are only responsible for preventing water damage 'within the Property'.
- 2 _____ the letter asks the occupant to pay, the rental agreement _____ it clear that communal repairs are the landlord's responsibility.
- 3 Page two of the letter _____ which contractor was chosen and why, which is good because the rental agreement _____ that tenants must justify the choice of contractor for communal repairs.
- 4 The letter _____ that payment must be deposited by 30th September, so it's important you _____ the clause in the rental agreement that states you need to notify the landlord 'within a minimum of two weeks'.

Useful phrases

Referring to sources of information
*According to the information in the...
The...points out that...*

The...states / warns / argues that...

Advising on key issues

As far as I can see from the..., you should...

As it states in the..., you need to...

From looking at...it's really important that you...

f Write an email to your friend, explaining what they should do. Write about 200–220 words.

Notice for Payment

To the occupant,

We are writing to inform you that following several incidents last winter of water entering a property on the top floor of the building we have recently had inspection work carried out on the roof.

This inspection, carried out by McCleod Civil and Structural Engineers (MCS), indicated that there was an issue with tiles on the roof ridgeline, leading to rain entering the roof space above the property. Subsequent checks determined that water-damaged wooden rafters supporting the roof would need to be replaced.

As a result, the building requires communal maintenance works to be carried out, which the occupants are all financially responsible for. This letter is a formal request for your share of the estimated costs. Please see the breakdown of costs provided on page two, detailing the work required. The breakdown shows quotes obtained and voted on by residents in attendance at the recent maintenance meeting. This also outlines details of the contract awarded to MCS, their estimate, and the reason they were selected as the preferred option.

Prior to work starting, the full amount of the estimate must be deposited in the building's maintenance account. Please ensure your share for work due completion is deposited by the 30th of September into the account indicated.

If you are unable or unwilling to pay your share of the costs, this Notice allows us to make an application to The City of Edinburgh Council asking them to pay and recover the missing share. You should be aware that if the council covers the cost, then this would result in additional penalty charges being applied to property owners whose share was paid.

Yours faithfully,

Building Management Company

RENTAL AGREEMENT

CARE AND MAINTENANCE

The Tenant is legally obligated to take reasonable care of the Property. This includes (but is not limited to):

- (a) taking reasonable steps to prevent water damage from condensation or precipitation within the Property.
- (b) taking reasonable steps to prevent frost damage to pipes occurring by maintaining a regular winter temperature within the Property.
- (c) preventing, or promptly repairing, any damage to the Property resulting from wilful acts or negligence on the Tenant's part.
- (d) maintaining the Property in a clean, safe, and reasonable condition throughout the tenancy.

The Tenant will be liable for the reasonable cost of repairs where the need for them is attributable to the Tenant's failure to comply with the obligations set out above.

The Tenant must notify the Landlord as soon as reasonably possible about any repairs that are needed to the Property or to any items listed on the inventory for which the Landlord is responsible.

The Landlord shall:

- (a) keep in repair the structure and exterior of the Property (including drains, external pipes, gutters, and external windows)
- (b) keep in repair and proper working order the installations in the Property for the supply of water, gas, and electricity used for sanitation, heating, and cooking.
- (c) keep in repair shared areas of the property (including the entrance hall, stairways, corridors, and roofs)

The Tenant must notify the Landlord within a minimum of two weeks of any requests received regarding costs incurred by communal maintenance works and to be divided between property owners. This notification should outline or supply details of the proposed works, the chosen contractor, and justification for their employment.

Failure to comply to this regulation could result in the Landlord incurring additional charges applied by the Council. In this instance, due to perceived neglect of the rental terms, the Tenant will be liable for 80% of those additional costs.



Exam tips: Writing a proposal

- Read the task carefully and plan your proposal, using a clear structure with headings for each paragraph.
- State the purpose of your proposal in the introduction, and summarize the main points and next steps in the conclusion.
- Use a range of language and structures to explain your ideas, to make logical recommendations, and to persuade the reader.
- Make sure you have covered all the points in the task in a clear and concise way.
- Check your work for grammar and spelling mistakes.

a Read the task and answer the questions.

- 1 What is the subject of the proposal?
- 2 How many main points do you need to address?
- 3 Which register should you use – informal or formal / neutral?
- 4 How many words do you need to write?

b Plan your proposal. Make notes for four paragraphs using the headings in the table.

Introduction	
Background	
Suggestions	
Conclusion	

c Write your proposal using the structure in b.**d Check your work for grammar and spelling mistakes. Make sure you have included all the necessary information in the task.**

A local government conference is being held in your area next year, and the organizers are calling for proposals on the subject of sustainable urban living. Sustainable urban living is defined as developing and maintaining cities which provide a healthy and vibrant community for their inhabitants, while at the same time taking into account energy efficiency and transport, social, and economic considerations.

Write a **proposal** (200–220 words) suggesting how we can create cities that meet the needs of current residents, without endangering those of future generations.



Sound Bank

Vowel sounds



fish



up



tree



train



cat



phone



car



bike



clock



owl



horse



boy



bull



ear



boot



chair



computer



tourist



bird



happy



egg



situation

* especially before consonant + e

○ short vowels ○ long vowels ○ diphthongs

Consonant sounds



parrot



thumb



bag



mother



key



chess



girl



jazz



flower



leg



vase



right



tie



witch



dog



yacht



snake



monkey



zebra



nose



shower



singer



television



house

○ voiced ○ unvoiced

relative clauses

defining relative clauses

- 1 She's the woman **who / that won the marathon**.
That's the stadium **which / that is going to be used for** the World Cup final.
- 2 That's the neighbour **whose dog never stops barking**.
- 3 Eric is the man **(who) I met at the party**.
That's the shop **(which) I told you about**.
- 4 My sister's the only person **to whom I can talk**.
My sister's the only person **(who) I can talk to**.
This is the room **in which I was born**.
This is the room **(that) I was born in**.
- 5 She told me **what she had seen**.
What I like best about London is the parks.

• We use *who*, *which*, *whose*, *whom*, and *what* to introduce a defining relative clause, i.e. a clause which gives essential information about somebody or something.

- 1 We can use *that* instead of *who / which*. This is very common in conversation.
- 2 We use *whose* to mean 'of who' or 'of which'.
- 3 When *who* or *which* are the **object** of the verb in the relative clause, you can leave them out.
- 4 In formal English, after a preposition, use *whom* for a person and *which* for a thing. In informal English it is more common to leave out the relative pronoun and put the preposition after the verb.
- 5 We use *what* as a relative pronoun to mean 'the thing' or 'things which'.

See **Grammar Bank p.221** for the rules for reduced relative clauses.

non-defining relative clauses

- 1 My brother, **who doesn't like sport**, was given a tennis racket for Christmas!
Buckingham Palace, **which was built in the 18th century**, is visited by thousands of tourists.
- 2 Adriana hasn't come to class for two weeks, **which is a bit worrying**.
- 3 They've got three children, **all of whom** are good at sport.
My favourite foods are bread, biscuits, and cakes, **none of which** are very good for me.
A lot of parents, **many of whose** children go to the local school, are protesting today about plans for the new road.

- 1 A non-defining relative clause gives extra, non-essential information about a person or thing.
 - In written English, this kind of clause is separated by commas, or between a comma and a full stop.
 - You can't use *that* instead of *who / which*. **NOT** ~~*My brother, that doesn't like sport,...*~~
- 2 *which* can be used to refer to the whole of the preceding clause.
- 3 We sometimes use *of which / of whom / of whose* after *some*, *any*, *none*, *all*, *both*, *either*, *neither*, *several*, *enough*, *many*, and *few*.
 - We can also use *of which / of whom / of whose* after expressions of quantity and superlatives.

a Right (✓) or wrong (X)? Correct the mistakes in the highlighted phrases.

Is this the bus that it goes to Madrid? X
Is this the bus that goes to Madrid?

- 1 This is the colleague Malik was talking about.
- 2 He's the friend that his wife just got a new job in the government.
- 3 The person at school which parents are the strictest is definitely Shona.
- 4 I told my teacher I was ill, that was absolutely true.
- 5 My friend, that is very creative, is going to art college.
- 6 That I love about going to the gym is the way it makes me feel afterwards.
- 7 The person to who I spoke gave me directions to the office building.
- 8 Unfortunately, my younger brother never eats that I cook.
- 9 These are the shoes for which I paid only five pounds because I bought them second hand.
- 10 Sardinia, which is situated off the coast of Italy, is a very beautiful island.
- 11 My music teacher told me to play the violin, the guitar, or sing in a band, none of what I enjoy.
- 12 The woman whose dress is made from recycled materials is called Fan Wang.

b Join the sentences using a relative pronoun and the correct punctuation. Sometimes more than one answer is possible.

A car hit my bike. It was a Peugeot.

The car that / which hit my bike was a Peugeot.

- 1 The cotton mill is still in good condition. It was built in 1920.
The cotton mill...
- 2 That's the editor. She started work last month.
That's...
- 3 Adam gave me some flowers. They were beautiful.
Adam...
- 4 Her husband has just lost his job. It's a shame.
Her husband...
- 5 I saw a man running away. He was wearing a red jumper.
The man...
- 6 My brother is very sporty. He's a tennis player.
My brother...
- 7 I left my bag in the classroom. It isn't there now.
The bag...
- 8 It's very cold outside. This makes it hard to go out.
It's...
- 9 I've got two little sisters. Neither of them can ride a bike.
I've got two little sisters...
- 10 I only bought my car a month ago. It keeps breaking down.
My car...

adding emphasis (2): cleft sentences

1 beginning with *What...* or *All...*

I need a coffee. **What I need is** a coffee.
 We don't like the weather here. **What we don't like is** the weather here.
 I just want to travel. **All I want is** to travel.
 I only touched it! **All I did was** touch it!

2 beginning with *What happens is...* / *What happened was...*

You do a test and then you have an interview. **What happens is (that)** you do a test and then you have an interview.
 We left our passports at home. **What happened was (that)** we left our passports at home.

3 beginning with *The person who / that...*, *The thing which / that...*, *The place where...*, *The first / last time...*, *The reason why...*, etc.

I spoke to the manager. **The person (who / that)** I spoke to was the manager.
 I was irritated by his attitude. **The thing which / that irritated me was** his attitude.
 We stayed in a five-star hotel. **The place where we stayed was** a five-star hotel.
 I last saw him on Saturday. **The last time (that)** I saw him was on Saturday.
 I bought it because it was cheap. **The reason (why)** I bought it was because / that it was cheap.

4 beginning with *It*

A boy in my class won the prize. **It was a boy in my class who** won the prize.
 We had the meeting last Friday. **It was last Friday when** we had the meeting.
 They charged us extra for the wine. **It was the wine (that)** they charged us extra for.

- When we want to focus attention on or emphasize one part of a sentence, we can do this by adding certain words or phrases to the beginning of the sentence. This is sometimes called a 'cleft sentence'.

- 1 We can make some kinds of sentences more emphatic by beginning with *What* (= the thing) or *All* (= the only thing) + clause + *be* and then the part of the sentence we want to emphasize.
- 2 To emphasize an event or sequence of events, we can begin with *What happens is (that)...* / *What happened was (that)...*
- 3 We can make part of a sentence more emphatic by beginning with an expression like *The person who*, *The thing which*, *The place where*, *The first / last time*, *The reason why*, etc. + clause + *be*, with the emphasized part of the sentence at the end.
- 4 We can also use *It is / was* + the emphasized part of the sentence + a relative clause.

It was me who...* or *It was I who...?

In informal spoken English, if the emphasized part is a pronoun, we normally use the object pronoun after *It is / was*, e.g. *I paid the bill.* – *It was me who paid the bill.*

Compare: *It was I who paid the bill.* (= very formal)

a Complete the sentences with one word.

- What happened was that I didn't know the address and went to the wrong house.
- 1 The _____ where we're meeting is a small wooden building on the river bank.
 - 2 It was _____ who told Hakaru about the meal. I didn't realize he wasn't invited.
 - 3 _____ was my teacher who told me to go to university.
 - 4 _____ I love about the cinema is that the sound quality is so much better than at home.
 - 5 The _____ why I want you to work harder is so that you get a really good grade on your exam.
 - 6 The _____ time we saw each other was three years ago.
 - 7 Once you've seen the nurse, what _____ next is that you have a blood test.

b Complete the sentences using the bold word.

- I only need a pen that works. **all**
All I need is a pen that works.
- 1 You need to go to the first aid unit to have your wrist looked at. **what**
 _____ to go to the first aid unit to have your wrist looked at.
 - 2 We stopped in a beautiful place for a picnic. **place**
 _____ was beautiful.
 - 3 I first saw Odell Beckham at a game in California. **time**
 _____ at a game in California.
 - 4 Isabel came to class late. **it**
 _____ came to class late.
 - 5 She fell over and broke her arm. **happened**
 _____ she fell over and broke her arm.
 - 6 I like basketball the most. **sport**
 _____ is basketball.
 - 7 He failed his driving test because he hadn't practised. **reason**
 _____ because he hadn't practised.
 - 8 I only said that I wouldn't eat here again. **all**
 _____ I wouldn't eat here again.
 - 9 She didn't wear formal clothes to our wedding, which really annoyed me. **what**
 _____ she didn't wear formal clothes to our wedding.