

# 4

## Humanity

### Unit contents

#### Vocabulary

Society, noun suffixes, crime & justice



#### Grammar

Conditionals, wishes & regrets



#### Reading

Finding synonyms

#### Listening

Multiple-choice questions

#### Speaking

Reaching an agreement



#### Writing

A discussion essay

#### Skills extra lessons

Literature



## 4A Introduction This is my life

Vocabulary Workshop Page 114-115

### Lead in

#### 1 Discuss the questions.

- 1 What comes to mind when you hear the word 'society'?
- 2 How would you describe the society you live in? What would improve it?
- 3 Who do you think is responsible for creating a better society: the government or the individual? Why?

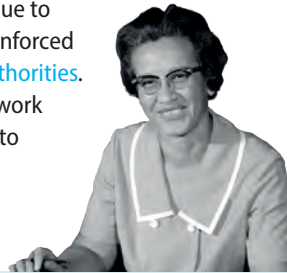
### Vocabulary Society

#### 2 Read the quotes and look at the photos. What do you think each text is about? Then read the texts and check your ideas.

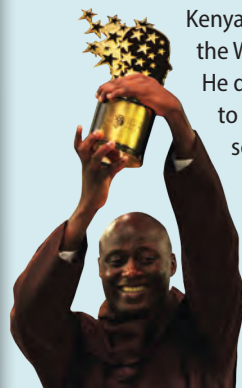
## REAL PEOPLE, REAL ISSUES

### I'M AS GOOD AS ANYBODY, BUT NO BETTER.

Katherine Johnson along with Mary Jackson, and Dorothy Vaughan entered **employment** with NASA and were so good at maths that they were known as human computers. As black women and part of a **minority group**, they faced **gender** and **racial discrimination**. They had to work in separate rooms to their white colleagues due to **segregation** laws enforced by government **authorities**. Despite this, their work sent John Glenn into space in 1962.



### I AM ONLY HERE BECAUSE OF WHAT MY STUDENTS HAVE ACHIEVED.



Kenyan teacher Peter Tabichi won the World's Best Teacher Award. He donates 80% of his salary to the poorest students at his school, sharing his **wealth** so they can buy uniforms and books. **Child poverty** is a problem due to the country's poor **welfare state**.

### [MY DOG] GIVES ME THE STRENGTH AND COURAGE TO START TALKING [ABOUT WHAT HAPPENED].

Filda Akumu, a war survivor, is part of the Comfort Dog project in Uganda. The **healthcare system** doesn't have resources for **mental health issues**, so the project offers dog therapy as a way to help. Filda was partnered with a dog who was abandoned, and the two are helping each other heal. She now educates local people about **animal rights**.



### YOU JUMP OVER A PERSON ... AND THEN YOUR ENGLISH EXAM IS BASED ON HER LIFE.

Sinéad Burke is an Irish **disability-rights activist**, fashionista and teacher. She has dwarfism and was walking down the street in her **neighbourhood** once when a 16-year-old boy jumped over her head while his friend filmed it. In an attempt to educate and create **tolerance** amongst **citizens**, she gave a TED talk, which then went on to become part of the national exams.



3 Check the meaning of the **blue** words in the text. Then take turns to cover each text and tell your partner about the person. Which person impresses you the most and why?

4 **Copy and complete the sentences with some of the blue words from the texts.**

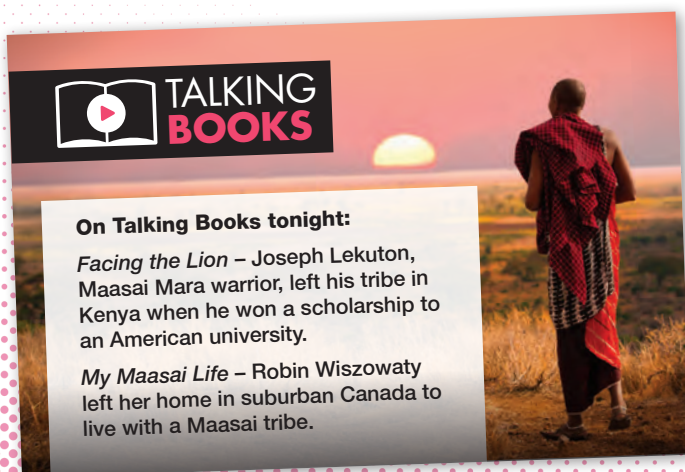
- The ... was set up to help the poor and those in need.
- The civil rights movement fought against ... of black people and white people.
- ... is such an issue in the UK that currently it affects nine students in every classroom of 30.
- People who believe in ... and who feel uneasy about eating meat often become vegan.
- Although it's natural to feel 'blue' sometimes, depression is a serious ... .
- A ... is someone who works for equality with able-bodied members of society.

5 **Imagine you can change your society. Make notes about the blue words in your notebook. Then exchange opinions with a partner.**

## Listening

6 1.27 **Read the information about the radio programme. Which society do you think the sentences 1–8 refer to: North America, Maasai or both? Then listen and check your answers.**

- Life can be hard.
- Old people are a very important part of society.
- Wealth makes people wasteful.
- Animals are people's wealth.
- Everyone has easy access to education.
- Families are nomadic.
- People live happily without devices.
- If you're lazy, you won't get anywhere.



**TALKING BOOKS**

**On Talking Books tonight:**  
*Facing the Lion* – Joseph Lekuton, Maasai Mara warrior, left his tribe in Kenya when he won a scholarship to an American university.  
*My Maasai Life* – Robin Wiszowaty left her home in suburban Canada to live with a Maasai tribe.

7 **EXAM** 1.27 **Read the questions. Then listen again and choose the correct answers.**

- For Robin Wiszowaty, what is the main advantage of living in a small community?
  - People think about each other.
  - People are not wasteful.
  - There is respect for older people.
- What do the speakers say about older people in the Maasai tribe?
  - They teach people in their community about respect.
  - They help when people disagree.
  - They have learned the laws.
- Why did Joseph walk 80 km?
  - He had to go to boarding school.
  - He was on holiday with his family.
  - His family had moved and he had to find them.
- How did Joseph pay for his flight to the USA?
  - He had to sell cows.
  - He won a scholarship.
  - His tribe paid as a group.
- What point does Joseph make to his students?
  - They need to work in order to succeed.
  - Life is harder for the Maasai.
  - People in modern societies are lazy.

8 **Discuss the questions. Explain your opinions.**

- Would you like to live in a place where nobody is a stranger? Why? / Why not?
- How would you entertain yourself if you didn't have a mobile phone or laptop?
- Do you think it's true that if we had less, we'd appreciate things more? Why? / Why not?

## Video

9 **Before you watch: According to the law, what things can and can't you do at your age?**

10 **Watch the video. Complete the strange laws with words from the box.**

American French 1954 1992 prison road

- Since ... chewing gum has been illegal in Singapore. Punishments include a fine or a ... sentence.
- In an ... state, chickens aren't allowed to walk from one side of a ... to the other.
- In a ... town, UFOs have been illegal since ... .

11 **After you watch: Do you know any other strange laws?**

# 4B Reading Hope for humankind

**1** **1.28** Discuss the questions. Then read the text. Does it give answers to the questions?

- 1 What do you think might prompt a group of boys to run away from school?
- 2 What do you think a group of people needs in order to survive on an island?
- 3 What could happen between group members deserted on an island for a year?

**2** **EXAM** Copy and complete the sentences in your own words using information from the text.

- 1 The boys' original plan ...
- 2 The boys managed to ...
- 3 After they were rescued, ...
- 4 Contrary to Golding's book, *Lord of the Flies*, ...

**3** **EXAM** Choose the correct answers.

- 1 The boys discovered ...
  - A that they were very good sailors.
  - B things built by people on the island.
  - C ways to survive on the island.
- 2 The events show that ...
  - A humans are naturally greedy and selfish.
  - B real life can be more inspiring than fiction.
  - C children need adults in order to survive.
- 3 Some people believe that ...
  - A the story was told by the wrong people.
  - B everyone has the right to share a story.
  - C the account is completely accurate.

**4** Read the Key skill and choose from options A–D for the example.

**KEY SKILL**

**Finding synonyms**

- Decide what type of word you are looking for.
- Read through the text and underline possible synonyms that are the correct part of speech.
- When you've chosen a synonym, replace it with the word or phrase in the exam task. Check that it makes sense and is grammatically correct.

Example: The word in the text that matches *moved along slowly in water* (paragraph 1) is ...

A a noun. B a verb. C an adjective. D an adverb.

The correct answer is ...

A attempted. B expected. C drifted. D destroyed.

**5** **EXAM** Find the words or phrases in the text that match the definitions.

- 1 a place with no people living there (*paragraph 1*)
- 2 things that you have to do as part of your job (*paragraph 2*)
- 3 not wearing any clothes (*paragraph 3*)
- 4 state of total confusion with no order (*paragraph 4*)
- 5 unsure about something (*paragraph 4*)
- 6 a view or way of thinking about something (*paragraph 5*)

**6** Discuss the questions.

- 1 Who would you most like to spend fifteen months on an island with? Why?
- 2 What skills would you bring to a community on a deserted island?
- 3 What strategies do you think are effective for calming people down during an argument?
- 4 What difficulties do you think a modern group of teenagers would face if they were stuck on an island?

## Vocabulary Noun suffixes

**7** Copy and complete the table with blue words from the text.

adj or noun + <i>-ity</i>	mature	(1)
adj + <i>-ness</i>	fair	(2)
noun + <i>-ship</i>	friend	(3)
verb + <i>-ment</i>	entertain	(4)
verb or adj + <i>-ance, -ence</i>	appear	(5)
verb + <i>-ion, -tion, -ation</i>	supervise	(6)
adj / noun + <i>-ery</i>	brave	(7)
verb + <i>-al</i>	survive	(8)

**8** Add suffixes to the words from the box to form new words. Add them to the table in your notebook.

arrive commit commune educate  
kind owner scene tolerate

**WEBQUEST**

Find the plot of *Lord of the Flies* and write a summary of the story in your notebook in your own words.



# SURVIVAL ISLAND



- 1 In 1965, six boys – all aged between thirteen and sixteen – **ran away** from a boarding school in Tonga in the South Pacific Ocean and attempted to sail to Fiji. They took two bags of bananas and coconuts and a small gas burner and **set off** in a boat they had stolen from a local fisherman. Stephen, Mano, Sione, Kolo, David and Luke had planned to have an adventure, but ended up with more than they expected. They were caught in a huge storm, and strong winds destroyed their boat. The boys drifted, without food, for eight days until they found themselves on the shores of the uninhabited island of 'Ata.
- 2 On arrival, the boys were very weak. At first, they collected rainwater in coconut shells and ate eggs from seabirds. Fifteen months later and they had **set up** a community, with a garden to grow food, hollowed out tree trunks to collect water and kept a signal fire burning. Garden, kitchen and guard duties were shared equally on a timetable and if there were arguments, the boys used their own time-out system to **calm** each other **down**. During their months on the island, the boys **dealt with** many difficulties, for example, when Stephen broke a leg. However, they remained united. They even had **entertainment**. Kolo made a guitar from wood and the boys sang together every evening.
- 3 When Australian adventurer Peter Warner was on a sailing expedition around Tonga, he **came across** the island and was shocked by the **appearance** of a naked boy swimming out towards his boat. The boy introduced himself as Stephen and explained that there were six of them. Although he was initially scared, Peter **brought** the boys **back** to safety. At home in Tonga, the boys were arrested for stealing the boat, but later Peter sold their story to the media and used the money to have them released.

- 4 The boys' **survival** has been compared to the fictional experience of the boys stuck on a desert island in William Golding's 1954 novel *Lord of the Flies*. In Golding's story, the group of boys attempts to establish rules and systems, but without adult **supervision**, they fall into chaos, violence and savagery. In contrast, the Tongan boys demonstrated how people can survive as long as they **stick together** and behave with organization, **maturity** and **fairness**. After they were rescued, a doctor even commented on their excellent health and Stephen's perfectly healed leg. Although they found themselves in a similar situation to Golding's fictional group, the real boys disprove the author's doubtful view of humankind.
- 5 The boys' story has recently been included in a book called *Humankind: A Hopeful History*, by Dutch historian Rutger Bregman. However, Tongan author Meleika Gesa-Fatafehi argues that the treatment of the story is through a 'colonial lens', with much of it based on interviews with their rescuer, Peter Warner. Unless the events are told from the Tongan perspective, it's unlikely we'll ever have a wholly accurate account of what happened. Despite the controversy, the boys' story of **bravery** and **friendship** is one worth celebrating. Their extraordinary story offers hope for humankind.

## KEY VOCABULARY

### Phrasal verbs

Match the **red** phrasal verbs in the text with the definitions.

- 1 take action to solve a problem
- 2 find something by chance
- 3 remain close and support each other
- 4 escape
- 5 begin to feel less emotional
- 6 start a journey
- 7 return something
- 8 create something

# 4C Grammar Conditionals, wishes & regrets

▶ Watch the video and then do the activities.

## A AS LONG AS, EVEN IF, PROVIDED THAT, UNLESS

Translate the sentences in your notebook.

- A People can survive as long as they stick together.
- B Even if you think you won't succeed, you should try.
- C Provided that the project continues, Filda's confidence will keep growing.
- D Unless the events are told from the Tongan perspective, we won't have an accurate account of what happened.

## B CONDITIONALS & MODALS

Match A–D with 1–4. Which type of conditional is each sentence? Which modal verb from the box can replace the blue verbs?

couldn't   might not   wouldn't

- A If he hadn't saved money, he **couldn't** have gone to the USA.
- B Unless you work hard, you **won't** get anywhere.
- C We pay for a doctor if someone is ill.
- D I **wouldn't** be happy if I didn't have a laptop.

- 1 A hypothesis about something that didn't happen.
- 2 Something possible and probable in the future.
- 3 An imaginary or improbable event in the present or future.
- 4 A fact, or something that is always true.

## C MIXED CONDITIONALS

It is possible for the two parts of a conditional sentence to refer to different times? Match the mixed conditional sentences (A–B) with the functions (1–2).

- A If the boys had sold their story, they would be rich now.
- B If Robin Wiszowaty wasn't interested in other cultures, she wouldn't have lived with a small tribe in Kenya.
- 1 Unreal present situation and its likely but unreal past result.
- 2 Unreal past condition and its likely result in the present.

## D WISHES & REGRETS

Read the examples (A–D) and answer the questions.

- A I wish I could fly.
- B If only she'd stop singing!
- C I wish we hadn't been hit by a storm.
- D If only we'd shared our story in 1965.
- 1 Which sentences describe ...
  - a a regret about the past?
  - b a desire for the present?
- 2 Do you use *would* or *could* to talk about ...
  - a an ability that someone doesn't have?
  - b an annoying situation that we want to stop?

## Practice

### 1 Choose the correct options.

- 1 I wouldn't live there *even if / provided that* you paid me.
- 2 He'll understand *provided that / unless* you explain why.
- 3 We wouldn't have gone *as long as / unless* we had to.
- 4 Society functions *as long as / even if* we obey the laws.

### 2 Decide if the events in 1–5 *always happen, are probable or are hypothetical*. Then write questions in your notebook using the zero, first and second conditional.

- 1 ice / melt / gets / hot?
- 2 what / you / do / you go out / this weekend?
- 3 money / not exist / what / we / do?
- 4 you / old enough / you / vote in the next election?
- 5 what / you / say / the president / walk / into class?

### 3 1.29 SPEAKING & LISTENING OPTION

Ask and answer the questions in exercise 2. Then listen to people doing the exercise. What are their answers?

### 4 Read the example. Then rewrite the sentences (1–3) in your notebook using the third conditional.

What would have happened if history had been different?

Rome had a strong army. It invaded other countries.

*If Rome hadn't had a strong army, it wouldn't have invaded other countries.*

- 1 A giant asteroid hit the Earth. Dinosaurs became extinct.
- 2 A lot of African Americans lived in freedom because President Lincoln banned slavery.
- 3 European countries exploited their colonies, so many African nations suffered poverty.

**5 Read the situations and write mixed conditional sentences.**

I'm afraid of spiders, so I didn't pick it up.

*If I wasn't afraid of spiders, I would have picked it up earlier.*

- 1 We didn't bring a map, so we are lost now.
- 2 I didn't listen to the teacher, so I don't understand the homework now.
- 3 I didn't take a photo, so I can't show you the house.
- 4 She is generous, so she lent me some money.
- 5 They love Italian food, so they ordered pizza.

**6 Copy and complete the sentences with five of the words and phrases from the box.**

been able to can couldn't won't have to may not  
might have must

- 1 We ... try to stop corruption if we want a better society.
- 2 If I hadn't practised, I wouldn't have ... play in the concert.
- 3 People ... live in safety if there weren't any laws.
- 4 You ... won the prize if you'd entered the competition.
- 5 People ... go to university if all the courses are online.

**7 Read the Key error. Then rewrite the sentences (1-6) as wishes or regrets. Use *I wish* or *If only*.**

**KEY ERROR**

**would & could for wishes**

We don't use *would* to talk about our own situation.

*I wish I wouldn't snore.* X

*I wish I didn't snore.* ✓

- 1 Our neighbours always play loud music.
- 2 I can't vote in the next election.
- 3 We don't live in a fair society.
- 4 My brother won't stop annoying me.
- 5 I didn't listen to my friend's advice.
- 6 She didn't know their customs when she travelled there.

**8 Rewrite the sentences. Include the words in brackets.**

- 1 You won't have a place in society if you don't respect others. (**providing that**)
- 2 It wouldn't have been fair if you hadn't shared. (**unless**)
- 3 I arrived late, so I missed the meal. (**if**)
- 4 I feel bad that I didn't visit my grandfather. (**wish**)
- 5 You can put up the tent if there's space. (**as long as**)
- 6 They didn't like the place, so they moved on. (**if**)

**Consolidation**

**9 Choose the correct options.**

**If I got stuck on an island with four friends ...**



STEPHANIE

I would be the leader (1) *unless / as long as* everyone else agreed. I'm organized, so I could make rules and timetables. I think Tom (2) *has to / might* be angry if I were the leader, though. If he (3) *wasn't / hadn't been* so competitive, it wouldn't be a problem.



TOM

I would definitely be in charges. I'm captain of the basketball team, so I would (4) *be able to / can* manage a group of people better than anyone else. If we want to succeed, we will (5) *have to / must* recognize people's natural skills.



ISABEL

If only I (6) *hadn't argued / didn't argue* with Hugo last week, then I'd be happy to be stuck on an island with everyone. When two people are angry, it (7) *affects / would affect* the whole group, so I don't think we'd survive for long. Hugo lost my history revision notes and I'd worked really hard on them. If only I (8) *would / could* find them.



HUGO

I (9) *might / had to* have enjoyed being on an island with my friends if we all had different skills. For example, none of us can cook, so it would (10) *be / have been* a disaster. If only I (11) *paid / had paid* more attention in those cookery classes last term.



RAQUEL

If I was stuck on an island with Stephanie, Tom, Isabel and Hugo, I would cry! (12) *Even if / Provided that* we built a house and found food, they'd just argue all the time. If they (13) *weren't / hadn't been* all so argumentative, I would have quite liked the idea. I wish I (14) *have / had* friends that got on better with each other.



# 4D Communication Reaching an agreement

## Vocabulary Crime & justice

1 Read the text. Match **eight** of the **blue** words and phrases with the definitions 1-8. Then describe therapy programs and what happens in a teen court to your partner in your own words.

- 1 Destroying or damaging public property.
- 2 A person who saw something happen and can give evidence.
- 3 A criminal who is not yet an adult.
- 4 A series of sessions to talk about something.
- 5 The person in court who has authority to decide a punishment.
- 6 An official list of crimes that someone has committed.
- 7 A lawyer whose job in court it to prove that a criminal is guilty of a crime.
- 8 The punishment that a criminal receives.

2 Copy and complete the table with the **blue** words or phrases from the text. Then add the words from the box.

a life sentence a suspect arrest sb burglary dismiss a case mugging reach a verdict send sb to prison

Crime	Punishment	People	Police & court procedures

3 Choose the correct options. Then discuss the questions.

- 1 Would you prefer to work as a *suspect* / *judge* or a therapist? Why?
- 2 Which is more serious, in your opinion: *vandalism* / *reaching a verdict* or *prosecutor* / *shoplifting*?
- 3 Do you think it's possible for a criminal to understand how their *defendant* / *victim* feels?
- 4 What kinds of things do people have to do if their *sentence* / *fine* includes community service?
- 5 Do you think therapy or the courts are more effective at getting *suspects* / *criminals* to reflect on what they've done? Why?

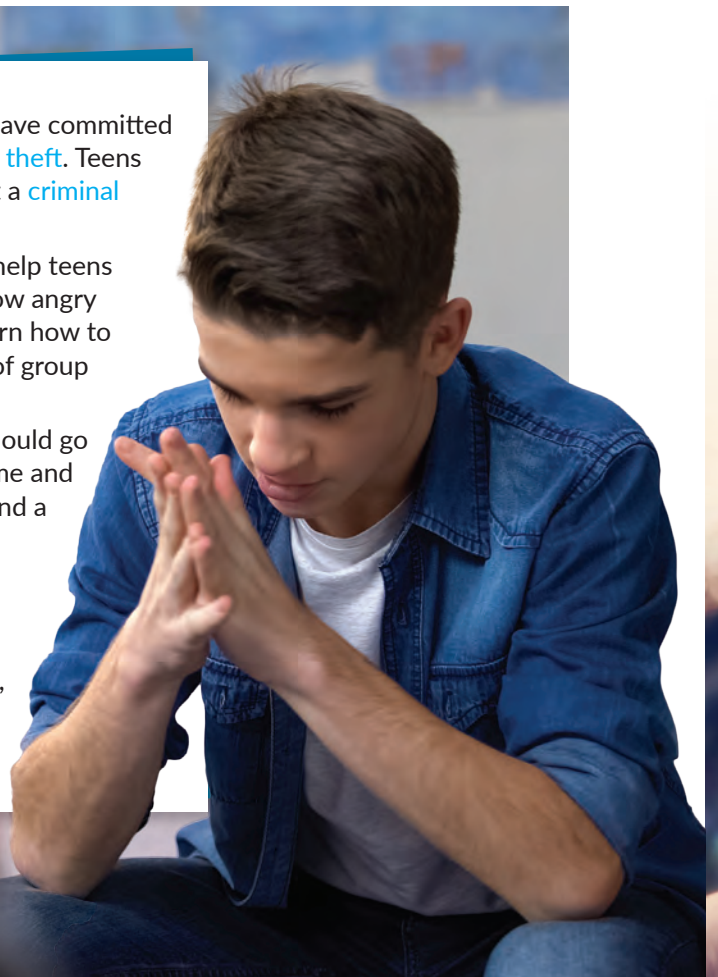
## CRIMINAL THERAPY

In the US, there are courts that are especially for teenagers who have committed a small, or class C, crime. These include **shoplifting**, **vandalism** and **theft**. Teens who commit serious crimes normally go to juvenile courts and get a **criminal record**, but some take part in a **therapy programme** instead.





There are several different types of programme but each aims to help teens live a life away from crime. For example, **young offenders** who show angry or antisocial behaviour can attend training sessions. Here they learn how to control their anger and change their negative thinking in a series of group discussions.

Some **prosecutors** argue that a **criminal**, regardless of their age, should go to court. There, the **defendant** is put **on trial**, the **victim** of the crime and any **witnesses** give their accounts, a **jury** listens to the evidence, and a **judge** decides on an appropriate **sentence**.


However, evidence indicates that those who have spent time in a juvenile prison are much more likely to re-offend than those who take part in a therapy program. Perhaps therapy really is the best solution to improve the lives of teens at risk of committing crimes, or even a combination of talking and punishments, such as **community service** or **paying a fine**, could be the answer.



## Video / Listening

- 4   1.30 Watch or listen to a re-enactment of a case in a teen court. What was the crime? What punishment did the jury decide to give?
- 5   1.30 Watch or listen again and answer the questions.
- 1 How has Paul already been punished? Do you think that he's been punished enough?
  - 2 How do you think that Paul feels now? Why?
  - 3 Does Paul say that he would act differently now? How?
  - 4 Do you believe what Paul says?
  - 5 Do you agree with the jury's final decision? Why? / Why not?

## Pronunciation Linking

- 6  1.31 Listen to the Key phrases and focus on the sounds of words that link together. Then practise saying the phrases.

*What do you think?*

/wɒt də ju θɪŋk/

### KEY PHRASES

#### Reaching a decision

What do you think?

Well, in my opinion ...

Yes, I know what you mean, but ...

We mustn't forget that ...

We also have to consider the fact that ...

So, we agree that ...

Do we agree on that, then?

### WEBQUEST

Research what happens to teenage criminals in your country. Find out if there are teen courts and / or criminal therapy.

## Speaking

- 7 Divide into small groups and choose one topic. Discuss your opinions for five minutes and then try to reach a decision as a group.

### WHAT WOULD BE THE MOST EFFECTIVE WAY TO REDUCE CRIME ON THE STREETS?

- Installing more CCTV cameras and street lighting.
- Increasing the number of police officers on the streets.
- Sending all criminals to prison, regardless of their age.
- Offering therapy groups for people who have committed crimes.
- Using community service more as a punishment for less serious crimes.

### WHAT STRATEGIES WOULD HELP DISCOURAGE YOUNG PEOPLE FROM ENTERING A LIFE OF CRIME?

- Inviting ex-criminals to give talks at school.
- Inviting victims of crime to give talks at school.
- Setting up more after-school and youth clubs.
- Introducing therapy sessions at school.
- Pairing a troubled younger student with an older student to act as a mentor.





## 4E Writing A discussion essay

Key Linkers Page 107

### Model text

#### 1 Read the essay and answer the questions.

- 1 Why is the writer optimistic? Explain in your own words.
- 2 What does the writer think are good examples of a culturally harmonious community?
- 3 What's the writer's final opinion about the statement?
- 4 Do you agree with the statement? Why? / Why not?

### 'A completely harmonious multicultural society could never exist. There is no such thing and there never will be.' Discuss

- 1 There are various different types of society in the world, many of them the result of people moving and settling in new places. Whilst the concept of a multicultural society is fantastic and there are plenty of advantages, there can also be obstacles in terms of achieving it. The question is, will we ever be able to create an entirely harmonious multicultural society?
- 2 **On the one hand**, we should be optimistic about building societies that bring people from different cultural backgrounds together. **What's more**, we frequently see examples of well-functioning multicultural communities. There are festivals and projects that celebrate the customs and traditions of people from diverse backgrounds. **As a result**, our awareness and tolerance are improving, and society has a strong base to build on.
- 3 **On the other hand, despite** the progress that we are making, humans can sometimes still show prejudice towards what they perceive to be the 'other'. Some people only want to look after their immediate community. They feel less empathy towards social groups they don't belong to. **For this reason**, there have been wars, violence and, on a more local level, unkind behaviour. **In addition**, it appears that human nature doesn't seem to change much over time, so a lot of the problems that societies face have been repeated throughout history.
- 4 On balance, I **therefore** believe that, even though people are capable of living together and of respecting other cultures, it does seem challenging to have a completely perfect society free of all judgement and criticism.

#### 2 Read the essay again and answer the questions in the Text analysis.

### Text analysis

#### Paragraph 1

- 1 Which of these things does the writer do in this paragraph?  
A Agree or disagree with the statement in the task.  
B Talk about the present situation.  
C Rephrase the statement in the task.

#### Paragraph 2

- 2 Order these parts of the paragraph: evidence / conclusion / argument
- 3 Are the commas in this paragraph used for pauses or for lists?

#### Paragraph 3

- 4 Which phrase does the writer use to introduce a point without evidence?

#### Paragraph 4

- 5 Which phrase introduces an opinion and how could you replace it?

## Writing skills A discussion essay

### 3 STRUCTURE

#### Read the structure of the model text and answer the questions.

- 1 Match the paragraphs (1–4) with the functions (A–D).  
A Agree with the statement, giving reasons.  
B Give a personal opinion / conclusion.  
C State the topic and describe the current situation.  
D Disagree with the statement, giving reasons.
- 2 How many points does the writer make in each of paragraphs 2 and 3 of the model text?
- 3 Which of the following are good things to do in your opening paragraph?  
A Rephrase the question.  
B Say what the situation is now.  
C Give your personal opinion.  
D Give two balanced opinions.  
E Say that there are arguments both for and against.  
F Say something that will happen in the future.

#### 4 FACTS & RESULTS

Read the information. Then complete 1–3 in your notebook with examples from the model essay.

When you're planning and writing a discussion essay, it's a good idea to think of some facts and consider their consequences / results.

Fact	Result / Consequence
People from different cultures have made communities together.	(1)
Individuals are selfish.	(2)
People haven't changed.	(3)

#### 5 LINKERS

Copy and complete the table with the blue words in the essay. Then add the linkers from the box.

Adding points	Result	Contrast

as well as   consequently   due to   even though  
furthermore   moreover   nevertheless   so

#### 6 Copy and complete the Key phrases.

##### KEY PHRASES

##### Presenting arguments

On the one / other (1) ... , ...  
The (2) ... is, will we ...?  
It seems / appears that ...  
It does seem ...  
(3) ... balance, ...  
One advantage is that ...  
Another thing to consider is that ...  
For this (4) ...  
I therefore think / (5) ... that ...

### Speaking Preparing to write

#### 7 Read task A in the Writing guide and prepare answers for questions 1–5.

- How is modern society different from society 100 years ago?
- In what ways was life simpler then?
- What are the problems with modern society?
- What are the advantages of modern society?
- How can we improve modern society?

#### 8 Compare your answers to the questions in exercise 7 with a partner.

#### 9 1.32 LISTENING OPTION

Listen to John and Ellie discussing the questions in exercise 7 and answer the questions.

- Who thinks modern society is simpler?
- What does Ellie say about modern life?
- Who is persuaded to change their mind? Why?

### Writing

#### 10 Follow the steps in the Writing guide.

##### Writing guide

##### Task

A 'Life was simpler and easier 100 years ago than it is in modern societies.' Discuss.

OR

B What are the advantages and disadvantages of a criminal therapy programme?

Write 120–150 words.

##### Think and plan

- Task A: Decide whether you agree or disagree with the statement.  
Task B: Think of the advantages and disadvantages of a criminal therapy programme.
- Read the paragraph plan and make notes.
  - Paragraph 1 Introduction
  - Paragraph 2 One side of the argument
  - Paragraph 3 The other side of the argument
  - Paragraph 4 Conclusion  
What is your personal opinion? Why?

##### Write and check

Read the Key phrases again. Write a rough version of your essay using notes from your plan. Then check these points and write a neat version.

- Are your arguments clear?
- (Task A) Is there a logical connection between the facts and the consequences / results?
- (Task B) Are the advantages and disadvantages clear?
- Have you included linkers?
- Have you used commas to indicate pauses?



## Literature *Rabbit-Proof Fence*

**1 Read the Context. Why do you think Aboriginal children were stolen?**

### Context *Stolen Generations*

Between the 1890s and 1970s, Aboriginal children as young as babies were stolen from their families and placed in children's homes or foster families. This policy was based on the misguided idea that the lives of Aboriginal people would be improved if they became part of white society. The term 'Stolen Generations' is used because several generations were affected. Many Aboriginal people, most traumatized for life by their experiences, are still searching for their parents and siblings.

**2** **1.33** Three girls, Molly, Dracie and Daisy, have been removed from their families and placed in an institution. Read the first extract from *Rabbit-Proof Fence* and answer the questions in your notebook.

- 1 What do we learn about the accommodation at the institution?
- 2 What do we learn about the impression the institution wants to give versus the reality?
- 3 How does the author use the weather to make comparisons with the institution?
- 4 How does Molly feel about the institution?

Making the beds was easy – you just pulled the blanket straight. There were no sheets. When visitors came to Moore River, sheets were put on the beds to look good. But after the visitors had gone, the sheets were taken away again.

One of the bigger girls came over to them. 'I'm Martha Jones,' she said. 'I'm from Port Hedland. I've been here one year now. I can show you round, if you like.'

Martha was friendly, and full of useful information. The girls from Jigalong liked her at once.

A loud bell sounded somewhere. 'That's the breakfast bell,' said Martha. 'We have to hurry, or the tea will be cold.'

They went outside. They could see the boys' dormitory and children running across to another building. There was thin sunlight, but the air was cold. 'It's not so bad here once you know the place,' Martha told them.

Molly said nothing. She stood still and stared across at other dormitory buildings, saw the metal bars across all the windows, the big padlocks on all the doors.

'I don't like this place,' she thought. 'It's like a prison. They lock you up at night time and let you out in the morning.' After breakfast, the new girls were sent to the washroom where a nurse washed them from head to foot in cold water. They were given new white dresses to wear, and shoes.



**3** **1.34** The girls have escaped from the institution. Listen to the second extract and identify the events (A-F) that happen.

- A Two of the girls get food from a farmhouse while one hides and watches.
- B The girls trick the people in the farmhouse to confuse the police.
- C The girls make a fire in a hole so that nobody can see it.
- D The girls take it in turns to carry each other.
- E The girls kill a kangaroo to eat.
- F Molly finds the rabbit-proof fence.

**4** In the second extract, the girls find the rabbit-proof fence. Why do you think it is important?

**5** Discuss the questions.

- 1 What do you think were important factors in the girls' surviving the walk home?
- 2 What do you think happened when the girls got back to Jigalong?
- 3 Why do you think the government built the fence?



## Video Unconscious bias in society

### 1 Before you watch: Discuss the questions.

- 1 How multicultural is your society? Give examples.
- 2 Do you think people generally get along in your society?
- 3 Are you aware of racial prejudice in your society? If yes, give examples.
- 4 Can you think of a way to help reduce racism?

### 2 Watch the video and choose the best summary (a–c).

- a Exploring the reasons why we treat people differently in society.
- b How advances in technology help us investigate brain activity.
- c Analysing why some people are more prejudiced than others.

### 3 Watch part one of the video again. Choose the correct option to complete the sentences.

- 1 Yasmin wants to discover if *science / volunteering / medical tests* can help reduce prejudice in society.
- 2 The volunteers *take part in / plan / manage* experiments to discover their feelings towards groups of people.
- 3 Unconscious bias is when people judge others negatively without *knowing them / realising it / telling others they are doing it*.
- 4 Our unconscious bias is *obvious to ourselves / not always obvious / clear to others*.
- 5 Our in-group is a group of people we *share something with / are friends with / live near*.
- 6 Social groups that we believe we don't *belong to / like / know* are our out-group.

### 4 Watch part two of the video again and do the experiment. Write down your answers.

### 5 Watch part three of the video again to check your answers.



### 6 Watch part three and four of the video again. Are these sentences true or false? Correct the false sentences.

- 1 Some of the volunteers correctly identified the faces that were replaced in the experiment.
- 2 The experiment showed that all of the volunteers had unconscious bias.
- 3 The 'other race face effect' means that we find it difficult to recognise people's faces if we belong to the same race.
- 4 The experiment shows that we are unconsciously more aware of people from our own race.
- 5 Yasmin is surprised and shocked by her result because it shows she has unconscious race bias.

### 7 Watch part five of the video again and answer the questions.

- 1 In addition to our behaviour, what physical reactions demonstrate our unconscious bias?
- 2 In what way does our unconscious bias make us treat others differently?
- 3 What is a positive outcome of the experiments?

### 8 Discuss the questions.

- 1 Do you think you have any unconscious bias?
- 2 Who do you think are your in-group and out-group? Explain your answers.
- 3 What is one of the most effective way to improve equality between groups of people?

### 9 Go online and do an Unconscious bias quiz. Did your result surprise you in any way? Discuss your findings in small groups. Then together make a list of tips to help prevent unconscious bias.

# Review Unit 4

## Use of English

1 Read the text below and decide which answer (A, B, C or D) best fits each gap.

### Modern-day utopia

Twin Oaks, Virginia, USA, is a (1) ... that was founded in 1967. Its main values are co-operation and (2) ... . It rejects capitalism because (3) ... has no place there. Instead, every member is given some kind of (4) ... for about 40 hours a week and, in exchange, they receive food, clothing, housing, insurance and access to the (5) ... system. Personal ownership of a car is not allowed, and (6) ... can only stay there if he or she contributes in some way. If you wanted to join Twin Oaks, you (7) ... to attend a three-week orientation course. Twin Oaks at full capacity has approximately 100 members, and can only accept a new member (8) ... a current member leaves.



- |               |                  |                 |                  |
|---------------|------------------|-----------------|------------------|
| 1 A minority  | B community      | C neighbourhood | D authority      |
| 2 A survival  | B discrimination | C segregation   | D tolerance      |
| 3 A wealth    | B welfare        | C poverty       | D theft          |
| 4 A employed  | B employ         | C employment    | D employer       |
| 5 A doctor    | B healthcare     | C wellness      | D medicine       |
| 6 A a citizen | B an activist    | C a victim      | D an owner       |
| 7 A had       | B would have     | C will have     | D would have had |
| 8 A unless    | B provided       | C even if       | D if             |

2 Copy and complete the second sentence so that it means the same as the first sentence. Use between two and five words, including the word in brackets.

- Our healthcare system will fail if the government doesn't invest more money in it. (**unless**)  
Our healthcare system will fail ... more money in it.
- The boys survived because they stuck together. (**hadn't**)  
If the boys ... wouldn't have survived.
- The students didn't act responsibly so now they are trouble. (**wouldn't**)  
If the students had acted responsibly, they ... now.
- The young man regrets vandalizing the bus stop. (**wishes**)  
The young man ... the bus stop.
- She's welcome to join us, but only if there is space in the car. (**that**)  
She's welcome to join us ... space in the car. (**that**)
- I can't sing but I'd like to be able to. (**only**)  
If ... sing.

## Writing skills

3 Read the text and correct the six errors in bold.

### SHOULD WE PUNISH OR HELP YOUNG OFFENDERS?

It **appear** that more and more young people are getting into trouble with the police. **Question** is, should young offenders be sent to prison, or not? On the one hand, if someone has committed a crime then they should be punished. On the **second** hand, young people should be given a second chance. Another thing **for** consider is that nowadays young offenders' institutions are overcrowded, so perhaps young people should be given community service instead. One **vantage** of this is that we can teach them useful skills.

**On to balance**, I therefore think that a prison sentence should only be given as a last resort.

## Common errors

4 Copy and correct the error in the sentences. **One sentence is correct.**

- When the witness will arrive, please tell him to come into the court.
- We came over some old photos when we were tidying the garage.
- The judge is ready to sentence the witness.
- The young offenders are on trial for shoplifting and vandalism.
- If only I haven't listened to their conversation yesterday.
- Is anything more important than kind in a relationship?

# Grammar workshop Unit 4 Conditionals, wishes & regrets

## Reference

### A AS LONG AS, EVEN IF, PROVIDING THAT, UNLESS exercises 1 & 2, page 100

- Conditional clauses usually start with *if*. In some situations we can replace *if* with *unless*, *providing that* or *as long as*.
- We can use *unless* to mean *if ... not* in negative conditional sentences.  
Compare:  
*We'll be late if we don't leave now.*  
*We'll be late unless we leave now.*
- We can use *even if* instead of *if* to show that the result will not be affected by the condition.  
Compare:  
*The workers won't strike if their wages are increased.* (The workers will strike. But if their wages are increased, they won't strike.)  
*The workers will strike even if their wages are increased.* (The workers will strike if their wages are increased and if their wages are not increased.)
- We can use *providing that* or *as long as* (usually in first conditional sentences) to mean *but only if*.  
Compare:  
*Crime levels will continue to fall but only if we keep the same number of police officers.*  
*Crime levels will continue to fall as long as we keep the same number of police officers.*  
*Crime levels will continue to fall providing that we keep the same number of police officers.*

### B CONDITIONALS & PROBABILITY exercises 3, 4 & 5, pages 100 & 101

- Conditional sentences contain two clauses: a conditional clause (which starts with *if*) and a result clause.
- We can change the order of the two clauses, but when the conditional clause comes first, we follow it with a comma.

Conditional clause	Result clause
<i>If the train times change,</i>	<i>I'll text you.</i>

Result clause	Conditional clause
<i>I'll text you</i>	<i>if the train times change.</i>

- There are several types of conditionals, which vary according to the degree of probability they express.

#### Zero conditional

<i>if + present simple</i>	<i>present simple</i>
<i>present simple</i>	<i>if + present simple</i>

*If it rains, the ground gets wet.*

*The ground gets wet if it rains.*

We use the zero conditional when a result always happens.

*If people eat unhealthy food, they become overweight.*

#### First conditional

<i>if + present simple</i>	<i>will + infinitive</i>
<i>will + infinitive</i>	<i>if + present simple</i>

*If you do the race, I'll sponsor you.*

*I'll sponsor you if you do the race.*

We use the first conditional:

- to discuss possible or probable future events.  
*If we all take part in the protest, we'll make a difference.*
- to make promises and give warnings.  
*You won't make a difference if you don't take part in the protest.*

We can't use *will* in the conditional clause.

## Second conditional

<i>if</i> + past simple	<i>would</i> + infinitive
<i>would</i> + infinitive	<i>if</i> + past simple

*If I had a lot of money, I'd set up a commune.  
I'd set up a commune if I had a lot of money.*

We use the second conditional:

- to discuss imaginary situations in the present.  
*If I was the president, I would change all the government policies.*
- To discuss imaginary or improbable events in the future.

*I'd study economics if I went to Harvard University.*

We can use *were* instead of *was* with *I, he, she* and *it* in the conditional clause. We use this expression to give advice.

*I wouldn't do that if I were you.*

## Third conditional

<i>if</i> + past perfect,	<i>would have</i> + past participle
<i>would have</i> + past participle	<i>if</i> + past perfect

*If you had applied, you would have got an interview.  
You would have got an interview if you had applied.*

We use the third conditional to discuss hypothetical past events (which didn't happen).

*We wouldn't have missed the bus if we'd got up early.  
(We didn't get up early, so we missed the bus.)*

## C CONDITIONALS & MODALS exercise 6, page 101

We can use some modal verbs in the conditional forms in both parts of the clauses.

1 We can use modals instead of *will* in the result clause of a first conditional sentence:

- to show possibility.  
*If you vote for him, he **may / might** win the election.*
- to show permission.  
*If you've filled out the form, you **can** vote immediately.*
- to show obligation.  
*If you agree with his policies, you **must** vote for him.*

to make a suggestion.  
*If you're interested in politics, you **should** vote.*

2 We can use modals in the conditional clause of a first conditional sentence.

*If you can't walk, I'll give you a lift.*

3 We can use modals instead of *would* in the result clause of a second conditional sentence:

- to show ability.  
*If he had time, he **could** help in the community.*
- to show possibility.  
*If he won €1 million, he **might** give it all to charity.*

4 We can use *could* in the conditional clause of a second conditional sentence:

- to show ability.  
*If I **could** speak Mandarin, I would help at the community centre.*
- to show possibility.  
*If you **could** have any job, what would you do?*
- to give permission.  
*If we **could** wear our own clothes, then we would be happy to come to school.*

5 We can use modals in the result clause of a third conditional sentence:

- to show ability.  
*If I had posted my form in time, I **could have** voted in the election.*
- to show possibility.  
*If they had known about the election, they **might have** voted.*

We can use *could* + perfect infinitive in the conditional clause of a third conditional sentence to show ability.

*If he **could have** voted, he would have done.*

## D MIXED CONDITIONALS exercises 7 & 8, page 101

We can use mixed conditionals:

- to imagine how a change in the past would have a result in the present.

**Form:** *if + past perfect, would + infinitive*

*If I had finished all of my homework last night, I would be able to go to the cinema now.*

- to imagine how a different situation in the present would mean that the past was different too.

**Form:** *if + past simple, would have + past participle*

*If I didn't like pizza, I wouldn't have gone to the Italian restaurant yesterday.*

## E WISHES & REGRETS exercises 9 & 10, page 101

We can use *wish* in a number of ways:

- to express regret about the past.

**Form:** *wish + past perfect*

*I wish I hadn't voted for him.* (I voted for him. Now I regret it.)

- to express a desire for the present.

**Form:** *wish + could*

*I wish I could stand for election.* (I want to but I can't.)

- to express a dissatisfaction with what somebody is doing in the present. We don't use this when talking about ourselves.

**Form:** *wish + would*

*I wish he would stop making that noise.*

(He's making a noise. I want him to stop.)

## Practice

### 1 Copy and complete the sentences with the correct options.

John wouldn't vote **unless** / *providing that* he was required to by law.

- There shouldn't be any trouble *even if* / *providing that* the protesters don't break any laws.
- The area will continue to be dangerous *if* / *even if* CCTV cameras are installed.
- The homelessness problem won't be solved *unless* / *if* the community doesn't do something to help.
- The Mayor will stand for re-election *as long as* / *even if* we all support him.

### 2 Rewrite the sentences in your notebook using the phrases in bold.

He'll come to the party but only if Sandra invites him. **(as long as)**

*He'll come to the party as long as Sandra invites him.*

- Rafaella is determined to join the commune. It doesn't matter if her parents don't approve. **(even if)**
- We won't be able to take part in the demonstration if we don't leave immediately. **(unless)**
- They'll stay in the caravan as long as there is electricity. **(providing that)**
- The judge won't give him a fine if he agrees to do community service. **(as long as)**

### 3 Copy and order the words to form sentences, adding punctuation where necessary. Then write which conditional form is used in each sentence.

millionaire / donate / charity / If / I / I / to / would / was / a / \$500,000

*If I was a millionaire, I would donate \$500,000 to charity.*

*Second conditional*

- football. / it / If / play / I / rains / won't
- overslept / have / If / wouldn't / him. / hadn't / you / you / seen
- if / babies / cry. / they / hungry / are
- me / would / If / had / you / come. / I / invited / have

### 4 Copy and complete the sentences with the correct forms of the verbs in brackets.

If you had brought your umbrella, you *wouldn't have got* (get) wet.

- If the police had got more money, they ... (put) more officers on the street.
- I'll call you if I ... (get) lost.
- ... you ... (go) fishing if it rains?
- If you won the lottery, what ... you ... (do)?
- If you leave ice in the sun, it ... (melt).



**5 Copy and complete the second sentence so that it has the same meaning as the first.**

The jury didn't find him guilty because there wasn't enough convincing evidence.

If there *had been more convincing evidence, the jury would have found him guilty.*

- 1 I haven't got enough time to learn Spanish.  
If I ...
- 2 A fire burns wood.  
If you put ...
- 3 Icy roads are the only thing that will stop us from making the journey tomorrow.  
If the ...
- 4 The dog might be hungry later. Will you feed her?  
Will you ...
- 5 John broke the law so he went to prison.  
If John ...

**6 Copy and choose the correct options.**

Have you ever imagined what it would be like if you *must / could* alter the past and change the course of history? If you're interested in this subject, then you (1) *might / should* read *Making History* by Stephen Fry – he imagines what (2) *might / should* have happened in a world where Adolf Hitler had never been born. He showed that if Hitler hadn't been in power, another ruthless leader (3) *can / could* have emerged in his place. If this alternative leader had been more effective than Hitler, then Germany (4) *could / couldn't* have developed nuclear bombs. What's more, if Germany had had nuclear bombs, then they (5) *had to / might* have been able to destroy Stalin's Soviet Union and dominate Europe. If you (6) *could / must* change the course of history, would you do it?

**7 Copy and complete the second sentence so that it means the same as the first, using a modal verb.**

It's possible that I would join a gym if I had more money.  
If I had more money, I *might join* a gym.

- 1 It's possible that he'll take a gap year if he doesn't get into college.  
If he doesn't get into college, he ... a gap year.
- 2 It would be a good idea to study biology if you want to become a doctor.  
If you want to become a doctor, you ... biology.
- 3 I can't sing, so I didn't join my local choir.  
If I ... sing, I would join my local choir.
- 4 If they had known you were ill, it's possible that they wouldn't have come.  
If they had known you were ill, they ... .
- 5 If you live in this country, it's the law to pay taxes.  
If you live in this country, you ... taxes.

**8 Copy and complete the mixed conditional sentences with the correct form of the verbs.**

- 1 If Sarah ... (enjoy) studying biology, she ... (get) better results in her exam.
- 2 If we ... (not argue) yesterday, we ... (still / be) friends.
- 3 I ... (be) relaxing on the beach now if I ... (not miss) my flight.
- 4 Tobias ... (chat) to my cousins at the party yesterday if he ... (speak) French.

**9 Match 1–4 with A–E.**

I wish we could ... **B**

- |                          |                                      |
|--------------------------|--------------------------------------|
| 1 I wish she would ...   | A fly like a bird.                   |
| 2 I wish I could ...     | <del>B go on holiday together.</del> |
| 3 I wish I hadn't ...    | C eaten all that cake.               |
| 4 I wish it wouldn't ... | D rain all day.                      |
|                          | E be quiet and go to sleep.          |

**10 Copy and complete the second sentence so that it has a similar meaning to the first sentence. Use between three and five words, including wish.**

I can't play the cello. I *wish I could play* the cello.

- 1 I should never have shouted at Oscar.  
I ... at Oscar.
- 2 Cara misses her fiancé.  
Cara ... here.
- 3 Hassan can't speak French. He really wants to.  
Hassan ... French.
- 4 Hannah feels really bad about lying to her friend.  
Hannah ... to her friend.
- 5 My neighbour is making a noise and I can't sleep.  
I ... quiet.

## Society

Introduction Page 44

### 1 Match the words to create compound nouns.

- |              |                  |
|--------------|------------------|
| 1 child      | a discrimination |
| 2 gender     | b health         |
| 3 mental     | c system         |
| 4 minority   | d poverty        |
| 5 welfare    | e group          |
| 6 healthcare | f rights         |
| 7 animal     | g state          |

### 2 Copy and complete the sentences with the words in the box.

authorities citizen disability-rights activist  
employment neighbourhood  
racial discrimination segregation  
tolerance wealth

- The politician promised to keep taxes low to encourage ... creation.
- The ... describe the youths as trouble makers, who were bored during the summer holidays.
- Crime levels in the ... reduced when they installed street lighting.
- She was a United States ..., but lived most of her life in Spain.
- Our teacher has no ... whatsoever for unkind comments in class.
- The term ... describes all forms of differential behavior based on your background.
- The ... campaigned for some lectures to be held on the ground floor.
- We recommend ... of cyclists from both cars and pedestrians.
- Young offenders learn skills to help them enter ... after prison.

### 3 Decide which words from exercises 1 and 2 can be used to label photos 1–4. Then write a sentence for each one, saying why they are important.



## Noun suffixes

Reading Page 46

### 4 Copy and complete the word categories with nouns from words in the box, and a suffix.

appear arrive brave discriminate educate  
entertain fair friend kind mature minor  
neighbour supervise treat

-ity	-ery	-ion / -tion / -sion / -ation
community	scenery	segregation
(1) ...	(3) ...	(4) ...
(2) ...		(5) ...
		(6) ...

-ance / -ence	-ment	-ship
innocence	commitment	ownership
(7) ...	(8) ...	(10) ...
	(9) ...	

-ness	-val	-hood
(11) ...	survival	(14) ...
(12) ...	(13) ...	

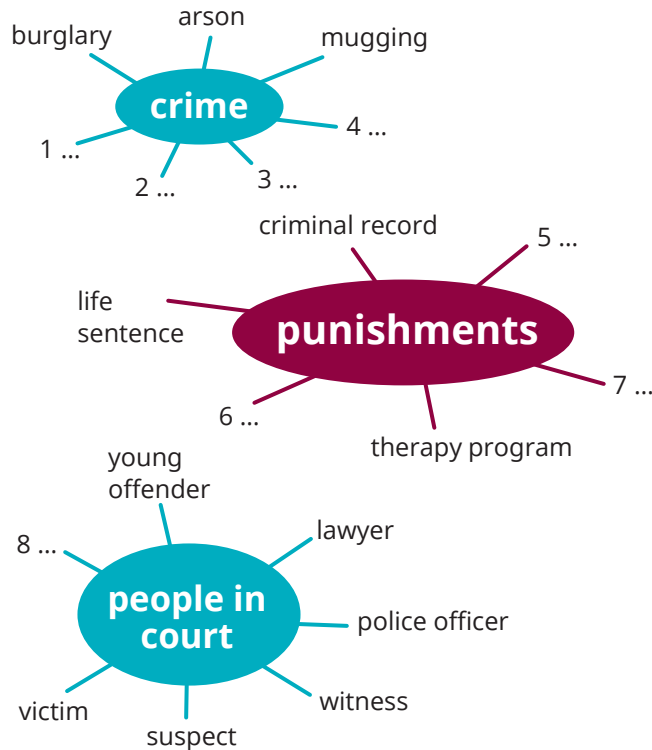
### 5 Copy and complete the sentences with the correct form of words in exercise 4.

- We went for a drive in the mountains to enjoy the spectacular ... .
- You shouldn't judge a person by their ... .
- Young children need constant ... otherwise they tend to get into trouble.
- What would you do for ... if you had no wi-fi, and couldn't stream a film?
- Random acts of ... make the world a happier place.
- The girls showed great ... when they reported the criminal to the authorities.

## Crime & justice

Communication Page 50

6 Copy and complete the word web with crime and justice words from the word list.



7 Read the notes and choose the correct options.

### Crime verbs

Some verbs related to crime and punishment have dependent prepositions:

- 1 go *to* / *for* prison
  - 2 find someone guilty *with* / *of* a crime
- Others are followed directly by an object:
- 3 commit a *case* / *crime*
  - 4 reach a *suspect* / *verdict*

8 Choose the correct verb and complete the sentences with a preposition. Write (-) if no preposition is necessary.

- 1 She was *sent* / *sentenced* / *put* ... five months in prison.
- 2 The judge *tried* / *admitted* / *dismissed* ... the case due to lack of evidence.
- 3 Have the jury *reached* / *accused* / *passed* ... a verdict yet?
- 4 The police *admitted* / *arrested* / *found guilty* Michele ... vandalism.
- 5 A dangerous criminal is being *released* / *let* / *set* ... prison today.
- 6 That's the second time you've *committed* / *accused* / *admitted* me ... lying!

9 Write a short news article about a court case, using some of the words in the word list.

### Revising vocabulary (phrasal verbs)

**Tip** When learning phrasal verbs, try to understand the meaning of the particle, e.g. *up* can mean *begin* (*take up*, *set up*). Also learn collocations with the verb, e.g. *set up a business*, *a meeting*, *a club*.

**Task** Find another phrasal verb for each of these particles: *back*, *down*, *across*, *with*, *up*, *away*, *off*.

## Key Vocabulary

### SOCIETY

animal rights (n)  
 authorities (n)  
 child poverty (n)  
 citizen (n)  
 disability-rights activist (n)  
 employment (n)  
 gender discrimination (n)  
 healthcare system (n)  
 mental health (n)  
 minority group (n)  
 neighbourhood (n)  
 racial discrimination (n)  
 segregation (n)  
 tolerance (n)  
 wealth (n)  
 welfare state (n)

### NOUN SUFFIXES

appearance (n)  
 arrival (n)  
 bravery (n)  
 commitment (n)  
 community (n)  
 education (n)  
 entertainment (n)  
 fairness (n)  
 friendship (n)  
 kindness (n)  
 maturity (n)  
 ownership (n)  
 supervision (n)  
 survival (n)  
 scenery (n)  
 treatment (n)

### CRIME & JUSTICE

accuse sb of (v)  
 arrest sb (for) (v)  
 burglary (n)  
 charge sb (with) (v)  
 community service (n)  
 criminal (n)  
 criminal record (n)  
 defendant (n)  
 dismiss a case (v)  
 judge (n)  
 jury (n)  
 life sentence (n)  
 mugging (n)  
 on trial

pay a fine (v)  
 prosecutor  
 reach a verdict (v)  
 send sb to prison (v)  
 sentence sb to (v)  
 shoplifting (n)  
 suspect (n)  
 theft (n)  
 therapy program (n)  
 vandalism (n)  
 victim (n)  
 witness (n)  
 young offender (n)

### PHRASAL VERBS

bring back (phr v)  
 calm down (phr v)  
 come across (phr v)  
 deal with (phr v)  
 run away (phr v)  
 set off (phr v)  
 set up (phr v)  
 stick together (phr v)

### Brilliant bees

- A** When you have a cold or a cough, what do you do? Do you take medicine from the doctor? Drink hot water and lemon? Or what about eating a spoonful of honey? It has long been known that the golden liquid from bees can help with illnesses and allergies, but a study published in the British Medical Journal *Evidence Based Medicine* has found that honey is also an effective treatment for infections in the respiratory area.
- B** The number of patients becoming immune to antibiotics is a growing worry amongst health experts, so this study focused on finding alternative solutions. The researchers found that patients with a cough experienced an improvement to their health one or two days sooner if they took honey, compared to those who didn't. However, the study didn't test the effects of a placebo, which could mean people stopped coughing because they believed they should be getting better. What is sure, though, is that honey is a cheap and accessible treatment that has almost no risks.
- C** Beekeepers around the world are smiling at the confirmation of something they've known for a long time. Anne Rowberry, the chair of the British Beekeepers Association, keeps 20 beehives. She uses honey to treat cuts, as a mouthwash and also to sweeten drinks and food. Honey's anti-inflammatory properties can also effectively soothe a sore throat. Beekeeper Carly Hooper runs a honey-based skincare business. She learned that soldiers in the First and Second World Wars used honey to treat their skin injuries. Nowadays, many people find it helps to heal skin conditions and insect bites.
- D** Buying honey directly from beekeepers is more sustainable than using medicine from pharmacies, as many sellers encourage customers to bring recycled containers when they buy honey products. It's a popular option, as awareness of the harmful effects of the use of plastic continues to grow. Moreover, honeybees are pollinators and form a vital part of the Earth's food chain. Worryingly, climate change and the use of toxic chemicals on crops are leading to bees losing their natural habitat and food sources. Numbers of bees are falling, which puts all of us at risk.
- E** Fortunately, keeping honeybees is becoming an increasingly popular hobby. The membership of the British Beekeepers Association saw an astonishing rise from 23,400 in January 2019 to 28,300 in the summer of 2020. Rowberry says that many amateur beekeepers are fascinated by bee activity, and enjoy sitting quietly and watching them go about their business. Keeping bees is extremely rewarding and absorbing, which makes it an effective mindfulness activity. Beekeepers' protective suits are very heavy and hot, which naturally slows you down, and makes you feel safe. The honey is, in fact, just a bonus. So next time you meet a bee, rather than trying to swat it away, remember that this tiny insect does a huge amount of good.


## Reading

- 1 Answer the questions in your own words.**
- 1 What was the purpose of the BMJ's study?
  - 2 Why did Carly Hooper start selling skin products made from honey?
  - 3 Why are honeybees important?
- 2 Choose the best answer according to the text.**  
Anne Rowberry and Carly Hooper agree that ...
- A looking after honeybees is hard work.
  - B honey is good for your skin.
  - C keeping honeybees improves your mental health.
  - D we need to increase the number of honeybees.
- 3 Find words or expressions in the text which match the following definitions.**
- 1 a sensitivity to particular substances, often resulting in physical reactions
  - 2 building up a resistance to a virus or medicine
  - 3 make an area of pain or tension more comfortable
  - 4 certainty that something exists and is important

## Use of English & Writing

- 4 Complete the second sentence so that it means the same as the first sentence.**
- 1 Many people know that honey can treat skin conditions.  
It is ... that honey can treat many skin conditions.
  - 2 It's important to look after bees as they are part of the food chain.  
We ... if we want to continue growing enough food for everyone.
- 5 Find synonyms in the text for the following words.**
- |              |                      |
|--------------|----------------------|
| 1 concern    | 4 bag / bottle / box |
| 2 discovered | 5 damaging           |
| 3 different  |                      |
- 6 Write a question for which the underlined words are the answer.**  
Working with bees requires focus and mindfulness.
- 7 Write two short compositions of around 80 words on both of the following topics:**
- 1 What treatments do you prefer to use for minor illnesses and why?
  - 2 What are the advantages and disadvantages of keeping bees?

## Listening

- 8**  **2.23 You will hear a man called Julian Godfrey, an expert in time management, talking about how to stop procrastinating.**

**For questions 1–10, complete the sentences with a word or short phrase from the recording.**

### How to stop procrastinating

According to Kelly, it's (1) ... that we should start our revision early.

Kelly admits that she often looks at (2) ... when she should be working on an essay.

Julian says that he procrastinated a lot when he was a (3) ... .

Julian knew he wasted time but didn't know how to (4) ... .

According to Julian, we can only change if we understand the reasons for (5) ... .

Yesterday, instead of writing her essay, Kelly bought (6) ... online.

Julian suggests that by lunchtime, Kelly could have made a list of (7) ... .

Julian says that perfectionist thoughts are usually (8) ... .

Julian's friend encouraged him to join a (9) ... .

According to Julian, we become good at things by (10) ... .

# Irregular verbs

INFINITIVE		PAST SIMPLE		PAST PARTICIPLE	
be	/bi:/	was / were	/wɒz/, /wɜ:(r)/	been	/bi:n/
bear	/beə(r)/	bore	/bɔ:/	borne	/bɔ:n/
beat	/bi:t/	beat	/bi:t/	beaten	/'bi:tən/
become	/br'kʌm/	became	/br'keɪm/	become	/br'kʌm/
begin	/br'gɪn/	began	/br'gæn/	begun	/br'gʌn/
bend	/bend/	bent	/bent/	bent	/bent/
bet	/bet/	bet	/bet/	bet	/bet/
bite	/baɪt/	bit	/bɪt/	bitten	/'bɪtn/
bleed	/bli:d/	bled	/bled/	bled	/bled/
blow	/bləʊ/	blew	/blu:/	blown	/bləʊn/
break	/breɪk/	broke	/brəʊk/	broken	/'brəʊkn/
bring	/brɪŋ/	brought	/brɔ:t/	brought	/brɔ:t/
build	/bɪld/	built	/bɪlt/	built	/bɪlt/
burn	/bɜ:n/	burnt, burned	/bɜ:nt/, /bɜ:nd/	burnt, burned	/bɜ:nt/, /bɜ:nd/
buy	/baɪ/	bought	/bɔ:t/	bought	/bɔ:t/
catch	/kætʃ/	caught	/kɔ:t/	caught	/kɔ:t/
choose	/'tʃu:z/	chose	/'tʃəʊz/	chosen	/'tʃəʊzn/
come	/kʌm/	came	/keɪm/	come	/kʌm/
cost	/kɒst/	cost	/kɒst/	cost	/kɒst/
cut	/kʌt/	cut	/kʌt/	cut	/kʌt/
dig	/dɪg/	dug	/dʌg/	dug	/dʌg/
do	/du:/	did	/dɪd/	done	/dʌn/
draw	/drɔ:/	drew	/dru:/	drawn	/drɔ:n/
dream	/dri:m/	dreamt, dreamed	/dremt/, /dri:md/	dreamt, dreamed	/dremt/, /dri:md/
drink	/drɪŋk/	drank	/dræŋk/	drunk	/drʌŋk/
drive	/draɪv/	drove	/drəʊv/	driven	/'drɪvən/
eat	/i:t/	ate	/eɪt/	eaten	/'i:tən/
fall	/fɔ:l/	fell	/fel/	fallen	/'fɔ:lən/
feed	/fi:d/	fed	/fed/	fed	/fed/
feel	/fi:l/	felt	/felt/	felt	/felt/
fight	/faɪt/	fought	/fɔ:t/	fought	/fɔ:t/
find	/faɪnd/	found	/faʊnd/	found	/faʊnd/
fly	/flaɪ/	flew	/flu:/	flown	/fləʊn/
forbid	/fə'brɪd/	forbade	/fə'beɪd/	forbidden	/fə'brɪdn/
forget	/fə'get/	forgot	/fə'gɒt/	forgotten	/fə'gɒtn/
forgive	/fə'grɪv/	forgave	/fə'geɪv/	forgiven	/fə'grɪvn/
freeze	/fri:z/	froze	/frəʊz/	frozen	/'frəʊzən/
get	/get/	got	/gɒt/	got	/gɒt/
give	/gɪv/	gave	/geɪv/	given	/'gɪvn/
go	/gəʊ/	went	/went/	been / gone	/bi:n/, /gɒn/
grow	/grəʊ/	grew	/gru:/	grown	/grəʊn/
hang	/hæŋ/	hung	/hʌŋ/	hung	/hʌŋ/
have	/hæv/	had	/hæd/	had	/hæd/
hear	/hɪə(r)/	heard	/hɜ:d/	heard	/hɜ:d/
hit	/hɪt/	hit	/hɪt/	hit	/hɪt/
hold	/həʊld/	held	/held/	held	/held/
hurt	/hɜ:t/	hurt	/hɜ:t/	hurt	/hɜ:t/
keep	/ki:p/	kept	/kept/	kept	/kept/
know	/nəʊ/	knew	/nju:/	known	/nəʊn/
lead	/li:d/	led	/led/	led	/led/
learn	/lɜ:n/	learnt, learned	/lɜ:nt/, /lɜ:nd/	learnt, learned	/lɜ:nt/, /lɜ:nd/
leave	/li:v/	left	/left/	left	/left/
lend	/lend/	lent	/lent/	lent	/lent/
let	/let/	let	/let/	let	/let/

INFINITIVE		PAST SIMPLE		PAST PARTICIPLE	
lie	/laɪ/	lay	/leɪ/	lain	/leɪn/
light	/laɪt/	lit	/lɪt/	lit	/lɪt/
lose	/luːz/	lost	/lɒst/	lost	/lɒst/
make	/meɪk/	made	/meɪd/	made	/meɪd/
mean	/miːn/	meant	/ment/	meant	/ment/
meet	/mi:t/	met	/met/	met	/met/
pay	/peɪ/	paid	/peɪd/	paid	/peɪd/
put	/pʊt/	put	/pʊt/	put	/pʊt/
read	/ri:d/	read	/red/	read	/red/
ride	/raɪd/	rode	/rəʊd/	ridden	/'rɪdn/
ring	/rɪŋ/	rang	/ræŋ/	rung	/rʌŋ/
rise	/raɪz/	rose	/rəʊz/	risen	/'rɪzn/
run	/rʌn/	ran	/ræn/	run	/rʌn/
say	/seɪ/	said	/sed/	said	/sed/
see	/siː/	saw	/sɔː/	seen	/si:n/
sell	/sel/	sold	/səʊld/	sold	/səʊld/
send	/send/	sent	/sent/	sent	/sent/
shake	/ʃeɪk/	shook	/ʃʊk/	shaken	/ʃeɪkn/
shine	/ʃaɪn/	shone	/ʃɒn/	shone	/ʃɒn/
shoot	/ʃu:t/	shot	/ʃɒt/	shot	/ʃɒt/
show	/ʃəʊ/	showed	/ʃəʊd/	shown	/ʃəʊn/
shut	/ʃʌt/	shut	/ʃʌt/	shut	/ʃʌt/
sing	/sɪŋ/	sang	/sæŋ/	sung	/sʌŋ/
sink	/sɪŋk/	sank	/sæŋk/	sunk	/sʌŋk/
sit	/sɪt/	sat	/sæt/	sat	/sæt/
sleep	/sli:p/	slept	/slept/	slept	/slept/
smell	/smel/	smelt, smelled	/smelt/, /smeld/	smelt, smelled	/smelt/, /smeld/
speak	/spi:k/	spoke	/spəʊk/	spoken	/'spəʊkn/
spell	/spel/	spelt, spelled	/spelt/, /speld/	spelt, spelled	/spelt/, /speld/
spend	/spend/	spent	/spent/	spent	/spent/
spill	/spɪl/	spilt	/spɪlt/	spilt	/spɪlt/
spin	/spɪn/	spun	/spʌn/	spun	/spʌn/
split	/splɪt/	split	/splɪt/	split	/splɪt/
spoil	/spɔɪl/	spoilt, spoiled	/spɔɪlt/, /spɔɪld/	spoilt, spoiled	/spɔɪlt/, /spɔɪld/
spread	/spred/	spread	/spred/	spread	/spred/
spring	/sprɪŋ/	sprang	/spræŋ/	sprung	/sprʌŋ/
stand	/stænd/	stood	/stʊd/	stood	/stʊd/
steal	/sti:l/	stole	/stəʊl/	stolen	/stəʊlən/
stick	/stɪk/	stuck	/stʌk/	stuck	/stʌk/
sting	/stɪŋ/	stung	/stʌŋ/	stung	/stʌŋ/
sweep	/swi:p/	swept	/swept/	swept	/swept/
swim	/swɪm/	swam	/swæm/	swum	/swʌm/
swing	/swɪŋ/	swung	/swʌŋ/	swung	/swʌŋ/
take	/teɪk/	took	/tʊk/	taken	/'teɪkn/
teach	/ti:tʃ/	taught	/tɔ:t/	taught	/tɔ:t/
tear	/tɛə(r)/	tore	/tɔː/	torn	/tɔ:n/
tell	/tel/	told	/təʊld/	told	/təʊld/
think	/θɪŋk/	thought	/θɔ:t/	thought	/θɔ:t/
throw	/θrəʊ/	threw	/θruː/	thrown	/θrəʊn/
understand	/ʌndə'stænd/	understood	/ʌndə'stʊd/	understood	/ʌndə'stʊd/
wake	/weɪk/	woke	/wəʊk/	woken	/wəʊkn/
wear	/weə(r)/	wore	/wɔː(r)/	worn	/wɔ:n/
win	/wɪn/	won	/wʌn/	won	/wʌn/
write	/raɪt/	wrote	/rəʊt/	written	/'rɪtn/