

4 Body and soul

Reading and vocabulary

1 WHAT DO YOU THINK? Read the pairs of opposite opinions. Which opinion in each pair do you agree with? Give reasons for your answers.

- 1 a It's dangerous to play around with human genes. We don't know enough about the long-term effects.
- b Unless we experiment with genetic engineering on humans, animals and plants, we won't progress.
- 2 a Genetically engineering children so they have no imperfections is the next step in human evolution.
- b Deafness isn't a disability. Using sign language means that you're a member of a linguistic and cultural minority.

2 Read the first sentence in each paragraph of the article. What do you think it will be about? Skim the paragraphs and underline the key words.

3 Read the article and match the information (1–6) to the paragraph where it is mentioned. Use the key words from exercise 2 to help you.

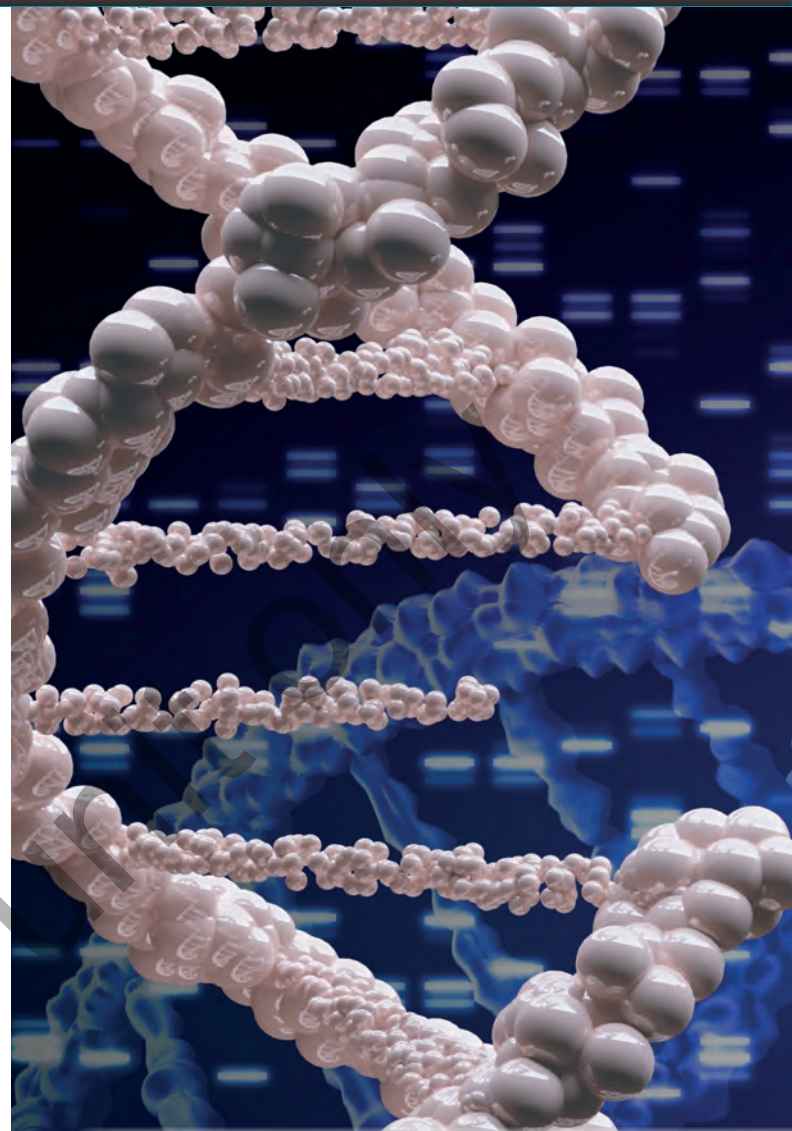
- 1 When scientists were first able to modify the human genome.
- 2 Genes don't tell us what people are capable of.
- 3 How genetic engineering can cause illness.
- 4 Genetic conditions are part of our identity.
- 5 How genetic engineering can help people.
- 6 How genetic engineering could cause inequality.

4 REACT According to the article, what are the pros and cons of genetic engineering? Can you think of any others?

V Insight Verbs and nouns with the same form

5 Study the highlighted words in the article. Then complete each pair of sentences with one of the words. What is the difference in meaning?

- 1 a Spending hours sitting in front of a computer _____ is not good for your health.
- b Doctors want to _____ children for a gene which could result in blindness.
- 2 a Leonardo da Vinci had an amazing _____. He saw things in a different way from other people.
- b I don't _____ if we watch the documentary about CRISPR. It's an interesting subject.
- 3 a Genetic engineering could treat some diseases, but it could also _____ others.
- b If you want to support a good _____, donate money to medical research.
- 4 a There could be a(n) _____ in attitudes to genetic engineering if it is able to prevent cancer.
- b I want to put my desk under the window. Can you help me _____ it?
- 5 a More and more girls are studying STEM subjects, and many are interested in working as a(n) _____.
- b Scientists can _____ the gene so that it provides an immune response to the virus.



A In his final book, *Brief Answers to the Big Questions*, Professor Stephen Hawking talks about the threat of the misuse of genetic engineering. The famous physicist imagines a world where wealthy people use the science to **engineer** and 'improve' their abilities, creating a race of superhumans, who have more intelligence, more resistance to disease, and who live longer lives. 'Once such superhumans appear, there will be significant political problems with "unimproved humans" who won't be able to compete,' he predicts. 'Presumably, they will die out or become unimportant.' Hawking offers us a frightening vision of the future. But are his fears justified, and should we be worried?

B To answer this question, we need to go back to the year 2000, when a team of international scientists working on the Human Genome Project created the first complete map of human genes. This map helped experts understand how genes make people, and how one small change in our genetic code* can **cause** disease. The next challenge for scientists was to work out how to repair this genetic code. They did this in 2012, when they developed CRISPR, which was a way to get rid of any genes that might cause problems. It was early days, but in theory at least, CRISPR could treat any disease, from arthritis to Alzheimer's, by removing or replacing part of our genetic code.

Unnatural selection

C Since then, scientists have started to treat people using CRISPR, from trying to restore partial sight in blind children to treating loss of motor functions in people with a disability; it's also been used to treat blood diseases, such as sickle cell anaemia. This ability of genetic engineering to improve people's lives is positive and exciting. However, there is also the worry that this knowledge could be misused in the way that Hawking predicts. In the wrong hands, genetic engineering could be used to create superhumans. Back in Hawking's dystopian future, wealthy parents could 'play god': as well as rejecting embryos* with genetic conditions, such as deafness, short-sightedness or baldness, they could also dictate their children's eye and hair colour, their height and physique. They could make their children smarter, faster and stronger, and could even edit out behaviours such as depression, aggression or addiction. The result would be designer babies with no so-called imperfections.

D In addition to this, there are other drawbacks to bear in mind. Genes have many functions which are not completely understood and engineering them can have unpredictable or even dangerous consequences: healthy genes could be removed by accident, which could result in mutations and cause diseases such as cancer. A recent study analysed data from early gene editing treatments and found that 16% had accidental mutations. It's a risky business which could have unexpected outcomes.

E What's more, the idea of good genes and bad genes is potentially dangerous. Around one billion people, or 15% of the world's population, are considered 'disabled', and in the US, for example, 10% of adults have a genetic condition. We can already screen and reject embryos with genetic problems, but is it ethical to entirely erase them? Maybe there needs to be a shift in attitude to how we define 'disease'. 'I was born with cystic fibrosis,' says one person, 'and I have learned to live with it – it's not a defect*; it's just part of who I am.'

F Perhaps it could be argued that it's only natural to want the best for our children, and that genetic engineering is evolution and not that different from natural selection. However, Hawking himself had a genetic disease. If his genetic code had been edited or his embryo rejected, we might have lost one of the most brilliant scientific minds of all time. Ultimately, being 'better' at a genetic level doesn't mean you're a better person, that you will have a better life or that you will contribute more to society. Maybe it's safer to celebrate and support diversity rather than trying to edit it out.

Glossary

* genetic code = the arrangement of genes that controls how each living thing develops

* embryos = animals in the early stages of development before birth

* defect = a fault in somebody or something

V Insight Noun suffixes: *-ness, -ity, -ion*

6 Complete the text with the noun form of the adjectives in brackets.

The question is ...

You may be affected by autism, ¹ _____ (bald) or other conditions, such as blindness, but it won't stop you achieving great things.

- Experts believe that Leonardo da Vinci had the so-called learning ² _____ (disabled) dyslexia because he used incorrect spellings and often wrote backwards. He also may have had attention 'disorder' as many of his projects were unfinished. However, this didn't stop him from creating one of the most famous paintings in the world: the *Mona Lisa*.
- British composer Ralph Vaughan Williams lived with ³ _____ (depressed) after completing military service in the First World War. He also developed ⁴ _____ (deaf) in his later years, after damaging his hearing during the war. But he still composed beautiful music, and his music is still popular today.
- Vincent van Gogh is famous for his unpredictable behaviour, his ⁵ _____ (aggressive) and his ⁶ _____ (addictive) to the drugs that he took for his illness. But his painting of Dr Paul Gachet, who took care of him in his final years, sold for an amazing \$82.5 million.
- El Greco often painted elongated figures. Some art historians believe this could be due to ⁷ _____ (short-sighted). But because of his vision, his paintings are unique and are exhibited in museums around the world.

The question is: would these people have achieved so much without these so-called ⁸ _____ (imperfect)?

7 Put the nouns you created for exercise 6 into the correct column.

| <i>-ion</i> | <i>-ness</i> | <i>-ity</i> |
|-------------|--------------|-------------|
| | | |
| | | |
| | | |

8 TASK Imagine that before you were born, your parents could modify your genes and change your character. Discuss the questions.

- 1 Which two things would you have liked them to change? To keep the same?
- 2 What things in your life would be different as a result of these changes?

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Grammar *used to, get used to, be used to*

1 WHAT DO YOU THINK? Work in pairs. Look at the photos and discuss the questions.

- 1 What type of TV programme is being filmed?
- 2 What role is the actor in the first photo playing?
- 3 How true to life do you think her role is?



2 🎧 **4.1 Listen to an interview with an actor. Check your answers to exercise 1.**

3 🎧 **4.1 Listen again and answer the questions.**

- 1 Where did Ayesha use to work? Does she work there now?
- 2 Is Ayesha used to seeing accidents? How often does she witness them?
- 3 Are paramedics used to working long hours? Do they get tired?
- 4 How did Ayesha react when she saw someone in pain? Does she think she could get used to it?
- 5 Which adjectives does Ayesha use to describe the paramedics' job? What type of things do they have to get used to?

4 REACT Work in groups and discuss the questions.

- 1 Is it essential for actors to have real-life experience of the roles they play? Why / why not?
- 2 What programmes do you watch that accurately reflect real life?
- 3 Do TV writers and producers have a responsibility to accurately reflect real life? Why / why not?

Grammar Insight

5 Study the underlined phrases in exercise 3. Match them to categories a-c below. Then answer questions 1 and 2.

- a events or states in the past that no longer happen now
- b something that is part of our life and we are accustomed to
- c something we are becoming accustomed to; it may have seemed strange before, but it's normal now

- 1 Which phrase(s) can you use to refer to the past, present or future?
- 2 Which phrase(s) can you only use to refer to the past?

➔ **Further reference and practice** > Workbook > page 90

6 Complete the sentences with the correct form of *used to*, *get used to* or *be used to*.

- 1 Ayesha _____ (not) working long hours. She usually left the TV studio after lunch.
- 2 The job may seem difficult now, but you _____ it in a few weeks' time.
- 3 They retired from their jobs as doctors, but found it difficult to _____ not being busy all day.
- 4 We start work at the hospital tomorrow. Our biggest challenge will be getting up early – we _____ starting college at 10 a.m.
- 5 I _____ watch *Paramedics* every week, but I never watch it now. It's too predictable.
- 6 'I can't _____ my new braces. They're really uncomfortable.' 'You need to see the dentist again.'
- 7 When we were children, we _____ climb trees, until I fell and broke my arm!

Grammar**Talking about habitual behaviour****7 Do you like watching hospital dramas? What do you think makes a good hospital drama?****8 Read the text. Which two hospital dramas does it mention?****Is it like real life?**

In 1961, the first hospital drama, *Dr. Kildare*, appeared on our TV screens. It was a huge success and was quickly followed by many others. People loved these series because they often dealt with real-life problems. ¹They also functioned as 'entertainment education' and would often help viewers understand how modern hospitals operated. However, there were many medical myths in these early dramas, too – ²doctors were always portrayed as heroes and patients rarely died. ³In addition, programmes didn't use to have many special effects, so operations were talked about rather than filmed. ⁴Nowadays, hospital dramas are often more believable, but there are still a few myths. One popular myth is that

doctors are always treating patients or in operating rooms. In the successful series *Grey's Anatomy*, doctors do everything from giving injections to performing surgery. ⁵In real life, giving a patient an injection or taking their blood pressure is always carried out by a nurse or another specialist.

Nevertheless, millions of people still enjoy *Grey's Anatomy*, although recently some fans have started to complain.

⁶'Grey's Anatomy used to be my favourite show,' commented one blogger. 'Not any more. ⁷It's always dealing with the same issues. ⁸My housemate will sit watching it for hours, but not me.'

Grammar Insight**9 Study the underlined sentences in the text. Answer questions 1–3. Then complete rules a–c with *used to*, *would* or *the past simple*.**

- 1 Which four sentences describe habits, repeated actions or states in the past?
- 2 Which four sentences describe habits, repeated actions or states in the present or future?
- 3 Which two sentences express irritation or criticism?
 - a We use *used to*, *would* and the past simple to talk about repeated actions and habits in the past. However, we can only use _____ and *would* if they no longer happen now.
 - b We cannot use _____ to talk about past states.
 - c We use _____ to say how long a situation went on for.

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10 Rewrite the sentences using the words in brackets.

- 1 Daria insists on watching *Grey's Anatomy* even though she's seen it all already. (always)
- 2 When I was studying to be a nurse, I always worked very long hours. (would)
- 3 Most evenings, we don't usually have time to watch TV. (won't)
- 4 A few years ago, I went to the cinema once a week, but I rarely go now. (used to / will)
- 5 A lot of medical dramas often repeat the same storylines. (will)
- 6 In the 1950s, westerns were one of the most successful TV genres. (used)
- 7 I'm not a fan of fantasy series, but my friend will talk about the series *Loki*! (constantly)
- 8 In early science fiction dramas, directors used simple special effects. (would)

11 TASK Work in pairs. Take turns to choose a topic and talk about it.

- 1 Which TV programmes did you use to watch a lot as a child?
- 2 What changes to your everyday routine have you had to get used to in the last five years? Was your new routine easy or difficult to get used to? Why?



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Listening and vocabulary

1 WHAT DO YOU THINK? Discuss the questions.

- 1 What do you think it is like to live with a loss of limb or a limb difference? What difficulties might people face?
- 2 How might this affect certain activities? In what way?

2 4.2 Listen to the first part of a radio programme. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 In 2006, Russell Hodge was driving a car when he had an accident.
- 2 Russell lost one of his legs after the accident.
- 3 Russell chose to forgive the other driver.
- 4 He heard a speaker talking about summer camps for people with missing limbs.
- 5 Amp Camp is only for teenagers.

3 4.3 Listen to the second part of the programme. Answer the questions with Priya or Tyler. Then listen again and write down their exact words.

- 1 Who explains that they lost a limb as the result of a childhood illness?
- 2 Who says Amp Camp helped them feel more confident?
- 3 Who points out that they were unsure about attending the camp at first?
- 4 Who explains that they decided to be a camp leader after attending their first camp?
- 5 Who says that being truly happy is about accepting yourself as you are?

Strategy Active listening (2)

When you listen to a radio programme, a talk or a lecture, or are having a discussion or debate, a good way to check understanding is to repeat or paraphrase what has been said.

4 Read the strategy. Then work in pairs. Paraphrase the ideas in these sentences from the radio programme. Use exercise 3 to help you.

- 1 I run some of the activities and coordinate others. I answer questions. The most important thing I do is listen to what teenagers attending the camp need and share my skills and knowledge with them. I'm here to empower others, adapt and find solutions!
- 2 I lost two fingers in an accident when I was young and my confidence became increasingly low.
- 3 I had been to other summer camps, but I often held back because I felt a bit intimidated by the other young people – they could do things more quickly and more easily.
- 4 When you've had an amputation, life has challenges other people our age don't experience – physical as well as social. There are also self-esteem issues people don't always get.

5 REACT Discuss the questions.

- 1 Do you or anyone you know have a loss of limb or limb difference? Are your or their experiences similar to Priya's or Tyler's?
- 2 Why do you think confidence and self-esteem are important? What can help to improve them?

V Insight Phrases with *mind*

6 Match the phrases in italics in the extracts from the radio programme to their meanings below.

- be receptive to other people's ideas or opinions
- be unable to decide about something
- become crazy or very worried
- decide
- decide something different
- remember
- speak to someone angrily because of something they have done
- stop somebody thinking about something unpleasant

- 1 A passer-by ... kept talking to him to *take his mind off* the pain ...
- 2 I would probably have *gone out of my mind*.
- 3 Most people in Russell's situation would want to *give the other driver a piece of their mind* ...
- 4 He hasn't *changed his mind* about riding his motorbike ...
- 5 I *made up my mind* I wanted to be a leader one day.
- 6 The first time I went to Amp Camp, I *was in two minds* about it ...
- 7 I'd say just try to *have an open mind* ...
- 8 ... always *bear in mind* that real self-confidence and real happiness only come from ...

7 Complete the sentences with the correct form of the phrases in exercise 6.

- 1 Stella often goes for a run to _____ her exams.
- 2 My mum and dad will _____ if I get home late again.
- 3 Don't spend all your money at once! _____ it has to last you all month.
- 4 I can't _____ whether to have the chicken or the fish. What do you recommend?
- 5 It's good to _____, especially when you're meeting new people or going to new places.
- 6 Sorry, but we're not going to _____ about the party. We don't want to go.
- 7 You must _____ about taking the job. It'll be a great experience, but you'll have less free time.
- 8 My sister will _____ when I get home if I don't ring her now.

8 TASK How important is it to have an open mind? Can you think of any situations where this has helped you? Discuss in groups.

Speaking

Bringing up a sensitive issue



9 Work in pairs and discuss the questions.

- 1 When was the last time you brought up a sensitive issue with someone? Who was it and what was the situation?
- 2 When was the last time someone brought up a sensitive issue with you? Who was it and what was the situation? How did you feel?

10 **4.4 Listen to Frida and Vince. Who brings up the sensitive issue, Frida or Vince? What help and support do they offer?**

11 **4.4 Complete the phrases from the dialogue. Then listen again and check.**

| | |
|--|--|
| A Bringing up a sensitive issue | B Encouraging someone to talk about their feelings |
| I noticed you haven't been quite ¹ _____ lately. Are you OK? Is everything OK? You seem a bit down. | Do you want to ² _____ about it? Why don't you tell me how you're feeling? Is there anything else ³ _____ you? |
| C Showing understanding | D Offering help or support |
| I'm ⁴ _____ to hear that. I ⁵ _____ – especially about ... I ⁶ _____ how you feel ... | I'm ⁷ _____ if you want to talk. You know you can talk to me ⁸ _____. |

12 **4.5 Listen to Amira and Thomas. Tick the phrases that you hear. Who says them? Then match all the phrases to categories A–D in exercise 11.**

- Can I do anything? ■ Do you feel like telling me a bit more? ■ Do you want me to come over now?
- How are you doing? ■ How can I make things better for you? ■ I get it.
- I know what you're going through. ■ I understand. ■ Is there a problem?
- What can I do to help you? ■ Would it help to talk about it? ■ You seem a bit sad.

GS Global skills **Expressing empathy**

When other people are having problems or a hard time, it's important to show empathy. You can do this by using words and phrases

like *that's tough*, *that's a shame* and *I see*, to show you are listening carefully and understand what they are going through.

13 Why is it important to show empathy? How can you do this using body language?

14 TASK Work in pairs. Imagine that you are in one of the situations below. Student A, you want to find out what is troubling your friend. Encourage them to talk and try to show understanding. Use phrases from exercises 11 and 12. Student B, answer Student A's questions. Then swap roles and role play the other situation.

1 You're really struggling to keep up in your maths lessons. It's taking ages to do your homework and you're getting very poor marks.

2 One of your best friends seems very distant and is not interested in doing anything with you. You're worried that you have done something to upset them or perhaps they might be ill or suffering from depression.

Assess your progress
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Reading and vocabulary

1 WHAT DO YOU THINK? What qualities make us human? Which three of the qualities below are the most important ones? Why?

- ambition ■ compassion ■ courage ■ creativity
 ■ determination ■ honesty ■ morality ■ patience
 ■ self-discipline ■ vision

2 Read extracts A and B and decide which qualities from exercise 1 Dr Frankenstein has.

3 Read extract A again. Are the statements true (T), false (F) or not given (NG)?

- Frankenstein* warns against the misuse of knowledge.
- People feared the changes that the Industrial Revolution would cause.
- Mary was very well-known when she wrote the story.
- Initially, the novel was unpopular because it was so shocking.
- Mary had a similar character to her mother.
- Mary's husband suggested she should write the story.
- After finishing her novel, Mary wrote romantic poetry.
- Frankenstein* was the last book that Mary wrote.

V Insight Word analysis

4 Answer the questions, referring closely to extract B.

- What adjectives and adverbs does the writer use to describe the setting? What atmosphere does this create?
- Which words does the writer use to describe Dr Frankenstein's a) physical state and b) mental state? How does the weather reflect this?
- In line 7 of the extract, Frankenstein says, 'my candle was nearly burnt out, when by the failing light, I saw the dull yellow eye of the creature open'. What do you think light represents? What might this tell us about the writer's opinion of Frankenstein's experiment?
- Find five names that Frankenstein gives to his creation. Does he consider him human? (Clue: look at the pronouns he uses, too.)
- What adjectives does he use to describe the creature's eyes, teeth, hair and his skin or complexion? What impression does this create?
- Frankenstein's monster is his 'child'. Can you find evidence in the extract that the creature is behaving like a child?

GS Global skills Culture

5 Discuss the questions.

- Monsters in popular culture often serve as a warning and reflect the concerns of people at the time. In what ways did Frankenstein's monster reflect society's fears? To what extent is the warning relevant today?
- Think of other monsters in popular culture. What do they say about the concerns of people at the time they were created?

A

Frankenstein



On a stormy, windswept night in 1815, an 18-year-old girl had a vivid nightmare. The nightmare was dreadful and deeply distressing, but it gave her an idea for a tale – a tale that would become the most recognized horror story in the world: the story of Frankenstein's monster.

The novel recounts the story of an ambitious young scientist, Dr Frankenstein, who uses his knowledge to bring an inanimate body to life, but then rejects the shocking 'monster' he creates. At the time of writing, the story was a powerful warning against scientific advances and ²the Industrial Revolution, which was about to spread across Europe. Many artists and writers were concerned about this industrialization and ³the effect it would have on humans' relationship with nature. They saw danger in the new scientific advances and a worrying desire to 'play God'.

The author of *Frankenstein* was called Mary Shelley (1797–1851), and for many it was hard to believe that a young girl could write such a shocking story. But Mary was no ordinary 18-year-old. Her father, William Godwin, was a well-known philosopher and novelist, and her mother, Mary Wollstonecraft, was a famous feminist. Unfortunately for Mary, her mother died shortly after she was born, but Mary inherited her rebellious spirit. At 16, she secretly ran away to France and then to Switzerland with the writer Percy Shelley, who was later to achieve fame as a romantic poet. In Switzerland, the couple stayed with the poet Lord Byron, and in the evenings, they often entertained themselves by reading ghost stories. After a while, Byron suggested they write their own, and ⁴Mary decided she was going to write about her nightmare.

Mary's life with Percy was passionate and brief. When he died in 1822, Mary returned to England with her son and continued writing until her death in 1851. But *Frankenstein* lived on and almost 200 years later, it's still influencing and inspiring contemporary popular culture.

Chapter 5

B

It was on a dreary night in November that I completed my work. With an anxiety that almost amounted to agony, I collected the instruments of life around me so that I might inject a spark of being into the lifeless thing that lay at my feet. It was already one in the morning; the rain fell dismally against the window panes, and my candle was nearly burnt out, when, by the failing light, I saw the dull yellow eye of the creature open; it breathed hard, and then suddenly moved its limbs. How can I describe my emotions at this catastrophe, or how to describe the terrible wretch I had tried to create? His limbs were in proportion, and I had selected his features as beautiful. Beautiful! Great God! His yellow skin hardly covered the muscles and arteries beneath; his hair was black and flowing; his teeth were pearly white and formed a horrid contrast with his watery eyes, his shrivelled face and straight black lips. I had worked hard for nearly two years, for the only purpose of breathing life into an inanimate body. For this I had deprived myself of rest and health, but now that I had finished, the beauty of the dream vanished, and breathless horror and disgust filled my heart. Unable to endure the appearance of the being I had created, I rushed out of the room and spent a long time pacing around my bed-chamber, unable to sleep. After a while tiredness overtook me, and I threw myself on the bed in my clothes, trying to find a few moments of forgetfulness. But it was in vain; I slept, indeed, but I was disturbed by the wildest dreams. [...] Suddenly, I woke up, filled with horror; a cold sweat covered my forehead, my teeth chattered, and every limb was tense; when, by the dim and yellow light of the moon, I saw the wretch, the miserable monster whom I had created. He held up the curtain of the bed; and his eyes were fixed on me. His jaws opened, and he muttered some inarticulate sounds, while a grin wrinkled his cheeks. He might have spoken, but I did not hear; one hand was stretched out, as if to keep me there, but I escaped and rushed downstairs. I hid in the courtyard belonging to the house which I inhabited, where I remained during the rest of the night, listening carefully, fearing each sound as if it were the approach of the monster to which I had so miserably given life.

Adapted from Mary Shelley's *Frankenstein*

Grammar

Future in the past

Grammar Insight

6 Read the information below. Then study underlined sentences 1–4 in extract A and answer the questions.

We use the future in the past to talk about future events from a point of view in the past.

Which sentences are examples of:

- a a future plan or intention? (1 sentence)
- b an event that is in the very distant future or would last a long time? (2 sentences)
- c an event that is in the very near future? (1 sentence)

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7 Complete the text with the phrases below.

- was going to become ■ was not about to
- was to emerge ■ were to become ■ would be
- would be adapted ■ would go on

MONSTERS IN FICTION

Dracula

When Bram Stoker wrote *Dracula* in 1897, he had no idea that the main character, Count Dracula, ¹ _____ one of the most popular monsters of all time. His book ² _____ for film over 30 times, and its characters ³ _____ to make thousands of appearances in books, comics, video games and films. When it was published, Stoker's mother predicted it ⁴ _____ a big financial success. Sadly, it wasn't until after Stoker died that the novel started making money. Still, Dracula ⁵ _____ as one of the most famous gothic villains of all time. Bats ⁶ _____ the symbol of Dracula, as he was the first vampire to transform into one. That said, a more recent story described a different type of vampire. When Stephanie Meyer created Edward Cullen for the *Twilight* Saga, she decided that her handsome protagonist ⁷ _____ sleep in a coffin, only come out at night or turn into a small flying mammal. If he had, it would have been hard for Bella Swan to fall in love with him!

8 TASK Discuss the questions.

- 1 Think about when you were a child. Did you dream about what you were going to be when you were grown up? Have any of these dreams changed?
- 2 Think about the last book you read or film you saw. How did it end? Did you guess it would end this way?
- 3 Think about yesterday. Was there anything you were about to do, but didn't? Why didn't you do it?

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Planning for writing

- 1** Read the headline and an extract from a newspaper article. What is the issue? How do you think you would feel if you were a local resident? Imagine you were going to write an email to the editor of the newspaper about the article. What points might you include? Brainstorm in pairs.

Gym equipment removed

The council has taken the decision to remove the outdoor gym equipment in Temple Park. The equipment was installed five years ago as part of the Friendly Parks for All programme, which aims to make parks accessible for all. It is free to use and is suitable for both able-bodied users and those with mobility problems. However, as a result of budget cuts, the council say it can no longer fund and maintain the equipment. Recently, thousands of pounds worth of damage was caused to the equipment after a scooter was set on fire by vandals, and the council say they don't have the funds to replace it. Local residents are upset by the decision.



- 2** Read the model email on page 55 reacting to the newspaper article. Does the writer mention any of the points you discussed in exercise 1?
- 3** Read the strategy. Then read the model email again and answer the questions.
- 1 What is the writer's point of view?
 - 2 What are their two main ideas?
 - 3 What arguments and examples do they use to support these ideas?
 - 4 What solutions do they suggest?

Strategy Taking a view and supporting your arguments

When you are asked to react to an issue:

- a first decide on your point of view. What do you think is the solution to the problem? If a solution is offered, do you agree or disagree with it? What would you suggest instead?
- b note down two or three main ideas that illustrate your point of view. Support your ideas with arguments or examples that will convince the reader.

- 4** Read the statement and ideas a–g below. Tick the ideas that support the argument.

People are not always entirely responsible for their actions.

- a People's circumstances can result in them making different choices.
- b Younger people might be pressurized by friends.
- c Genetics can lead to different lifestyle choices.
- d If gym prices increase, people stop going.
- e Stress or illness often affect the way people make decisions.
- f Gym culture means we are healthier and fitter.
- g Advertising influences us to buy certain products.

Writing Insight Addition and contrast

- 5** Study the highlighted words and phrases in the model email. Which are used to add ideas and which to contrast ideas? What structures follow them? Complete the language boxes.
- 6** Rewrite the sentences using the words in brackets.
- 1 Some celebrities are bad role models, but they are still very popular. (in spite of)
 - 2 The main issue isn't about keeping fit; it's about not having to pay for it. (less about ... more about)
 - 3 I understand your reasons for being vegan, although I don't agree with them. (while)
 - 4 Advances in medicine mean we are all healthier and we can live longer. (moreover)
 - 5 Smoking has a bad effect on your health and makes you age more quickly. (besides, too)
 - 6 Doing exercise can improve self-esteem, so it's good for both the mind and the body. (as well)
 - 7 Despite the cost, society has a moral obligation to provide free healthcare. (no matter what)
 - 8 Hospital dramas aren't very realistic, but I still enjoy watching them. (even though)

From: needra@templeresidents.com To: editor@newsdesk.centernews.org

Subject: Temple Park gym equipment

Dear Editor,

I am writing to express my views on the removal of the gym equipment in Temple Park reported in your newspaper last week. As a local student with little money, and also a wheelchair user, I am strongly against this decision.

Firstly, this equipment provides an opportunity for many people to lead a more active and healthy lifestyle. **While** there are plenty of private gyms in the local area, membership is too expensive for students like me and other people on low incomes. I used the equipment at least three times a week on the way home from college, and it was a cheap and easy way to keep physically fit. **Furthermore**, it was a way for me to manage stress during exam times. It is well-known that exercise can reduce stress hormones and help us feel more relaxed.

Secondly, this equipment was very important for people with mobility problems. **Even though** many gyms these days are trying to be more accessible, with wider entrances, special toilets and shower facilities, **as well as** ramps and lifts, it is generally much easier for us to use outside gym equipment. **Moreover**, it is more enjoyable to exercise outdoors, especially if you have spent the day working or studying indoors. **In addition**, it is good for everyone to have some exposure to sunlight to maintain our levels of vitamin D.

I believe that there are ways the council could find money to pay for the maintenance of the equipment – for example, by charging for the car park in the park or by asking local businesses to sponsor the equipment. This would be a good way to fund the outdoor gym and get businesses more involved in the local community, **too**.

In conclusion, I believe the local council has a duty and an obligation to provide equipment like this for everyone, **no matter** what their situation. Ultimately, this issue is **less about** people's health and well-being and **more about** money and budgets. To deny people free access to equipment like this is unfair.

I look forward to hearing the views of your other readers.

Yours faithfully,
Needra Rashid

Paragraph 1: introduce your reason for writing. Mention your personal situation if relevant.

Paragraph 2: present your first idea, with supporting arguments and examples.

Paragraph 3: present your second idea, with supporting arguments and examples.

Paragraph 4: offer some suggestions.

Paragraph 5: conclude the email and sum up your point of view.

Addition

Use words and phrases like *besides*, *also*, ¹ _____, *as well*, ² _____, ³ _____, ⁴ _____ and ⁵ _____ to add information or ideas.

Contrast

Use words and phrases like *although*, ⁶ _____, *in spite of*, *despite*, *however*, ⁷ _____, *whereas*, ⁸ _____ and *is* ⁹ _____ *about* and ¹⁰ _____ to contrast ideas.

Writing your email

Read the extract from a newspaper article and write an email to the editor of the newspaper about it.

Is exercise becoming an unhealthy obsession?

The gym has become the latest cool hang-out for young people. Many teens are asking for gym memberships for birthday presents and spending their pocket money on protein supplements. A recent survey showed that 42% of 16–24-year-olds have consumed a sports nutrition product in the last three months. And it seems that this might be partly a result of the huge number of fitness ‘influencers’ on social media. But are these images of perfect bodies making teenagers obsessed with workout routines and diet plans? Is it healthy to be so obsessed with getting fit?

PLAN Read the task and check you understand it.

Make notes about:

- your point of view.
- your main ideas and supporting arguments / examples.
- any solutions you have.

Think about words and phrases you can use to add and contrast ideas. Create a plan for your email. Organize your notes into four paragraphs. Use the organization boxes to help you.

WRITE Write a first draft of your email. Use the model email and your notes to help you.

REVIEW Check your email. Use the checklist to help you.

- Have you:
- stated your point of view?
 - used supporting arguments and examples?
 - offered some solutions?
 - used words and phrases to add or contrast ideas?
 - checked your spelling, grammar and punctuation?

Assess your progress Workbook page 35

Review 4

Vocabulary

1 Complete the pairs of sentences with the same word.

- 1 a At my school, we are always supporting one _____ or another.
b The recent health cuts will _____ many healthcare facilities to close.
- 2 a They're sending a(n) _____ to fix the Wi-Fi.
b He tried to _____ the interviews so that his son got the job.
- 3 a My little sister has a lively and enquiring _____.
b I don't _____ what's for dinner.
- 4 a I fancy getting a mobile with a bigger _____.
b Doctors can't _____ patients for every disease.
- 5 a Can you help me _____ some furniture?
b There was a _____ in public opinion because of the scandal.

Marks ____ / 5

2 Write the noun forms of the adjectives.

- 1 addicted – _____
- 2 bald – _____
- 3 deaf – _____
- 4 disabled – _____
- 5 imperfect – _____
- 6 aggressive – _____

Marks ____ / 6

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

- 1 I'm so mad at her. Next time I see her, I'm going to _____ (give).
- 2 There are a few important points that you should _____ (bear).
- 3 They must be _____ (out) with worry.
- 4 When I'm stressed, a long walk helps me to _____ (take) my worries.
- 5 Have you _____ (up) yet about what you want for dinner?
- 6 Please try to _____ (open) until you've heard all of the facts.
- 7 She's so stubborn that once she's decided something, she never _____ (her).

Marks ____ / 7

4 Complete the text with the words below.

- dismally ■ flowing ■ lifeless ■ pearly ■ shrivelled
■ watery

A prince travelling through the land came across Snow White's coffin. He approached the coffin ¹_____, and with great sadness. The ²_____ body gave the impression that the girl had, indeed, passed away, but her complexion was by no means ³_____. The prince's eyes became ⁴_____ as he contemplated her beauty. Her ⁵_____ black hair framed a still pretty face, and her red lips were parted slightly, showing her ⁶_____ white teeth. Suddenly, the prince realized that he was falling in love.

Marks ____ / 6

Grammar

5 Choose the correct words. Sometimes both are possible.

Today, visiting a dentist ¹is usually / used to be a relatively painless experience, but this has not always been the case. In the Indus Valley Civilization of 7000 BC, people ²used to treat / would treat tooth problems with primitive tools like drills. Moving forward into 5000 BC, the Sumerians ³would think / used to think that dental issues were caused by worms. The ancient Greeks ⁴often extracted / would extract teeth to keep tooth pain away and this method continued until the Middle Ages. During this period, dentists ⁵wouldn't exist / didn't exist, so barbers did the extractions. Modern dentistry ⁶started / used to start somewhere between 1650 and 1800. The French physician Philippe Fauchard was behind many of the procedures that you ⁷will see / often see in dental surgeries today.

Marks ____ / 7

6 Complete the sentences with the correct form of used to, be used to or get used to and the verbs in brackets.

- 1 I go to the gym every day, so I _____ (do) exercise.
- 2 If you want to lose weight, then you'll have to _____ (eat) less.
- 3 When we were children, we _____ (spend) all day outside.
- 4 Max has very fair skin, so he _____ (not sit) in the sun.
- 5 Our classes start at 8.00, so we _____ (get up) early.
- 6 We _____ (have) a house on the beach when we lived in Spain.
- 7 I _____ (not enjoy) eating vegetables, but now I love them.
- 8 People who can't _____ (wear) contact lenses usually go back to glasses.

Marks ____ / 8

7 Complete the sentences about the future in the past. Use no more than three words, including the word in brackets.

- 1 Xavier was nervous because he _____ have an operation. (about)
- 2 The scientist never imagined that his experiment _____ work. (going)
- 3 She didn't know that she _____ stay in hospital overnight. (need)
- 4 Alexander Fleming's discovery of penicillin _____ millions of lives. (save)
- 5 They thought that they _____ have a baby boy, but in the end, it was a girl. (were)
- 6 We didn't realize that we _____ access to medical treatment while we were away. (not have)

Marks ____ / 6

Total ____ / 45

Phrases with body parts

1 Match the idioms in italics to definitions a-j.

- 1 When her fiancé called of the engagement, it really *broke her heart*.
- 2 If the technology was to *get into the wrong hands*, it could be very dangerous.
- 3 I tried to convince him that it was a bad idea, but he *dug his heels* in.
- 4 When the teacher gave her some extra time to complete the assignment, it was *a weight off her shoulders*.
- 5 They didn't *see eye to eye* on the subject of genetic engineering.
- 6 There is definitely *more to the idea than meets the eye*.
- 7 I've been *tearing my hair out* all morning trying to find the error.
- 8 His knowledge about the technology was *head and shoulders above* other scientists'.
- 9 I can't remember the details right now. I don't have the information *at hand*.
- 10 Don't believe him. He's just *pulling your leg*.
 - a agree or have the same ideas
 - b refuse to change your mind about something
 - c become available to the wrong person or people
 - d something is more complicated or interesting than it seems at first
 - e something you no longer have to worry about
 - f deeply hurt or upset someone
 - g be extremely worried and agitated about something
 - h much better than somebody or something else
 - i tease or joke with someone
 - j nearby or easily accessible

2 Complete the sentences with the correct form of the phrases in exercise 1.

- 1 It _____ to see how the parents of children with cancer suffer.
- 2 They will win the competition easily. Their invention is _____ above all the others.
- 3 This is a very complex issue. There is _____ to it than _____.
- 4 Thank you for helping me out with this project. It's a big _____.
- 5 We've been _____ trying to decide what to do for the best.
- 6 I'm always arguing with my brother. We never _____ on anything these days.
- 7 The rest of us wanted to go by train, but she _____ and insisted we go by car.
- 8 Keep the documents safe. I don't want this information to _____.
- 9 Stop _____. I know you haven't won an Olympic medal!
- 10 Do you have that article you were telling me about _____? I'd like to read it.

3 SPEAKING Take turns to explain the meaning of a phrase from exercise 1 in your own words. Your partner guesses the phrase. Then write sentences using the phrases and compare them with your partner's.

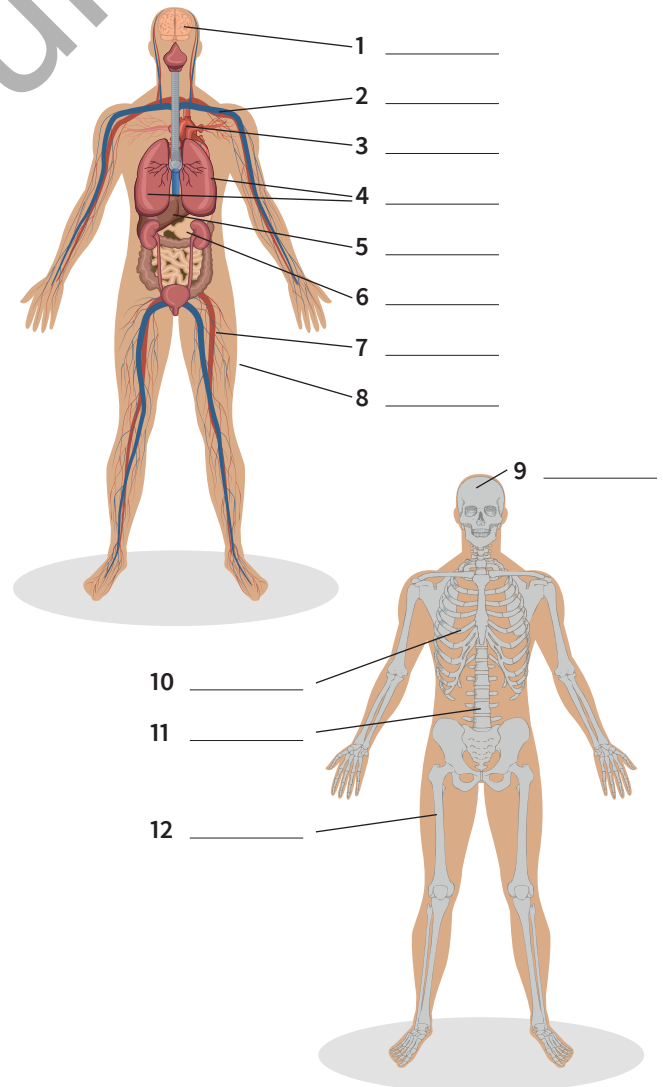
Body parts

1 Match the body parts below to definitions 1-12.

- artery ■ (thigh) bone ■ brain ■ heart ■ liver
 lungs ■ ribs ■ skin ■ skull ■ spine ■ stomach
 vein

- 1 the organ inside your chest that sends blood around your body
- 2 one of the hard parts inside the body that make up its frame
- 3 the part of your body that cleans your blood
- 4 a tube which takes blood from the heart to other parts of the body
- 5 the curved bones that go around your chest
- 6 the organs inside your chest that are used for breathing
- 7 the row of bones that are connected together down the middle of your back
- 8 a tube that takes blood from all parts of your body to your heart
- 9 the bone structure of the head
- 10 the part of your body that controls your thoughts, feelings and movement
- 11 the organ where food goes when you have eaten it
- 12 the natural outer layer that covers the body

2 Label body parts 1-12 with the words in exercise 1.



Listening

1 4.6 Listen to Anya and Syed talking about exercise. Match Anya (A), Syed (S) or both (B) to opinions 1–6.

- 1 Looking at things around us can have a negative impact on achieving our exercise goals.
- 2 Some people are just fitter and stronger than others and this helps their performance.
- 3 There is a close connection between people's visual and mental focus.
- 4 It's not possible to maintain a narrow visual focus for the length of a run.
- 5 We can't change our perception of exercise by narrowing our visual focus.
- 6 Your mind is as important as your body when you're doing exercise.

Speaking

2 Work in pairs. Take turns to answer the questions.

- 1 How do you feel about exercise?
- 2 Do you think it's important to exercise? Why / why not?
- 3 Do you think doing exercise can have a positive impact on your mind as well as your body?
- 4 What could you do each day to exercise without going to a gym or playing sport?
- 5 What are the best ways to get fit in summer / winter?

Reading

3 Read the article and match sentences a–g to gaps 1–6 in the article. There is one sentence that you do not need.

- a This is not an easy task since the remains are usually found in remote places and are very fragile.
- b The results of such incredible research will help contribute to forming a better picture of the lives of the two cubs.
- c At first, researchers thought the cubs were siblings.
- d One of the most iconic features of African lions, their mane, seems to be missing on cave lions.
- e However, a few years ago, some parts of this layer did not freeze at all, so the permafrost was exposed to even warmer temperatures than usual.
- f The cub, whom scientists have named Sparta, was a female and she was between one and two months old when she died.
- g In Yakutsk, the world's coldest and largest city built on permafrost, the Mammoth Museum specializes in ancient specimens and researchers there are informed by tusk hunters when they find anything of interest.

4 Read the article again and answer the questions.

- 1 What is the main purpose of the article?
- 2 What is the author's view on scientists and researchers working with tusk hunters?

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BETTER together?

The ice in Siberia is melting rapidly as a result of climate change and global warming. Parts of it are warming twice as fast as the rest of the planet. The permafrost – soil that remains frozen year-round – is usually protected by dirt on the surface that thaws in summer and then freezes again in winter. ¹___ This means that in this part of the world, where temperatures are regularly below -30°C , the bodies of more and more animals, like mammoths that died out 10,000 years ago, are being found as well other things like tusks. Hunting and selling mammoth tusks is legal in some parts of Russia with a licence, and the number of tusk hunters in Siberia is increasing because of an increase in demand for mammoth tusks. Trade in mammoth tusks is controversial – they are sought after by ivory traders as an alternative to elephants' tusks. It is often tusk hunters who find these hidden secrets below the ground. Over the last few years, scientists and researchers have been developing working relationships with the tusk hunters so that they can use the bodies and remains for research. ²___

Once an animal, or part of one, has been found, it is transported to the enormous freezer – a cryobank – in the Mammoth Museum, where it is stored. ³___ The contents of the cryobank here provide scientists with the opportunity to study tissues and cells that are thousands of years old, but are in almost perfect





condition. At least 80% of the world's
30 known mammoth remains are believed to
be in Yakutia, and DNA samples have been
taken from a wolf, a mammoth, a fox and
a 42,000-year-old horse.

A few years ago, the bodies of two lion cubs
35 were found by tusk hunters in Siberia. One
of the cubs was in almost perfect condition
and it has been called 'the best-preserved
ice age animal ever found'.⁴ Researchers
are unsure how she met her end, but scans
40 have shown damage to her skull and ribs
as well as other bone damage. Sparta is
28,000 years old – her golden fur is muddy
in places, but otherwise it is undamaged.
Her teeth, skin, soft tissue and organs are all
45 complete but mummified, and her claws are
still sharp enough to scratch.⁵ However,
after examining them more carefully, tests
revealed that the second cub, Boris, was
43,448 years old – almost 15,000 years
50 older than Sparta. Scientists have also
established that there was no evidence of
either cub being killed by another animal,
but there is speculation that they may have
fallen or become trapped.

55 Like other specimens in the cryobank,
samples of fur and tissue from Sparta and
Boris, and the content of their stomachs
will be tested using different genetic
techniques.⁶ It will also hopefully
60 lead to a better understanding of the diet,
habitat, population size and the unique
genetic features not only of Sparta and
Boris, but also of other extinct animals like
mammoths, woolly rhinos and cave bears.
65 Surely, that can only be a good thing.

Grammar and vocabulary

5 Choose the correct answers.



Behind the scenes

When you're watching a medical
drama on TV, have you ever
wondered how they create the
injuries and what you see on
screen? Well, it's the work of ¹ _____
make-up and practical effects
artists. During surgery scenes in
² _____ medical dramas like *House*
or *ER*, these artists have the
³ _____ for delivering prosthetics,
make-up and digital make-up
effects. Realistic model bodies
are built for each episode that

look and feel like the real thing. Imagine ⁴ _____ a chest on screen:
it needs ⁵ _____ and fall as it breathes and the heart inside does
its job. Getting to that level of realism involves ⁶ _____ research
of real body parts and injuries. The internet is a great source of
information as are expert medical advisors who are always there
to ⁷ _____, offer advice and test things out. For things like bruises
or stitches, artists ⁸ _____ sculpt or paint from reference photos.
Real doctors then give feedback and approve the effects or not.
Helping create something authentic is the most important thing
for special effects artists and they take advantage of sculptors,
lighting, camera operators and actors to help them. So, next time
you're watching your favourite medical drama, remember ⁹ _____
a little more closely! You ¹⁰ _____ be surprised at what you see!

- | | | | |
|----|-------------------|--------------|---------------|
| 1 | a a | b the | c – |
| 2 | a well-documented | b well-known | c well-earned |
| 3 | a responsibility | b respect | c knowledge |
| 4 | a to see | b seeing | c see |
| 5 | a rising | b rise | c to rise |
| 6 | a a lot of | b many | c several |
| 7 | a help out | b opt out | c clear out |
| 8 | a are used to | b would | c will |
| 9 | a to look | b looking | c look |
| 10 | a are | b might | c are going |

Writing

6 Read the comment below from a newspaper article about tusk hunting. Then write an email to the editor expressing your views. Include this information:

- your reason for writing.
- two main ideas with supporting arguments and examples.
- a conclusion and your point of view.

Tusk hunting should be legal everywhere. As long as the hunters continue to share their finds with scientists and researchers, there can only be benefits for both. We could learn a lot more about our past through the research that can be done, which will help in the future.

Share

Post

1 WHAT DO YOU THINK? Which of these statements best describes your attitude to making mistakes? Why?

- 1 'I hate making mistakes and usually try to avoid situations where I might get something wrong.'
- 2 'I try to see my mistakes in a positive way and treat them as useful learning opportunities.'

2 Work in pairs. Read the description of a talk about making mistakes. Discuss what the benefits might be of overcoming the fear of making mistakes.


HOME
ABOUT
DISCOVER
WATCH
SIGN IN

Overcoming the fear of making mistakes

No one likes the feeling of messing up and many of us try very hard to avoid it. But what are we missing out on if we live in fear of getting things wrong? In this talk, Marta Sánchez explains why we shouldn't be afraid of making mistakes and how we can turn them into positive learning experiences.

SHOW MORE ▼

Join now



602K views

♡ Like (16K)
 ↑ Share
 + Add

- 3** 🎧 9.5 Listen to the first part of the talk. Does it mention any of your ideas from exercise 1?
- 4** 🎧 9.5 What four reasons does the speaker give to support her argument? Listen again and make notes.
- 5** You are going to listen to the next part of the talk. Read the posts on the right. Which of the reactions do you think the speaker will say is the best way of learning from mistakes?
- 6** 🎧 9.6 Listen and check your ideas.
- 7** 🎧 9.6 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences. Do you agree with the speaker's ideas? Why / why not?
 - 1 There isn't much we can do to change the way we react after we've made a mistake.
 - 2 Students who learn effectively from their mistakes don't feel bad about getting things wrong.
 - 3 Ignoring a mistake isn't a good strategy if you want to learn from it.
- 8** Work in pairs. Think of a time when you made a mistake in your schoolwork, in your personal life or in another situation. Discuss the questions.
 - 1 How did you react to your mistake at the time?
 - 2 How do you feel about the situation now?
 - 3 Did you learn anything useful from the experience?

What do you do when you make a mistake in your schoolwork?

Comments (3) ▼

A LightAnna

I usually feel so embarrassed that I wish I could disappear. I absolutely hate getting things wrong, especially if it's in a subject that I'm supposed to be good at.

♡ 6

B Ben_332


I feel a bit annoyed with myself at first. Then I go over what I did wrong and try to think logically about how to avoid making the same mistake again.

♡ 9

C ItsMe

I just try to forget about it and focus on something else. There's no point worrying about mistakes after you've made them.

♡ 0

9  9.7 Listen and complete the extracts from the talk with phrasal verbs. Then match the phrasal verbs to definitions a–h.

- 1 We all _____ sometimes – making mistakes is a universal human experience.
- 2 When we get something wrong, most of us tend to _____ ourselves _____ about it.
- 3 That way, we become less afraid of _____ challenging situations.
- 4 So, if we're too scared to get anything wrong, we're going to _____ some really valuable learning opportunities.
- 5 The first type of reaction is to avoid thinking about the mistake or _____ it.
- 6 In other cases, they may lose concentration or simply _____ and focus on another activity.
- 7 Then they _____ the mistake and try to work out what they should have done instead.
- 8 Dealing with mistakes effectively is about accepting these negative feelings and learning to _____ them quickly.

- a get over / recover from
- b feel angry / annoyed with ourselves
- c admit to / take responsibility for
- d fail to benefit from
- e examine carefully
- f get something wrong
- g start doing / thinking about something new
- h be faced with

10 Work in pairs and discuss the questions.

- 1 What kinds of negative thoughts might a person experience after making a mistake?
- 2 What can people do to challenge these kinds of thoughts and make themselves feel better?

11 Read the tips on the right and compare them with your ideas from exercise 10. Which tip is the most useful for you?

Dealing with negative thoughts

It's normal to experience negative thoughts after making a mistake, but with practice, we can learn to take control of these thoughts and stop them damaging our confidence, motivation and mental well-being.

- ▶ **Pay attention to your inner voice.** Notice when this voice has become self-critical and instead, try to be kind and understanding to yourself. Treat yourself with the same compassion you would show towards a friend.
- ▶ **Remember that everyone makes mistakes.** Every person on the planet makes mistakes (even if they don't always tell us about them). It's a natural part of learning – and of being human.
- ▶ **Allow yourself to feel what you feel.** It's OK to feel a bit upset or disappointed at first. But try not to let these feelings control you.
- ▶ **Don't let the experience define you.** Getting one thing wrong doesn't make you a bad student or a less valuable person. Remind yourself of all the times you've succeeded and got things right.
- ▶ **Focus on what you can control.** You can't change the past, but you can control the way you deal with future challenges. What can you learn from this experience that will help you succeed next time?

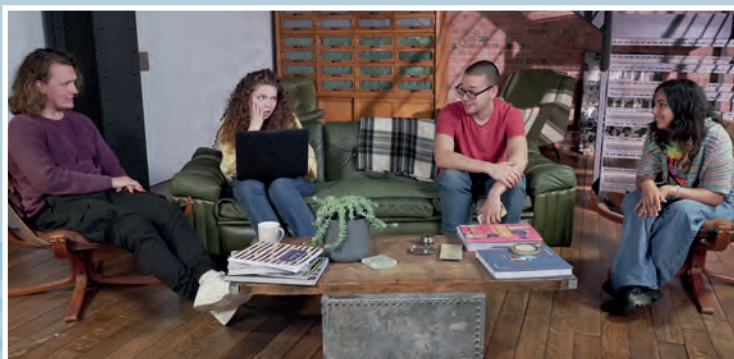
12 **PROJECT** Work in pairs or small groups. Follow the instructions to create a classroom poster giving advice to students on learning from mistakes.

- 1 Discuss these questions. You could do some research online to help you think of ideas. Then agree on around five tips to include on your poster.
 - How can making mistakes be beneficial?
 - What will you try to remember next time you make a mistake?
 - How can you react 'well' to making a mistake?
 - What can you do to overcome negative thoughts after making a mistake?
- 2 Design your poster, thinking about the title, layout and any images or graphics you want to include. Then write the text for your poster.
- 3 Display your poster and give other groups feedback on theirs. Which tip did you find the most useful?

 Assess your progress Workbook page 128

Video

Learning from mistakes



Watch the video to find out how **Harry**, **Ruaridh** and **Aimee** help **Gracie** deal with a mistake she has made.

