

OXFORD

fourth  
edition

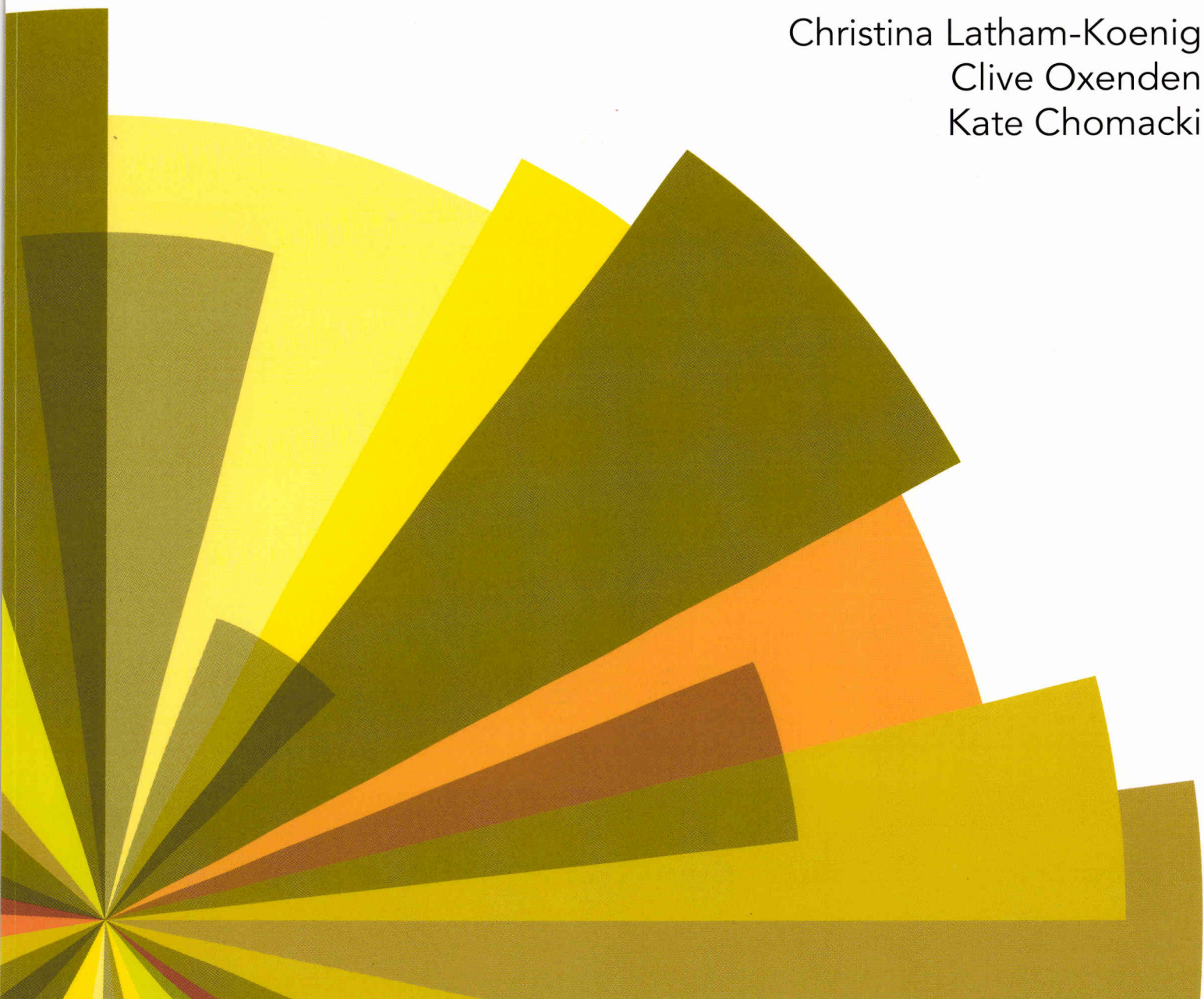
# English File

**Advanced Plus**

Student's Book

WITH ONLINE PRACTICE

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# English File

Advanced Plus

fourth  
edition

ONLINE PRACTICE

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- Use the Sound Bank videos to practise and improve your pronunciation of English sounds.

G modal verbs (1): will, would, should V vague language P contractions

## 1 READING &amp; SPEAKING

- a Look at pieces of advice A and B. With a partner, decide which one is more meaningful for you at this point in your life.
- b Now read the book extracts about the two people who gave the advice in a and match pieces of advice A and B to the correct person. Explain how their advice reflects their life experience.

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

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

If I could tell you just **one** thing...

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

**Annie Lennox,**

singer and women's rights activist

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



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

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

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

1

**Alexander McLean,**

founder of the African Prisons Project

Alexander first visited Africa as an 18-year-old, when he volunteered at a hospital in Uganda. It was when working there he noticed that prisoners brought in were often left chained to the bed and not given treatment. He couldn't help think that if they were treated this badly in hospital, how much worse would it be in prison? So he talked his way into one and found out. Such were the appalling conditions, he found himself compelled to raise money to build a basic health centre and library. His work reduced the mortality rate from 144 to 12 in one year, and he's not stopped doing such work since.

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

2



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

altruism charisma creativity determination energy  
enthusiasm people skills

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

- A 'Do more than you thought was ever possible.'  
B 'Don't see yourself through other people's eyes.'  
C 'Don't be afraid of failure.'  
D 'Don't diversify.'  
E 'Don't become self-important.'  
F 'Don't think that talent alone is enough to guarantee success.'

1 **Olivia Colman, actress**

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



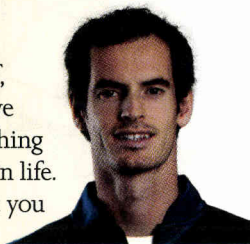
2 **Martha Lane Fox, internet entrepreneur**

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



3 **Andy Murray, tennis champion**

Always believe that when you apply yourself, you can achieve anything. Make sure you give 100% and work as hard as you can in everything you do, not just in what you enjoy, but also in life. And don't forget, natural ability will only get you so far. There is no substitute for practice.



4 **Jonathan Ive, Apple designer**

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



5 **Nitin Sawhney, musician**

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



6 **Marina Abramović, artist**

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



- e **Language in context** Look at the highlighted phrasal verbs and idioms from the book extracts. With a partner, say what you think they mean.

- 1 ...would have to relearn the flute **from scratch**.
- 2 ...I basically **dropped out**.
- 3 ...doing whatever I could to **make ends meet**.
- 4 So he **talked his way into one** and found out.
- 5 ...prisons are hugely overcrowded with, **more often than not**, innocent people.
- 6 Those living **on the margins of society**...
- 7 ...don't ever **believe your own hype**,...
- 8 ...you might **screw up**,...

- f Re-read all eight pieces of advice in this lesson. Which one says most to you personally?

## 2 VOCABULARY vague language

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

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

- b **V p.140 Vocabulary Bank Vague language**

- c **C Communication Don't be vague! A p.86 B p.90** Use vague language to try to avoid giving your partner precise answers.

## 3 SPEAKING

- a Think of someone (dead or alive) from the world of entertainment, sport, business, etc., who you find inspirational, or think is a good role model. Make detailed notes about the following:
- what you know about their background
  - what they have achieved
  - their personal qualities
  - any difficulties they have overcome
  - what makes them inspirational / a good role model
- b In small groups, describe your person. Explain what aspects of their lives and careers you admire, and what you think makes them stand out.
- c Together, discuss all the people you talked about in b. Can you agree on the best role model?



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

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


##### *will*

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

##### *would*

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


##### *should*

- 1 It should be compulsory for cyclists to take some sort of test before riding their bikes in big cities.
  - 2 There's no way you should respond to that tweet.
  - 3 You shouldn't have spoken to him like that – that's why he's so annoyed.
  - 4 If you should decide to cancel the policy, you must let us know at least a month in advance.
- b With a partner, discuss what you think is the function of the highlighted phrases in the other sentences.
- c  p.116 Grammar Bank 1A

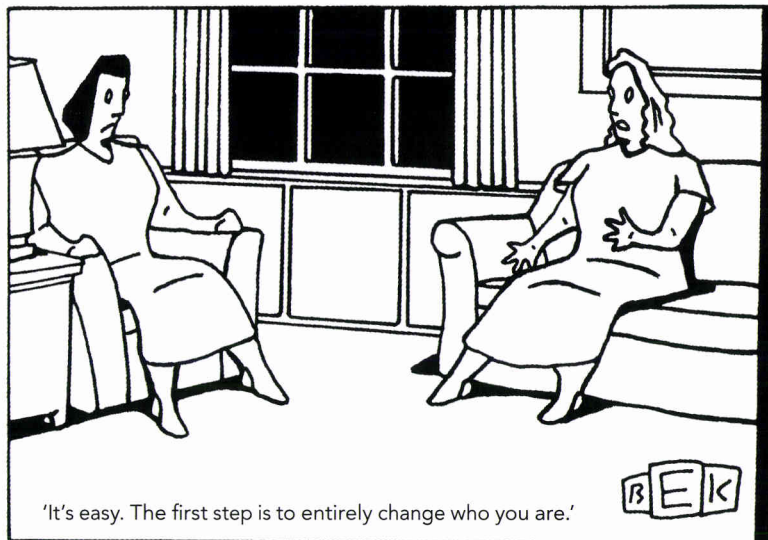
#### 5 PRONUNCIATION contractions


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


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

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

#### 6 LISTENING



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

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

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


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

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

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

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

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

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

- what the circumstances were
- where the person got the advice from, and what it was
- whether they followed the advice or not and why

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

## 7 SPEAKING

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

### Talking about advice you were given

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

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

*It turned out to be really sound / practical advice.*

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

*I got rather conflicting advice.*

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



G noun phrases

V phrasal nouns

P short and long vowels

## 1 READING

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

a non-competitive school culture

having parents who don't work too hard

reading a lot

a strong sense of community

gender equality

the freedom to do what you want at a young age

spending time outdoors

not being a fussy eater

being polite

- b The report showed that the top country for childhood happiness was the Netherlands. Read the title and first paragraph of an article about Dutch teenagers. How are British and Dutch parents different in terms of their attitude to bringing up children?
- c Now read what five Dutch teenagers say about their upbringing and education. Write **Moya**, **Zeb**, **Seegert**, **Emma**, and **Ben** next to a statement in each section. There is one statement in each section that you don't need.

## Upbringing

- 1 \_\_\_\_\_ We use social media in a responsible way.  
 2 \_\_\_\_\_ We learn to keep things in perspective.  
 3 \_\_\_\_\_ We consider our parents to be our friends.  
 4 \_\_\_\_\_ We discuss the rules with our parents.  
 5 \_\_\_\_\_ We learn to look out for other people.  
 6 \_\_\_\_\_ We are allowed to make mistakes.

## Education

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

## Glossary

**Montessori** a method of education based on self-directed activity and collaborative play

**stream** a group of school students of the same age and level of ability

## Why Dutch youngsters are the happiest in the world

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

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

## Moya, 17

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

## Zeb, 17

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

## Seegert, 14

- There's nothing I've ever really wanted to do that I haven't  
 45 been allowed to. It's kind of like a negotiation where everyone's point of view is considered. For example, my parents and I made a deal that if I don't take risks and behave sensibly until I'm 18, they'll pay for my driving licence. There is a lottery system in the Netherlands that  
 50 decides which school you go to – you're given a number

Abridged from The Times



and it corresponds to a school. Some friends ended up going to a place that's 12 miles away, but I think it's a good system because your parents can't interfere in which school you go to.

**Emma, 16**

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

**Ben, 22**

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

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

- 1 there isn't such an emphasis on social status (l.16)
- 2 There's not such a sense of minding your own business as elsewhere. (l.21)
- 3 it's a very laid-back system (l.23)
- 4 prize freedom over money (l.29)
- 5 life isn't going to be very fulfilling (l.36)
- 6 There's no stigma attached to that (l.61)
- 7 We have a mentoring programme at school (l.62)
- 8 learning to take a balanced view (l.70)

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

## 2 GRAMMAR noun phrases

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


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

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

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

**c**  p.117 Grammar Bank 1B

## 3 SPEAKING

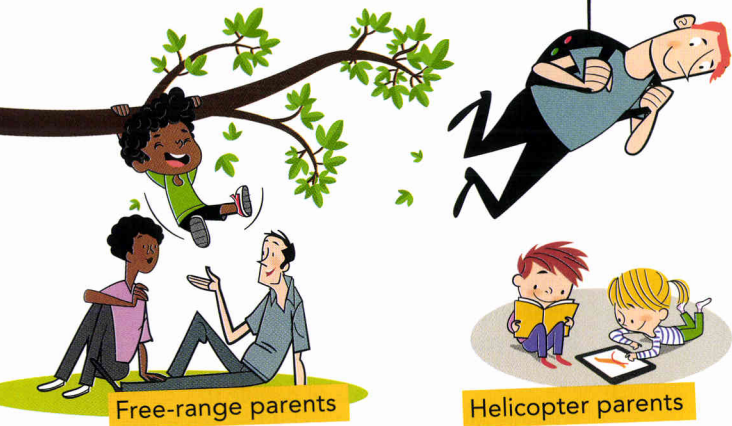
**a**  1.12 Listen to a woman talking about her upbringing. Answer the questions.

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

**b** Talk to a partner.

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

## 4 LISTENING



Free-range parents

Helicopter parents

Tiger parents

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

b **1.13** Listen to the introduction to a radio programme in which a parenting expert is interviewed about a book called *Love, Money and Parenting*. Check your answers to a. Then choose the correct option to complete the summary of what the book is about.

The authors of the book, Matthias Doepke and Fabrizio Zilibotti,...

- show that being a helicopter parent can have negative consequences.
- argue that the children of helicopter parents do better in life.
- say that the children of helicopter parents are better risk-takers.

c **1.14** Now listen to the first part of the interview and answer the questions.

- According to the book, what is the main benefit of helicopter parenting?
- What aspect of how helicopter parents behave makes the biggest difference?

d Listen again and complete the sentences.

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

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

According to Doepke and Zilibotti,...

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

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

g Do you agree that it's difficult for many parents to 'get the balance right'? Why? Which of the three types of parent were your parents? Which might you be, do you think?

## 5 VOCABULARY phrasal nouns

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

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

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

c **V p.141 Vocabulary Bank Phrasal nouns**

d Talk to a partner about the following:

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

## 6 PRONUNCIATION short and long vowels

### 🔍 Fine-tuning your pronunciation: short and long vowels

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

#### Short vowels:



#### Long vowels:



a 🎧 1.18 Listen and **circle** the word you hear in each group. Practise saying the words, making a clear differentiation between each sound.

- 1 a teens    b tins
- 2 a fool    b full
- 3 a debt    b dirt
- 4 a match    b march    c much
- 5 a caught    b cot    c cut

b 🎧 1.19 Listen and write some words from this lesson with short or long vowel sounds. In each group, the sound is spelled in different ways.

- 1 /ɪ/ \_\_\_\_\_
- 2 /i:/ \_\_\_\_\_
- 3 /ʊ/ \_\_\_\_\_
- 4 /u:/ \_\_\_\_\_
- 5 /ɒ/ \_\_\_\_\_
- 6 /ɔ:/ \_\_\_\_\_
- 7 /ɑ:/ \_\_\_\_\_
- 8 /ʌ/ \_\_\_\_\_
- 9 /e/ \_\_\_\_\_
- 10 /ɜ:/ \_\_\_\_\_

c Compare your spellings with a partner, and **circle** the letters which make the sound. Are there any other possible spellings for the sounds? Why do you think the /æ/ sound wasn't included in b?

d **Communication** Short and long vowels **A p.86**  
**B p.90** Dictate sentences, focusing on making the vowel sounds short or long.

## 7 WRITING

📖 p.94 **Writing** A discursive essay Analyse an essay about the pros and cons of free-range parenting, and write a discursive essay.

## 8 THE CONVERSATION



a Watch the conversation. Complete 1–3 with the name of the speaker.

- 1 \_\_\_\_\_ completely agrees with the question.
- 2 \_\_\_\_\_ partly agrees, but thinks that changing environments also play a part.
- 3 \_\_\_\_\_ partly agrees, but thinks that people tend to have the same values as their parents.

b Watch again. Answer the questions with a partner. **Why...?**

- 1 has Tim tried to be physically close to his own children
- 2 didn't he have a problem with screen time with his older children
- 3 does Syinat plan to have an equal relationship with her children
- 4 is Devika surprised that one of her cousins is bringing their children up in a very liberal way

c Based on your experience, or that of family and friends, do you think people's parenting styles are influenced by the way their own parents brought them up?

d Watch some extracts and complete them with the modifiers used.

- 1 ...I think \_\_\_\_\_ you are always going to be influenced by the way you were brought up yourself.
- 2 ...it's always \_\_\_\_\_ of a tussle, a fight with them, to get them off screens.
- 3 ...there were screens, but they weren't \_\_\_\_\_ interesting...
- 4 ...I \_\_\_\_\_ plan on doing that with my children as well.
- 5 ...even if that is \_\_\_\_\_ positive thing.
- 6 ...people of my generation were brought up in \_\_\_\_\_ strict households...
- 7 ...one of my cousins is bringing up their children in \_\_\_\_\_ way,...

e Now have a conversation in groups of three. Discuss the questions.

- 1 Do you think children are less independent now than they used to be?
- 2 Do you think parents nowadays bring up sons and daughters in the same way?

## USE OF ENGLISH

- a Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.
- I wish I hadn't dropped out of school.  
**shouldn't**  
I *shouldn't have dropped out* of school.
  - Productivity has gone up dramatically.  
**increase**  
There \_\_\_\_\_ in productivity.
  - Do you want to go to university or get a job?  
**rather**  
\_\_\_\_\_ to university or get a job?
  - Passenger numbers have dropped significantly since 2019.  
**downturn**  
There \_\_\_\_\_ in passenger numbers since 2019.
  - We're worried that many jobs will be lost in the town.  
**losses**  
We're worried that \_\_\_\_\_ in the town.
  - I can't believe they didn't phone us yesterday.  
**should**  
They \_\_\_\_\_ us yesterday.
  - There were around 200 people at the conference.  
**so**  
There \_\_\_\_\_ people at the conference.
  - It looks as if it's going to rain next week.  
**outlook**  
The \_\_\_\_\_ is rain.
  - I don't want to get the train – I want to drive.  
**sooner**  
I \_\_\_\_\_ get the train.
  - I can't turn the printer on.  
**won't**  
The \_\_\_\_\_.
  - He's always phoning me at work – it drives me mad!  
**keep**  
He \_\_\_\_\_ at work – it drives me mad!
  - I'm not surprised he was tired when he got here – I imagine he was driving all night.  
**would**  
I'm not surprised he was tired when he got here – he \_\_\_\_\_ all night.

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

## Are teenagers children or adults?

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

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

## READING

You are going to read four descriptions by journalists of teachers who inspired them. For questions 1–4, choose from the people A–D.

## Which journalist...?

- expresses a similar opinion to D implying that the best lessons are the ones that challenge you most
- shares B's view that their teacher was influential in changing the direction of their studies
- together with C believes their teacher introduced them to a completely new idea
- tells us least about what their teacher was like

# My most inspiring teacher

## A Hadley Freeman

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

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

## B Lola Okolosie

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

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

## C Decca Aitkenhead

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

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

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

## D Paula Coccozza

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

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

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