

G permission, obligation, and necessity

V word formation: prefixes

P intonation and linking in exclamations

1 LISTENING & SPEAKING

- a Which of these subjects did you enjoy most in school? What made the classes interesting? Were there any you really didn't enjoy?

geography history science sports

- b Work in pairs, and try to agree on answers to questions 1–12, which come from a book based on a popular TV quiz show.

- c **C Communication** QI quiz A pp.108–109 B p.112.
Find the answers to the quiz questions and explain them to each other.

- d **7.1** Listen to a journalist explaining the quiz.
Answer the questions.

- Why was the show called QI?
- What is the basic principle behind the show and its books?
- What two examples are given from *The QI Book of General Ignorance*?
- What does the popularity of the books prove?
- What are the two reasons Lloyd and Mitchinson give for why children often do badly in school?

- e **7.2** Now listen to the journalist explaining Lloyd and Mitchinson's ideas about education. Complete the five suggestions they make.

- Education should be more _____ than _____.
- The best people to control what children learn are the _____.
- Children should also be in control of _____ and _____ they learn.
- There should never be _____ without _____.
- There's no reason why school has to _____ at 17 or 18.

- f Listen again and make notes about the reasons.

- g What do you think of Lloyd and Mitchinson's suggestions? Can you make any other suggestions that would improve learning in schools?

everything you think you know
is probably wrong...

The natural world

- How many legs does an octopus have?
- What is Australia's most dangerous animal?



Science

- At what temperature does seawater freeze?
- What's the best color to wear to keep cool in the shade?

Statistics

- If you toss a coin, what is the probability of it landing on "heads"?
- How tall was Napoleon?



History

- What did the Russian Vyacheslav Molotov invent?
- What was the most commonly spoken language in ancient Rome?

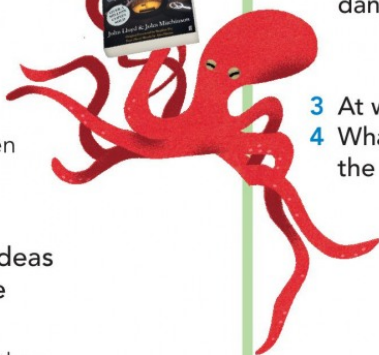
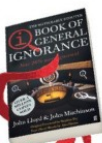
Geography

- Which country is most of the Nile River in?
- When people say "The Iron Lady," what are they referring to?



Sports

- Where was soccer first played?
- What is the last name of the famous Portuguese soccer player whose first name is Cristiano?



2 PRONUNCIATION intonation and linking in exclamations

- a **7.3** Listen to two dialogues, and complete the exclamations.

1 A Did you know that America was named after a British merchant named Richard Ameryk?
B _____! I'd always wondered where the name came from.

2 A Lloyd and Mitchinson think that school shouldn't be mandatory.
B _____! If it wasn't mandatory, no one would ever go.

- b Listen again and answer the questions with a partner.
- Which word has extra stress in each exclamation? What happens to the intonation?
 - Why do you think a /w/ sound is added between *How* and the adjective?
- c Practice saying some more common exclamations with *How* and *What*.

What a great idea! What an amazing coincidence!
What a terrible experience! How annoying!
How embarrassing! How weird!

- d **C Communication** What a ridiculous idea!
A p.109 B p.112. Respond to what your partner says with an exclamation.

3 VOCABULARY word formation: prefixes

- a Look at ten more Q1 facts at the bottom of the page. Which do you find the most surprising?
- b Look at the prefixes in the **highlighted** words. Answer the questions with a partner.
- Which four are negative prefixes and simply mean "not"?
 - What do the other prefixes mean?
- c **V p.170 Vocabulary Bank Prefixes.**
- d Add a prefix to the **bold** words and make any other necessary changes to complete the sentences.
- I completely _____ Alan. I thought he was self-centered, but I see I was wrong. **judge**
 - This paragraph in your essay is unclear. I advise you to _____ it. **write**
 - I can't read my doctor's handwriting. It's completely _____. **legible**
 - Having to take care of my sister's dogs while she's on vacation is very _____. **convenient**
 - My husband is _____. He never wants to come with me to parties or dinners. **social**
 - The expedition failed because they were _____. **equip**
 - It's going to be an _____ struggle to motivate the team after last week's defeat. **hill**
 - Could you work some overtime this week? We're _____. **staff**
 - We're not going back to that restaurant—they _____ us last time we went. **charge**
 - The hotel has an _____ swimming pool that's only open from June to September. **door**

...and everything is interesting

- 10% of US electricity is made from **dismantled** Soviet atomic bombs.
- More than half the world's population is **bilingual**.
- Most **antibiotics** are made from bacteria.
- In Switzerland, it's **illegal** to keep a guinea pig on its own.
- Over 100 billion neutrinos pass **unnoticed** through your head every second.
- Paper can only be **recycled** six times. After that the fibers are too weak to hold together.
- The first book ever printed in Oxford had a **misprint** on the first page: they got the date wrong.
- The word **aprosia** means the **inability** to concentrate on anything.
- You could listen to a radio on the moon, but it's virtually impossible on a **submarine**. Radio waves travel much more easily through space than through water.
- A typical **microwave** oven uses more electricity keeping its digital clock on standby than it does heating food.



4 READING

a You are going to read a review of a book called *In the Interests of Safety*. First look at some current rules in the US. With a partner, say what you think the missing words are.

- 1 You can't walk through airport security with anything made of _____.
- 2 You can't take any kind of _____ on board a plane in carry-on bags.
- 3 You can't take liquids of more than _____ through airport security.
- 4 You can take anything bought in airport _____ stores on planes.
- 5 You can't take _____ in some public places.
- 6 You can't use _____ below 3,048 meters (10,000 feet) on an airplane.
- 7 You can drive in all US states when you are _____ years old.

b Read the article once and check.

c Now read the article again. Answer the questions with a partner.

- 1 Do the authors think that the rules in a are...?
 - applied too strictly
 - unnecessary
 - dangerous
- 2 What do they say about the relative danger or safety of...?
 - butter knives
 - jogging in an area where there are hippos
 - taking children to the beach
 - large trucks in cities
 - unpasteurized cheese
 - traffic near schools

It's health and safety gone mad!



Steven Poole reviews Tracey Brown and Michael Hanlon's book *In the Interests of Safety* about "the absurd rules that blight our lives."

- 1 On my way to Poland the other week, I was going through security at Heathrow behind an elderly man who walked with an aluminium crutch. He went through the metal detector leaning on his wife, having left the crutch next to the conveyor belt. The detector beeped, so the man was given his crutch and forced to go back through to remove his shoes, a procedure that obviously caused him some annoyance and discomfort. Now in socks, he was ordered to pass through the metal detector again. But he wasn't allowed to take his crutch with him and his wife wasn't allowed to go back through the detector. Eventually, the security guard himself reached a hand through the detector to help him, and the man, grimacing, limped through, while his crutch passed through the baggage scanner.
- 2 We've all seen such examples of the meaningless "security theater" at airports. One pilot had his butter knife confiscated, just before taking the controls of an enormous metal machine packed with flammable fuel. Liquids over 100 milliliters (3.4 ounces) were banned in carry-on baggage even though the initial incident which led to prohibition of liquids—a plot to mix chemicals in the plane's toilet to produce explosives—almost certainly wouldn't have worked. And yet, as Tracey Brown and Michael Hanlon point out in this book, passengers are not only allowed, but encouraged to buy and take on board large duty-free bottles of alcoholic spirits, which could easily be turned into Molotov cocktails.
- 3 This book about absurd rules considers such "security" restrictions as well as more general "health and safety" rules. While "security" promises to protect us from external threat, "safety" protects us from accident or ourselves. Actually, the phrase "health and safety" has become so familiar that we don't quite notice that the two concepts are not necessarily mutually reinforcing. What is healthy might be unsafe (going jogging along a river populated by irritable hippos) and what is safe might be unhealthy (staying indoors binge-watching Netflix series 24 hours a day).
- 4 Although many stories of absurd official regulations turn out to be simply rules imposed by unimaginative bosses or supervisors, some do seem to be true. In Kent recently, schoolteachers had to fill out a 30-page questionnaire before taking pupils to the beach—the safety-assessment form for workers on an oil rig is only one page! In general, whenever officials cite "terrorism laws" to stop you taking photographs in public places, or a call center worker cites "data protection" as a reason not to tell you something, the authors recommend being polite, but firm. "Really? Which rule are you thinking of? And how does it apply here?"
- 5 "The core philosophy of the book," the authors say, "is *ask for evidence*." It turns out that there is no evidence that, say, using your phone at a petrol station is dangerous. Nor has there ever been any evidence that using your phone, or any other electronic equipment, will interfere with the systems on commercial aircraft. So that rule is, finally, being relaxed.
- 6 If we were really interested in "evidence-based safety," the authors argue, we would ban large trucks from city centers (they kill a lot of cyclists), as well as raising the driving age from 17 to 21. But some options, unfortunately, are simply political impossibilities. "In America, this is why people can't buy unpasteurized cheese. In Britain, it is why people worry about dangerous dogs, but do little to reduce or calm the traffic around schools and playgrounds."

Glossary

Kent a county in southeastern Britain

pupil (NAme student)

oil rig a large structure with equipment for getting oil from under the ocean or under the ground

petrol (NAme gas)



LEXIS IN CONTEXT

Learning new verbs

When you learn a new verb, always make sure you check whether it is regular or irregular in the past tense. Remember that, in fact, 97% of verbs are regular.

- d Find regular verbs in the text that mean:

Paragraph 1

- 1 make a short high electronic sound
- 2 make an expression with your face to show pain
- 3 walk with difficulty, e.g., because one leg is injured

Paragraph 2

- 4 officially take something away from somebody
- 5 say officially that something is not allowed

Paragraph 3

- 6 make an idea stronger

Paragraph 4

- 7 make somebody accept something, e.g., a rule or regulation
- 8 mention something as a reason

Paragraph 5

- 9 prevent something from working

Paragraph 6


- 10 make safer by slowing down

- e Are there any laws or regulations where you live that you think are unnecessary or contradictory?

5 GRAMMAR permission, obligation, and necessity

- a Look at the pairs of sentences. With a partner, say if they are the same or different in meaning. In which pair of sentences is there a difference in register?

- 1 **It is not permitted to** use your phone here.
You're not allowed to use your phone here.
- 2 **You'd better** finish your water before we go through security.
You ought to finish your water before we go through security.
- 3 **We're not supposed to** walk along the river bank.
We must not walk along the river bank.
- 4 **You don't have to** fill out the form now. You can do it later.
You needn't fill out the form now. You can do it later.
- 5 **We should have** left home early.
We had to leave home early.

- b  **p.154 Grammar Bank 7A** Learn more about permission, obligation, and necessity, and practice them.

6 SPEAKING

- a Talk in small groups. Imagine the following rules or laws have been proposed for your country. Would you be in favor of them or not? Say why. Try to use expressions from the box.

Talking about rules

<i>I think</i>	<i>people should be allowed to...</i>
<i>I don't think</i>	<i>we ought to be encouraged to...</i>
	<i>parents should be made to...</i>
	<i>it should be against the law to...</i>
	<i>it should be illegal to...</i>
	<i>it should be mandatory to...</i>
	<i>...ought to be banned.</i>

On the road

- ▶ People over 85 should not be allowed to drive.
- ▶ It should be against the law for pedestrians to cross the street while wearing headphones.
- ▶ Bicyclists ought to be made to pass a test to get a bicycle license before they are allowed on the road.



At home

- ▶ It should be mandatory to turn off all electrical appliances at night in order to save energy.
- ▶ It ought to be illegal to leave children under 12 alone in the house.
- ▶ It should be against the law for parents to give fast food to obese children.

Public health

- ▶ Smoking on the street should be banned.
- ▶ Restaurants should not be allowed to serve more than one large soda per person.
- ▶ People who abuse their health should be made to pay higher health insurance premiums.

Society

- ▶ It should be against the law not to vote in elections.
- ▶ All advertising aimed at children under the age of 12 ought to be banned.
- ▶ Couples should be required to attend three months of marriage counseling before they are allowed to get divorced.

- b In your groups, agree on a new law or regulation that you would like to see introduced for two of the categories. Then try to convince other groups to vote in favor of passing your law.

7 WRITING

 **p.122 Writing A report** Analyze a model report and write a report about a language school.

WRITING A REPORT

KEY SUCCESS FACTORS

- making sensible recommendations based on your observations
- being clear and concise
- organizing your report under headings

ANALYZING A MODEL TEXT

- a The owners of a language school are doing some research into student satisfaction and have asked several students to interview all the students at the school and write a report. Read their report and then, from memory, tell a partner what the school's main strengths and weaknesses are in each area.
- b Can you remember how some of the **highlighted** phrases below were expressed in a more formal way? Then look at the text again to check your answers.
- 1 **What this report is for** is...
The _____ is...
 - 2 ... is to **find out how happy students are** with the classes and facilities.
... is to _____ with the classes and facilities.
 - 3 In general, students **thought the teachers were very good**.
In general, students _____.
 - 4 **About class sizes**, most students think there should be no more than 12 students in a class.
_____, most students think there should be no more than 12 students in a class.
 - 5 **As for how long the classes last**, they officially last an hour...
_____, they officially last an hour...
 - 6 We suggest **buying** more computers...
We suggest _____ more computers...
 - 7 **Most students** are extremely positive...
_____ are extremely positive...
 - 8 ...that **if you make the changes we suggest**, it will be an even better place to study.
...that _____, it will be an even better place to study.

English Time Language School



A report

Introduction

The aim of this report is to assess student satisfaction with the classes and facilities at the English Time Language School and to make suggestions for improvements.

Testing and registration of new students

Most students were satisfied with the testing process for new students. However, they complained about the long lines at registration. We believe it would be preferable either to have more staff members available to deal with registration, or to give students a specific day and time to register.

The classes

In general, students rated the teachers very highly. Their main criticisms were of class sizes and the length of classes. With regard to class sizes, most students think there should be no more than 12 students in a class. In terms of the duration of classes, they officially last an hour, but in practice they are usually only 45 minutes because of latecomers. We propose that all students who arrive more than five minutes late should have to wait until the break for admittance.

The self-study center

It is generally thought that the self-study center, while useful, has two major drawbacks. There are not enough computers and at peak times they are always occupied. Also, the center closes at 7 p.m., so students who come to the later classes cannot use the center at all. We suggest purchasing more computers and extending the center's hours to 9 p.m.

The cafeteria

The cafeteria was recently replaced by vending machines for drinks and snacks. Although it is true that people often had to wait to be served, most students greatly preferred the cafeteria and would like it to be reopened.

Conclusion

Overall, the majority of students are extremely positive about the school and feel that if the suggested changes are implemented, it will be an even better place to study.

USEFUL LANGUAGE

- c Complete the missing words. Some (but not all) are in the model report.

Some common expressions for generalizing

- 1 In **g** _____, people think...
- 2 **Generally sp** _____, people think...
- 3 **It is generally co** _____ / thought...
- 4 **The general v** _____ is that certain improvements need to be made.
- 5 **Of** _____, the majority of students think...

- d Rewrite the following sentences.

Making suggestions

- 1 Please buy new computers.
We suggest _____.
- 2 The registration process ought to be improved.
It would be advisable _____.
- 3 Why don't you make the classes smaller?
We propose _____.
- 4 You really should extend the center's hours.
I strongly recommend _____.
- 5 It would be much better if classes lasted an hour.
It would be far preferable for classes _____.

← p.69

PLANNING WHAT TO WRITE

- a Read the following task and study the relevant information. Then, with a partner, decide:

- 1 how many headings you will need and what they should be.
- 2 how to express the relevant information in your own words.
- 3 what suggestions for improvements could be made under each heading.

Your language school has just started four-week study trips to the US. You have been asked by the principal of the school to get feedback from all the students who participated in the first trip and write a report detailing what students were positive about, what problems they had, and making suggestions for improving future study trips.

You have made the following notes about the views of the majority of participants:

- *People with families much happier than ones who stayed in the dormitories, because they were able to practice their English with the families.*
- *School OK and classes good, but almost everyone complained about the lunch (just a sandwich). Some thought six hours a day too much.*
- *People not very interested in some weekend cultural programs. Trips to New York City and Philadelphia great, to Gettysburg and Valley Forge boring. On all trips too much sightseeing and not enough time for shopping!*

- b Together, suggest improvements to the study trips, beginning with a different expression each time.

TIPS for writing a report:

- Look carefully at who the report is for and what they need to know. This will help you choose what information you have to include.
- Decide what the sections of the report are going to be and think of headings for them.
- Use an appropriate professional style, avoiding very informal expressions.
- In the introduction, state what the aim of the report is.
- For each paragraph, state the situation (strengths and weaknesses) and then make a recommendation.
- If on a test you are given information on which to base your report, try not to use exactly the same words.
- Use a variety of expressions for generalizing and making suggestions.

WRITING

Write a report of between 200 and 250 words.

DRAFT your report, using the headings and suggestions you worked on in the planning stage.

EDIT the report, making sure you've covered all the main points, checking paragraphing, cutting any irrelevant information, and making sure it is the right length.

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

can, must, should, ought to, had better

- I **couldn't** take any photos in the gallery, so I bought some postcards.
If you want to apply for this job, you **must** be able to speak Spanish.
We **should** / **ought to** go on the freeway—it's much quicker.
 - We **should have** / **ought to have gone** on the freeway—it would have been quicker.
 - You'd **better** mail the packages today or they won't get there in time.
- The most common modal verbs for talking about permission and obligation are **can** / **could**, **must**, and **should** / **ought to**.
• We can also use *May I...?* to ask for permission, e.g., *May I use your phone?*
 - We can use **should have** or **ought to have** + past participle to talk about past events that did not happen and that we regret.
 - had better** is stronger and more urgent than **should** / **ought to** and is often used to give strong advice or a warning. It usually refers to the immediate future.
• The negative is **had better not**. NOT *hadn't better*.

must not / don't have to

You **must not** bring children under 12 into this restaurant.
You **don't have to** tip here unless you think the service was especially good.

must not and **don't have to** are completely different.

- must not** is used to express an obligation not to do something.
- don't / doesn't have to** is used to express an absence of obligation.

➔ See 1A p.142 for information about **have to** and **have got to** to express obligation.

need

- You usually **need to** check in at least two hours before a flight leaves.
You **don't need to** take a jacket. It's going to be hot today.
 - We **needn't** lock the car. Nobody will steal it in this parking lot.
 - We **needn't have booked** / **didn't need to book**. The restaurant is empty!
 - We had plenty of gas so we **didn't need to stop**, which saved time.
- We use **need** / **don't need** + **to** + base form to say that something is necessary / unnecessary. You can use these forms for habitual, general, and specific necessity.
 - When we want to say that something is unnecessary on a specific occasion, we can also use **needn't** + base form.



don't need to or needn't?

We use **don't need to** (NOT **needn't**) for habitual or general necessity, e.g., *I don't need to wear glasses. My eyesight is still good.* NOT *I needn't wear glasses.*

- When something was not necessary, but you did it, you can use either **needn't have** + past participle or **didn't need to** + base form.
 - When something was **not** necessary, so you did not do it, you must use **didn't need to**. NOT *We had plenty of gas so we needn't have stopped, which saved time.*
- Compare:
We didn't need to book. (= It wasn't necessary. We may have booked or we may not.)
We needn't have booked. (= We booked, but it wasn't necessary.)

be able to, be allowed to, be permitted to, be supposed / meant to

- Starting tomorrow we **won't be able to** park on this street.
You're **not allowed to** smoke in any public buildings in our country.
 - It **is not permitted to** take cell phones into the exam room.
 - We **are supposed** / **meant to** check in at 3:30. What time is it now?
You **aren't supposed** / **meant to** park here—it's a hospital entrance.
- We often use person + **be able to** or **be allowed to** + base form instead of **can** to talk about what is possible or permitted.
• We **don't** use *it isn't allowed to...* NOT *It isn't allowed to take cell phones into the exam room.*
 - it + be permitted to** + base form is used in formal situations, e.g., notices and announcements, to say what can / can't be done according to the law or to rules and regulations.
 - We can also use **be supposed to** / **be meant to** + base form to say what people should or shouldn't do, often because of rules. There is often a suggestion that the rules are not necessarily obeyed, e.g., *Students are not supposed / meant to have guests after 12:00, but everyone does.*

- Circle** the right form. Check (✓) if both are possible.
We **couldn't** / **weren't allowed to** go out at night when we were growing up. ✓
1 You **aren't supposed to** / **aren't meant to** park here, but everyone does.
2 You'd **better not** / **don't have to** use his computer. He hates other people touching it.
3 I **shouldn't have** / **must not have** lost my temper last night. I feel really guilty about it now.
4 It is **not permitted** / **not allowed** to take flash photographs in this museum.
5 You **can** / **need to** pay cash here because they don't accept credit cards.
6 You are **allowed to** / **able to** drive in the US when you are 16.
7 We **didn't need to get** / **needn't have gotten** a visa, which was lucky, as we only booked our vacation at the last minute.
8 You really **ought to have** / **should have** gotten advice from a specialist about your back problem.
9 You **better** / **'d better** be on time tomorrow or you may be kicked out of class!
10 You **don't have to** / **needn't** bring your car—we can go in mine.
- Complete the sentences with **three words**.
If you don't finish your homework, you won't be **able to watch** TV.
1 You don't _____ to go into the art gallery. Entrance is free.
2 We remind you that this is a non-smoking flight. Smoking _____ anywhere on the aircraft.
3 You'd _____ late—you know what Kim is like about punctuality!
4 You _____ back until next month. I don't need the money right away.
5 You _____ you didn't like the pasta. You know how sensitive he is about his cooking.
6 It was a difficult trip because we _____ trains three times.
7 A lot of people think that governments _____ more to protect young people's health.
8 You aren't _____ a motorcycle in New York if you don't wear a helmet.
9 We didn't _____ sweaters after all—it's really warm!
10 Am I _____ a suit to the wedding, or is it quite informal?

1 NEGATIVE PREFIXES

a Put the words in the list in the right column to make negatives.

agree appropriate attractive capable coherent competent continue do easy
embark honest hospitable legal legitimate literate logical mobile moral
official personal practical rational regular relevant replaceable

im-	il-	ir-	in-	un-	dis-
					disagree

b 7.4 Listen and check. What letters do the words begin with after **im-**, **il-**, and **ir-**?

2 PREFIXES THAT ADD OTHER MEANINGS

a Read the sentences carefully and match the **highlighted** prefixes to their meanings A–T.

- | | |
|--|---------------------------|
| 1 D My daughter has out grown most of her clothes—she needs a bigger size. | A not enough |
| 2 A lot of common English verbs are mono syllables, like <i>get</i> , <i>have</i> , <i>give</i> , etc. | B too much |
| 3 After being proven innocent, he was re instated at his old job. | C more than one, many |
| 4 After the operation, I'll have to go to the hospital once a week as an out patient. | D further, better, bigger |
| 5 As a child, she was ill -treated* by her stepmother and this had serious repercussions. | E wrongly |
| 6 I haven't been feeling very well recently. The doctor told me to take multi vitamins. | F below |
| 7 I must have mis understood you. I thought you said you didn't want to come tonight. | G two, twice |
| 8 I need to install a new anti virus program on my computer. | H against |
| 9 I was incredibly lucky on my flight to New York—I was up graded to business class! | I one |
| 10 The police are trying to de fuse the situation between the politicians and the protesters. | J by yourself, by itself |
| 11 My brother took post graduate classes in translation and interpreting. | K after |
| 12 A ceasefire is an essential pre condition for any negotiation. | L outside, not inside |
| 13 My sister is overweight—she goes through periods of compulsive over eating. | M before |
| 14 The committee has bi annual meetings in October and March. | N remove or reduce |
| 15 Several different species now co exist peacefully side by side. | O higher, towards the top |
| 16 This work is totally sub standard. It's just not acceptable. | P together |
| 17 There will be an inter governmental conference to look at climate change. | Q badly |
| 18 They're really under staffed right now because a lot of their workers are sick. | R between |
| 19 When he lifted her up, he seemed to have almost super human strength. | S above average |
| 20 I'm not very good with my camera. I almost always use the auto focus setting. | T again |

*The prefix *ill* is always followed by a hyphen.

b 7.5 Listen and check.

Prefixes with more than one meaning

Some prefixes have more than one meaning, e.g., *out-*, *de-*. Compare:

out- + verb usually means further, greater, etc., (than), e.g., *outnumber*

out- + noun / adjective means outside, e.g., *outbuilding*

de- often means remove or take away, e.g., *demystify* = remove the mystery

de- can also mean reduce, e.g., *devalue* = reduce the value of something

ACTIVATION Which prefixes from **2** could you use before each of these words?

-cook (v) -lingual -war
-national -place (v)

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