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 **Benchmark Test**



high note 5

Student's Book

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with
Online Resources

B2+/C1



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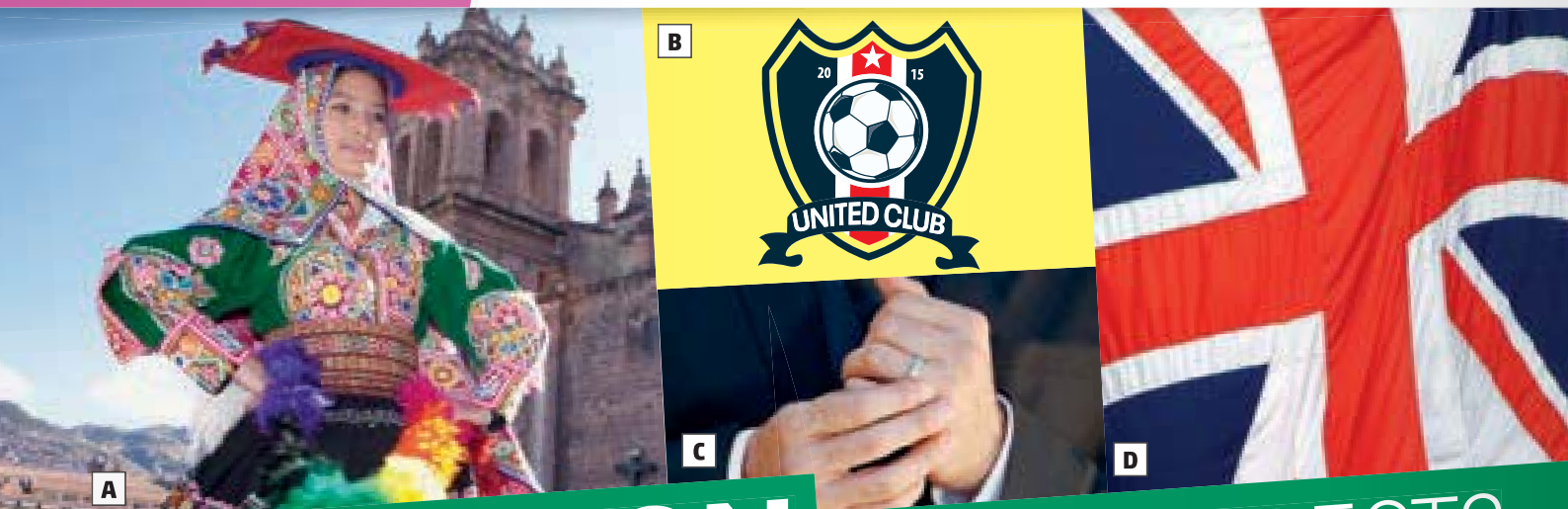
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01

Identity

VOCABULARY	Personality: compound adjectives, fixed expressions, idiomatic phrases, verbs for thinking and understanding
GRAMMAR	Continuous and perfect tenses
LISTENING	Understanding the main points of complex talks
SPEAKING	Keeping conversations going
WRITING	A blog post about the past



THE PERSON I KNOW BEST?

How well do we know ourselves? Do we understand **what makes us tick**? Take a moment to stop and think about the things that define us.

INTERESTS

Some people find it easy to follow their passion. They've always **been nuts about** music or horses or fashion. But what if we are not really sure what our thing is? Maybe we could think about the times in the last few weeks when we have felt absorbed by something, or remember the things we used to **get a kick out of** when we were children. One of those might just turn into a lifelong hobby or even a career.

VALUES

What values do we **set great store by**? Do we prize spontaneity or stability? Are we rather laid-back or strong-willed? How crucial is commitment? How highly do we rate tactfulness over frankness? When we know this, we can consider whether the choices we make **are in line with** these values.

POSSESSIONS

What kind of car would we ideally **plump for**? Maybe we always buy the same type of phone? These sorts of decisions can also **say a lot about us**. Or maybe we **are not that into** possessions themselves, but have a small collection of items with real sentimental value. The things we choose to use regularly or to surround ourselves with can also define us, which is why we might find new friends checking out our books or music collection.

TRIBE

Who do we choose to spend time with? Our 'tribe' is a key part of our identity. If we are a Real Madrid supporter, or a history student, or a kind-hearted volunteer, we're already hanging out with like-minded people. If you haven't found your tribe yet, be more open-minded – get out there, try some new things and meet some new people.

When we know these things, it's easier to be ourselves and to find careers and the tribe that we really **click with**.

1A VOCABULARY AND SPEAKING

1 SPEAKING Imagine you were in a radio programme about identities in which people were asked to describe themselves. What would you say?

2 1.2 Listen to three people being asked to describe themselves. What aspects of their identity does each person mention? Which aspects of identity are shown in photos A–D?

- 3 **THINK BACK** In pairs, decide which of the adjectives in the box describe each speaker from Exercise 2 best. Complete the table and explain your choices.

capable compassionate conceited dedicated
defensive passionate resilient self-aware self-centred
self-obsessed tough trustworthy underconfident

Carrie	Sarah	James

Compound adjectives (personality)

- 4 **1.2** Study Active Vocabulary. Then match the words from box A with the words from box B to make compound adjectives describing personality. Listen to the recording again and decide which of these adjectives you would use to describe the speakers.

A absent forward high highly kind laid like
narrow street strong thin tight

B back fisted hearted looking minded (x3)
skinned spirited strung willed wise

ACTIVE VOCABULARY | Compound adjectives

A compound adjective is made up of more than one word, but describes a single idea. They often use a hyphen when they come before a noun, e.g. *She's a world-famous singer*. When they go after a noun, the hyphen is generally dropped, e.g. *The singer is world famous*.

There are many possible ways of forming compound adjectives:

- adjective + adjective, e.g. *red-hot*
- adverb + adjective, e.g. *hard-working*, *forward-looking*
- noun + adjective, e.g. *lifelong*, *world-famous*, *streetwise*
- adjective + noun, e.g. *full-time*, *cutting-edge*
- adjective + gerund, e.g. *good-looking*
- adverb + past participle, e.g. *highly-strung*
- noun + gerund, e.g. *eye-catching*
- noun + past participle, e.g. *tongue-tied*
- prefix + adjective, e.g. *underconfident*, *overcooked*

Most compound adjectives are stressed on the second part of the compound, but compounds formed by a noun + gerund or past participle are usually stressed on the first part of the compound.

- 5 **SPEAKING** Which of the adjectives from Exercises 3 and 4 would or wouldn't you use to describe yourself? Explain why. What adjectives would other people use to describe you? Think about your parents, siblings, neighbours, friends or teachers.

- 6 Read the article about identity on page 4. In pairs, discuss the questions.

- 1 Why is it important to get to know yourself?
- 2 Which of the four elements of identity do you find most important? Say why.

Personality adjectives and values

- 7 Find five nouns in the text that describe different values and form adjectives from them. Which of these values are important to you? Say why.

passion – passionate

- 8 Use the adjectives from the box to form nouns describing values. Put the qualities in order of importance. Then compare your lists in small groups. Use a dictionary if necessary.

assertive discreet humble inclusive merciful
sincere

Fixed expressions

- 9 Match the highlighted expressions from the text with the definitions.

- 1 Have a feeling of excitement and energy.
- 2 Not be very keen on something.
- 3 Match with.
- 4 Something which makes us behave in a certain way.
- 5 Hit it off with someone.
- 6 Reveal our traits.
- 7 Be crazy about something.
- 8 Choose.
- 9 Consider something to be important.

- 10 Look at the highlighted expressions again and complete the questions with one word in each gap. Then discuss them in pairs.

- 1 Given the choice between a day out walking in the hills and a day in bed, which would you _____ for? Say why.
- 2 Do you agree that your clothes can _____ a lot about you?
- 3 What cartoon characters were you _____ about as a kid?
- 4 What is the best way to find out what makes someone _____?

- 11 **SPEAKING** Make some notes about yourself under the headings below. Then discuss them in pairs. Use the vocabulary from the lesson.

• Interests • Values • Possessions • Tribe

- DOCUMENTARY VIDEO** **1 WATCH AND REFLECT** Go to page 162. Watch the documentary *Global Citizen* and do the exercises.



Are you a real live wire or a bit of a wet blanket?

- 1 If you go to a party, how do you make an entrance?
 - a I'm the one playing the trumpet as I walk in.
 - b I quickly look round the room and go and join someone I know.
 - c I don't go to parties.
- 2 If you turn up at a fancy dress party and discover you're the only one in costume, what do you do?
 - a Try to see the funny side.
 - b Enjoy being the centre of attention.
 - c Fancy dress parties should be banned!
- 3 If the party you're at is dull, what do you do?
 - a I'm a mover and shaker – I try to inject some life into the party!
 - b Leave the party as soon as I can and find something better to do.
 - c Have a bite to eat and talk to my friends – I'm a smart cookie so I won't miss such an opportunity.
- 4 There is a dance competition at the party you're at. Do you take part in it?
 - a I'm going to win! I'm a go-getter – I'll dance till I drop!
 - b Nobody knows my dancing moves – I'm a dark horse of the dance floor. I want to surprise everybody and win the competition.
 - c I'm a bit thin-skinned and not competitive at all so I'll pass this time.



1B SPEAKING AND VOCABULARY

- 1 Look at the example of an online personality quiz. In pairs or small groups, discuss the questions.
 - 1 Do you ever do online personality quizzes? Say why.
 - 2 Based on the questions, what do you think a *live wire* and a *wet blanket* mean?
- 2 Look at some other idioms describing personality. What do you think they mean? How would you express them in your own language?

a cold fish a dark horse a go-getter
a mover and shaker a smart alec a smart cookie
a soft touch

- 3 Answer the questions.
 - 1 Are any kinds of personality quizzes accurate? Say why.
 - 2 When might personality tests be used to make serious decisions in life?
- 4 1.3 Listen to a careers advisor being interviewed about how she uses personality tests and decide if statements 1–6 are true (T) or false (F).
 - 1 ☐ It is usual for someone to leave university without a clear idea of their future career.
 - 2 ☐ Rose believes you need to be self-aware in order to find the right career.
 - 3 ☐ Psychometric tests are usually quick and easy to do.
 - 4 ☐ Rose thinks it is more important to get the right qualifications for a job than to have the right personality.
 - 5 ☐ Rose thinks the interviewer should change the job he's doing at the moment.
 - 6 ☐ The interviewer agrees with Rose's assessment of his personality.
- 5 How did the interviewer show that he is interested in and listening to the speaker?

- 6 1.3 Study the Speaking box. Then listen again and tick the phrases which are used in the interview.

SPEAKING | Paraphrasing what you hear

Checking understanding

- ☐ To put it another way ...
- ☐ In other words ...
- ☐ If I'm hearing you correctly ...
- ☐ So you're saying (that) ...
- ☐ Let me get this straight ...

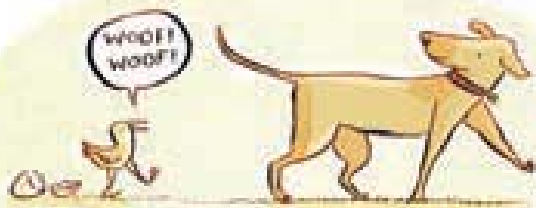
Summarising

- ☐ Essentially, ...
- ☐ Simply put, ...
- ☐ In a nutshell, ...
- ☐ So, what it boils down to is that ...

- 7 Are the following statements arguments in favour of (F) or against (A) using psychometric tests as part of a job interview?
 - 1 ☐ If a candidate is nervous, they may not show much of their personality during an oral interview.
 - 2 ☐ The candidate may answer the test questions dishonestly, especially if they know what the interviewer wants to hear.
 - 3 ☐ It can be expensive to administer and mark the tests.
 - 4 ☐ Hiring the wrong person can be an expensive mistake so it's better to know as much about them as possible.
 - 5 ☐ People who find exams anxiety-provoking may do badly in psychometric tests.
 - 6 ☐ A candidate for a job is unlikely to tell you about a weakness themselves.
- 8 In pairs, follow the instructions.
 - Student A, use the information in Exercise 7 in favour of psychometric testing to explain why it is a good idea.
 - Student B, listen and use the phrases from the Speaking box to check understanding.
 - Change roles. Student B, explain why psychometric testing is not a good idea, and Student A, check understanding.

1C LISTENING AND VOCABULARY

- 1 **SPEAKING** In pairs or small groups, look at the cartoons. What do you think they mean? Explain why.



- 2 Match the words from the box with definitions 1–11. Use a dictionary if necessary.

destiny disposition hereditary imply moulded
nurture offspring oversimplification proponents
trait vulnerability

- 1 Character or personality.
 - 2 Influenced or changed.
 - 3 People who publicly support an idea.
 - 4 The quality of being easily hurt.
 - 5 A particular characteristic or way of behaving.
 - 6 Helping something or somebody, e.g. young children or plants, to develop.
 - 7 Passed from parent to child.
 - 8 Children.
 - 9 Making something so easy to understand that it is no longer true.
 - 10 What will happen in the future.
 - 11 Suggest.
- 3 **1.4 PRONUNCIATION** Look at the words in the box in Exercise 2 again and underline the syllables with the main stress. Listen and check.
- 4 You are going to listen to part of a talk about the relative influence of genes or environment on personality. Make a list of four key points you think the speaker will make. Use the new vocabulary from Exercise 2.

- 5 **1.5** Study Active Listening. Then listen and check which of your ideas from Exercise 4 are mentioned. What other ideas (if any) did the speaker talk about?

ACTIVE LISTENING | Understanding the main points of complex talks

When speakers want to highlight the main points they are making, they often

- use a phrase that indicates something important, e.g.
Perhaps the first thing to say is that ...
It is important to recognise that ...
... is also key. / Without doubt, ... / The fact is ...
- use a rhetorical question, e.g.
So, what exactly do we mean by this?
So, what does this tell us?
- repeat key words, e.g.
*While your **personality** may be genetically influenced, your environment definitely can make a difference. If your parents encourage you to have a confident **personality**, for example, that will surely have an impact on how successful you are in later life.*
- paraphrase to emphasise a point, e.g.
*Nature refers to hereditary factors, everything handed down to us biologically from our parents, and their parents before them. **In other words, that our genes predispose us to act a certain way.***
- slow down the pace to emphasise a key point.

- 6 **1.5** Listen again and complete the sentences with 1–3 words in each gap.

- 1 Aristotle believed people were formed by _____.
- 2 People generally prefer to believe that they are in charge of their _____.
- 3 Research shows that being likely to suffer from _____ is a trait we probably inherit from our parents.
- 4 Separated shortly after birth, the Jim twins didn't meet again until they were _____.
- 5 The speaker thinks someone could infer from the Jim twins story that their _____ had the strongest influence on their lives.
- 6 Ann and Judy had very different upbringings, and Ann spent a lot of time _____.
- 7 In adulthood, Ann and Judy both struggled with _____.
- 8 The warrior gene is unlikely to lead to problems for a child brought up in _____.

- 7 **SPEAKING** In pairs or small groups, discuss the questions.

- 1 Why is it an oversimplification to say that your personality is due to solely hereditary factors or solely nurture?
- 2 In what ways do you think that your disposition can affect your destiny? Give examples.
- 3 Give at least one example of ways in which your parents or caregivers have attempted to mould your personality. Have they been successful? Say why.

- 8 **REFLECT | Values** In the future, scientists may be able to change someone's personality through genetic engineering. What is your opinion on this?



1D GRAMMAR

- 1 In pairs or small groups, discuss the questions.
 - 1 Which of the habits in the photos do you think are good or bad? Say why.
 - 2 Which of these habits do you have?
 - 3 How easy do you think it is to change a habit? Say why.
- 2 What is the equivalent of these sayings in your language? Do you agree with their meaning? Say why.

A LEOPARD CANNOT CHANGE ITS SPOTS.

Old habits die hard.

You can't teach an old dog new tricks.

- 3 1.6 Listen and write down four pieces of advice Jack gives Cerys about how to develop better habits.
- 4 **SPEAKING** What do you think is the best piece of advice that Jack gives Cerys? Say why. Do you have any other advice for developing good habits or breaking unwanted ones?

Continuous and perfect tenses

- 5 **THINK BACK** Look at the extracts from the recording. What tenses are used in the underlined parts? Explain why.

Cerys ¹Are you feeling OK? You look a bit hot and sweaty.

Jack I'm fine, ²I've just been running.

Cerys Oh, right. I didn't know you were into that.

Jack ³I've just started, really. ⁴I've been doing the Couch to 5k challenge.

Cerys ⁵I've never been able to run far without getting completely out of breath.

Jack I can't run quite that far yet, but ⁶"I'll be doing a 5k run for charity in a few weeks.

Cerys ⁷Had you done much running before?

Jack ⁸"I'm reading this really good book about how to develop good habits.

Jack Next week ⁹"I will have been running every day for 2 months.

Jack I found that ¹⁰I was starting to make excuses.

Jack ¹¹I had been keeping quiet about my running, but then I realised if I told everyone I was running 5k for charity, I'd have to keep it up.

Jack Next time I see you, ¹²you will have completely changed your eating habits!

6 Match the sentences with meanings a or b.

- 1 ☐ I've been reading a book about habits.
☐ I've read a book about habits.
a I've finished the book.
b I'm still reading the book.
- 2 ☐ I will be working.
☐ I will have been working.
a I will be in the middle of my work.
b I will have finished my work.
- 3 ☐ I had been eating all day.
☐ I had eaten that day.
a I ate.
b I was eating continuously or very often.
- 4 ☐ I've come up with a great idea.
☐ I had a great idea.
a I have a great idea now.
b I came up with a great idea at some point in the past.
- 5 ☐ I'm playing a lot of football.
☐ I play a lot of football.
a This is something I always do.
b This is something I've been doing recently or temporarily.

7 Complete the sentences with the correct continuous or perfect forms of the verbs in bold. Use a different form in each sentence.

RUN

- 1 Recently, I _____ five kilometres every day.
- 2 When I finish the marathon, I _____ an incredible forty-two kilometres.
- 3 I _____ for the bus when I tripped over my shoelace and fell flat on my face.
- 4 When I started training for the marathon, I _____ (never) for more than a few minutes.

READ

- 5 I'm a real bookworm. So far this month I _____ six books.
- 6 I had a bad dream last night, probably because I _____ a scary book before I went to sleep.
- 7 Don't message me this evening. I _____ my book and I don't like being interrupted.
- 8 I've got a headache. Maybe it's because I _____ without wearing my glasses.

LIVE

- 9 While I _____ here, I want to make the most of the weather and go for a walk every day.
- 10 By the time you come and visit, I _____ here for six months.
- 11 I _____ in several different countries.
- 12 I didn't eat very healthily when I _____ in New York – too much fast food.

8 Complete the texts with the correct continuous or perfect forms of the verbs from the box.

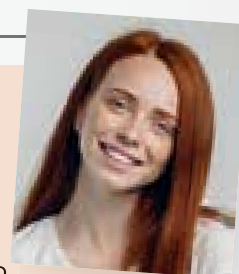
be find get go off

I was always late for school, and I ¹ _____ into more and more trouble with the teachers. I would set my alarm, but fall asleep again straight after it ² _____. I'm not exactly strong-willed. But now I ³ _____ it much easier to get up. Want to know my secret? The only way to turn off my alarm is to scan a QR code I keep in the bathroom. Next week I ⁴ _____ on time every day for a month! My teachers can't believe it. Such a good idea – I'm a smart cookie, that's for sure!



check reduce spend think of

I ⁵ _____ way too much time on social media. One day I realised that I ⁶ _____ my account more than fifty times that day! I ⁷ _____ deleting my account altogether, but that seemed a bit extreme, so I decided that I would always log out of the app. Just having to fill in the password every time makes it enough of a pain that I can't be bothered to keep logging in and I ⁸ _____ the number of times I check it to maybe once or twice a day.



do feel take

I used to be a bit of a couch potato, but my parents bought me a fitness tracker for my birthday and I started walking 10,000 steps a day. I ⁹ _____ it every day now since I got the tracker. It's been so many days now that I don't ever want to miss a day, so that keeps me really motivated. Next week, I ¹⁰ _____ 10,000 steps a day for a total of six months! I ¹¹ _____ so much healthier.



9 SPEAKING Read the questions and make a few notes. Then, in pairs, answer the questions and give each other some useful advice.

- 1 Think about a habit you have that you would like to change or a new habit you'd like to develop. What impact has this habit (or not having this habit) had on your life up to now? Give specific examples.
- 2 What can you do to help yourself give up this habit or start the new habit? How will things be different in six months' time?

1E READING AND VOCABULARY

1 **SPEAKING** Look at the photos and discuss the questions.

- 1 What adjectives would you use to describe the bridge in picture A?
- 2 How many birds are there in picture B? How do you know?
- 3 How would you describe the position of the woman in picture C?
- 4 How would you describe the snow in picture D?

2 Read the article. How might speakers of different languages answer the questions in Exercise 1?

3 Read the article again and match questions 1–7 with paragraphs A–D. Each paragraph may be chosen more than once.

In which paragraph does the author ...

- 1 ☐ describe research into the impact of a grammatical feature on the speaker's perception?
- 2 ☐ point out shortcomings in a specific piece of research?
- 3 ☐ suggest an alternative explanation for linguistic relativity?
- 4 ☐ outline a well-known theory about the effect of language on how we see the world?
- 5 ☐ comment on the personal impact of speaking another language?
- 6 ☐ mention a benefit to perceiving the world differently?
- 7 ☐ refer to research into the effect of language on character?

4 **SPEAKING** What did you learn from reading the article that you did not know before?

5 Look at the highlighted verbs for thinking and understanding in the article. Then, for each sentence, choose one word that does NOT complete it correctly.

- 1 Because you had lived in Brazil, I ___ you spoke Portuguese.
a grasped b assumed c concluded
- 2 It's hard to ___ how much the world is likely to change in the next 50 years.
a comprehend b conceive c reflect
- 3 They failed to ___ just how important the decision was.
a recognise b contemplate c perceive
- 4 We're ___ moving abroad.
a deducing b considering c contemplating
- 5 With difficulty, he managed to ___ what she was trying to explain.
a assume b comprehend c grasp
- 6 From what I can ___, she's actually been fired, rather than resigning.
a gather b conceive c deduce

WATCH OUT!

Conclude has a similar meaning to *deduce*, but also has the sense of being a judgement arrived at after some thought, whereas *deduce* implies an immediate judgement.



6 Complete the sentences with the correct words from Exercise 5. Then look back at the text and check.

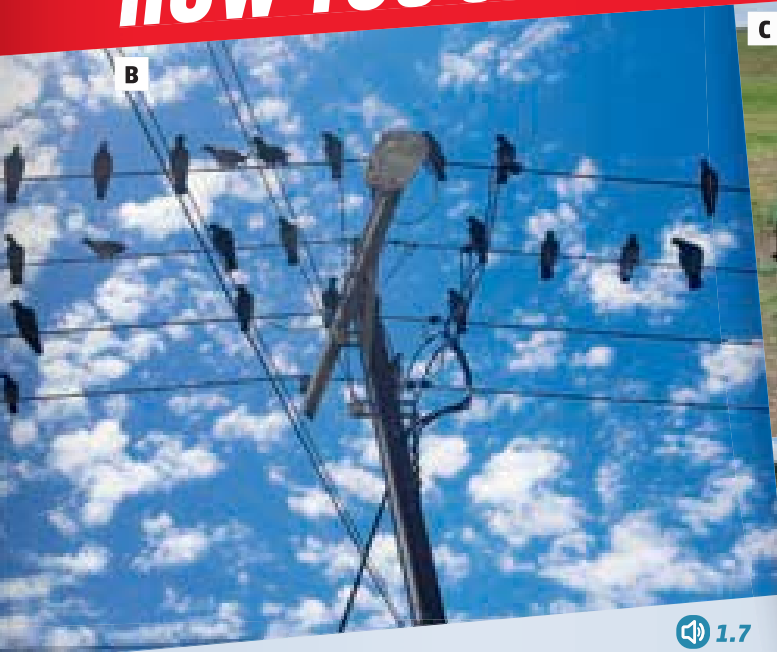
- 1 Because snow is so much more present in their lives, they actually _____ snow differently, and _____ more subtle distinctions.
- 2 The key question is whether this implies that the languages mould the way they _____ the world.
- 3 You may _____ that counting is a universal human trait but, in fact, not all languages have numbers.
- 4 We can probably _____ from this that they don't feel the need to quantify precisely.
- 5 So, should we _____ that speakers of different languages do indeed see the world from a different perspective?
- 6 It is possible to _____ something even if you don't have a specific word for it.
- 7 You may not have a word for every colour you see, but you will obviously _____ that these colours are different from each other.
- 8 It's fascinating to _____ that you might actually be a different person when speaking a second language.

7 **SPEAKING** In pairs, discuss the questions.

- 1 Do you feel as if you have a different identity when you speak English?
- 2 How would you feel about people using an anglicisation of your name, e.g. *Kate* for *Kasia*?
- 3 Do you think you have changed as an individual because of the language(s) you have learned?

DOES LANGUAGE CHANGE HOW YOU SEE THE WORLD?

01



C



D



1.7

A Have you heard that the Inuit have hundreds of different words for snow? The theory goes that because snow is so much more present in their lives, and often of vital importance, they actually **perceive** it differently, and **recognise** more subtle distinctions between different types of snow and ice than those of us living in warmer climates. In fact, this theory is something of a myth, not least because there isn't a single Inuit language, but a variety of dialects. However, recent research has shown that there is at least some truth in the idea that these dialects have more ways of distinguishing different types of snow than many other languages do. The key question though, isn't really whether there are more words to describe frozen water so much as whether this implies that the languages spoken by the Inuit mould the way they **conceive** of the world. This concept is referred to as linguistic relativity or, more famously, the Sapir-Whorf hypothesis, after two scientists who both wrote, separately, about this idea.

B There is certainly plenty of evidence that different languages (and cultures) appear to see the world through different filters. For example, speakers of Guugu Yimithirr, a language used in North Queensland, Australia, would always refer to someone's position using the words for the directions: north, south, east and west. They wouldn't say 'that woman is standing in front of her house', but something like 'that woman is standing west of her house'. As a result, speakers of Guugu Yimithirr will naturally be far better than most of us at instantly knowing which direction they are facing. To give another example, you may **assume** that counting is a universal human trait, but, in fact, not all languages have numbers. The Pirahã people of the Amazon rainforest in Brazil simply distinguish between a smaller amount and a larger amount. We can probably **deduce** from this that they don't feel the need to quantify precisely in the way that many of us do. European languages also differ in the way they see the world. For example, the word for *bridge* has a masculine gender in Spanish and a feminine gender in German. The cognitive scientist Lera Boroditsky carried out research where she asked Spanish and German speakers to describe a bridge and found that the Spanish speakers tended to use more stereotypically masculine adjectives, such as *big* and *strong*, whereas the German speakers used more stereotypically feminine adjectives, such as *beautiful* and *elegant*.

C So, should we **conclude** that speakers of different languages do indeed see the world from a different perspective? Perhaps, frustratingly, the answer is likely to be yes and no. To begin with, it is possible to **comprehend** something even if you don't have a specific word for it. Imagine you were mixing paint, like you did in primary school, adding a drop of blue to a pot of red paint. You may not have a word for every colour you see as you add the blue drop by drop, but you will obviously **grasp** that these colours are different from each other. Similarly, while blue and green are clearly different colours, many languages don't recognise this difference and have a word which describes both colours. This doesn't mean that they see colour differently, but that they categorise it differently. The same could be said for the different types of snow, or different ways of looking at numbers and quantity. Ultimately, someone's culture may say a lot about how they see the world, and their culture is likely to be reflected in their language. Whether that means that their language affects their thinking is yet to be conclusively proven.

D That said, many people do feel they take on a new identity when using another language. A 2006 study of bilingual Mexican-Americans, asked them to take a personality test in both English and Spanish. Amazingly, the results varied, depending on which language each individual was using. Undoubtedly, how much you pick up a culture alongside a language will depend on how and why you are learning it, and whether you wish to become part of the second language culture, but it's fascinating to **consider** that you might actually be a (slightly) different person when speaking a second language.

GLOSSARY

linguistic relativity – a principle claiming that the structure of a language affects its speakers' world view or cognition, and thus people's perceptions are relative to their spoken language

The memories came flooding back ...



I recently had a big clear-out of my bedroom and, tucked behind the wardrobe, I found my old teddy bear, George. Seeing him again brought all the memories flooding back.

I had had George from when I was very little and, for as long as I could remember, he had only had one eye. It wasn't important to me, I loved him no matter how shabby and old he was. George was my constant companion and we did everything together.

One day, I discovered that George had lost his one remaining eye. I took him to my mother and, much to my delight, she promised that she could give him his sight back.

The next day she presented George to me. She had decided she might as well sew on two new buttons, rather than just one. I clearly recall how much his new

appearance came as a shock. I've never forgotten how upset I was to see him looking so different!

George was not meant to have two eyes! He looked all wrong! I started crying and screaming (I was very young, remember). My mother was really worried. She didn't have a clue what was wrong with me. Eventually, I made her understand and she had no choice but to cut off one of the buttons so that, once again, he was my familiar one-eyed bear.

I don't know how I failed to realise he had gone missing down the back of the wardrobe, but I've already decided he'll be coming with me to university, where I can keep an eye on him. I may not want to play with him anymore, but looking at him still evokes so many precious memories.



1F WRITING AND VOCABULARY | A blog post about the past

- 1 SPEAKING** In pairs, discuss what your warmest childhood memories are. What did you learn about your partner?
- 2** Read a blog post about a childhood memory and discuss the questions.
 - 1 Why do you think the writer remembers this moment in particular?
 - 2 What do you think this story tells you about the writer? What could you say about their background, age, personality, values, etc.?
- 3** Put the paragraphs of the blog post in the correct order.
 - ☐ Describe the main events of the memory.
 - ☐ Explain why the memory is still significant for you.
 - ☐ Give the background to the memory (how old you were, where it took place, etc.)
 - ☐ Introduce the memory by explaining why you are talking about it.
 - ☐ Relate the past events to the present day.
- 4** Study the Writing box and tick the phrases used in the blog post.

WRITING | A blog post about the past

Introduction

Blog posts are often quite personal, so you might begin by explaining to your audience why you are telling them about this memory:

- ☐ ... brought all the memories flooding back.
- ☐ I clearly recall ...
- ☐ I was reminded of ...
- ☐ One of my fondest childhood memories is ...
- ☐ ... evokes so many precious memories.

Style

Use time linkers to show when things happened:

- ☐ one day
- ☐ at that time
- ☐ during these years
- ☐ by the time
- ☐ as a child / when I was a child
- ☐ for the time being
- ☐ for as long as I could remember
- ☐ on rare occasions

Conclusion

Explain why the memory was significant:

- ☐ ... had a profound influence on ...
- ☐ This experience convinced me that ...
- ☐ I've never forgotten ...

- 5** Complete the sentences with one word in each gap. Then check your answers in the blog post.
 - 1 I loved him _____ matter how shabby and old he was.
 - 2 I took him to my mother and, _____ to my delight, she promised that she could give him his sight back.
 - 3 She had decided she _____ as well sew on two new buttons.
 - 4 I clearly recall how much his new appearance _____ as a shock.
 - 5 She _____ didn't have a _____ what was wrong with me.
 - 6 She _____ had no choice _____ to cut off one of the buttons.
 - 7 I don't know how I _____ to realise he had gone missing.
 - 8 He'll be coming with me to university, where I can _____ an eye on him.

WATCH OUT!

These kinds of expressions tend to be very 'fixed', so it is important to use exactly the right words in the right order, e.g. ~~be on tip of the tongue~~ be on the tip of my tongue.

- 6** Complete the second sentence using the word in bold so that it means the same as the first one.
 - 1 I didn't realise what a bad idea it was. **FAILED**
I _____.
 - 2 I took him with me everywhere I went. **MATTER**
No _____.
 - 3 I had to wait for him. **CHOICE**
I had _____.
 - 4 I was delighted when he agreed to come to the party. **TO**
Much _____.
 - 5 I have no reason not to work today. **MIGHT**
I _____.
 - 6 I was really shocked by what you said. **CAME**
What you said _____.
 - 7 I had no idea what was happening. **CLUE**
I _____.
 - 8 I had to watch my little brother carefully. **EYE**
I had to _____.
- 7** Choose one of your childhood memories that you are happy to write about. Read the questions and make notes.
 - 1 How old were you? What was the occasion?
 - 2 What happened exactly?
 - 3 What emotions do you associate with this memory?
 - 4 Why is the memory significant to you?
 - 5 What does the memory say about you, e.g. your background, personality, values or life experiences?
- 8** **WRITING TASK** Write a blog post about your childhood memory. Use the advice and some of the phrases from the Writing box, plus a range of tenses. If possible, try to use some of the expressions from Exercise 5.

REMEMBER MORE

- Complete the questions with prepositions. Then check with the word list. Answer the questions with your partner.
 - What are you nuts _____?
 - Are your choices in line _____ what your parents want?
 - Are there any people that you don't click _____? Say who.
 - What do you set great store _____?
- Complete the compound adjectives. Then check with the word list. Write your own example sentences using the words.
 - self- _____, - _____, - _____
 - _____ -, _____ -, _____ -minded
- Complete the sentences with the correct adjectives formed from the words in bold. Then check with the word list.
 - Don't be afraid to tell your boss what you think – try to be a bit more _____ (**ASSERTION**).
 - Our courses are _____ (**INCLUSIVITY**) – anyone can join.
 - Jemma is a very _____ (**DISCRETION**) hairdresser. She never tells anyone what her celebrity clients tell her.
 - Cal is a _____ (**SINCERITY**) employee, he's very honest and says what he thinks.
- Read Active Vocabulary. Then complete the table with some of the vocabulary from this unit.

Key word (K)	Information (I)	Memory clue (M)
<i>absent-minded</i>	<i>forgetful</i>	<i>I forget everything – I'm absent-minded.</i>

ACTIVE VOCABULARY | KIM strategy

The KIM strategy is a visual way of recording and remembering vocabulary. In a table similar to the one above, write the key word (K), the information about the word (I), usually a definition, a synonym or a translation, and a memory clue (M) – this could be a drawing or an example sentence.

1A VOCABULARY AND SPEAKING



absent-minded (adj) /æbsənt'maɪndɪd/
absorbed by sth /əb'zɔːbd baɪ ,sʌmθɪŋ/
assertive (adj) /ə'sɜːtɪv/
assertiveness (n) /ə'sɜːtɪvnəs/
be in line with sth /bi ɪn 'laɪn wɪð ,sʌmθɪŋ/
be into sth (phr v) /bi 'ɪntə ,sʌmθɪŋ/
be nuts about sth /bi 'nʌts əbaʊt ,sʌmθɪŋ/
by nature /baɪ 'neɪtʃə/
capable (adj) /'keɪpəbəl/
click with sb /'klɪk wɪð ,sʌmbədi/
come across as /,kʌm ə'krɒs əz/
commitment (n) /kə'mɪtmənt/
committed (adj) /kə'mɪtəd/
compassionate (adj) /kəm'pæʃənət/
conceited (adj) /kən'siːtɪd/
cutting-edge (adj) /,kʌtɪŋ'edʒ/
dedicated (adj) /'dedɪkeɪtɪd/
defensive (adj) /dɪ'fensɪv/
discreet (adj) /dɪ'skriːt/
discretion (n) /dɪ'skreʃən/
eye-catching (adj) /'aɪ ,kæʃtɪŋ/
forward-looking (adj) /'fɔːwəd 'lʊkɪŋ/
frank (adj) /fræŋk/
frankness (n) /'fræŋknəs/
get a kick out of sth /get ə 'kɪk aʊt əv ,sʌmθɪŋ/
heritage (n) /'herɪtɪdʒ/
highly strung (adj) /'haɪli 'strʌŋ/
high-spirited (adj) /'haɪ 'spɪrɪtɪd/
humble (adj) /'hʌmbəl/
humility (n) /'hjuː'mɪləti/
inclusive (adj) /ɪn'kluːsɪv/
inclusiveness (n) /ɪn'kluːsɪvnəs/
inclusivity (n) /ɪn'kluːsɪvəti/
kind-hearted (adj) /,kaɪnd 'hɑːtɪd/
laid-back (adj) /,leɪd 'bæk/
lifelong (adj) /'laɪflɒŋ/
like-minded (adj) /,laɪk 'maɪndɪd/
memorabilia (n) /,memərə'bɪliə/
merciful (adj) /'mɜːsɪfəl/
mercy (n) /'mɜːsi/
narrow-minded (adj) /,nærəʊ 'maɪndɪd/
over-the-top (adj) /,əʊvə ðə 'tɒp/
overcooked (adj) /,əʊvə'kʊkt/
paramedic (n) /,pærə'medɪk/
passionate about sth (adj) /'pæʃənət əbaʊt ,sʌmθɪŋ/

plump for (v) /'plʌmp fə/
rate (v) /reɪt/
resilient (adj) /rɪ'zɪliənt/
say a lot about sb /,seɪ ə 'lɒt əbaʊt ,sʌmbədi/
self-aware (adj) /,self ə'weə/
self-centred (adj) /,self 'sentəd/
self-obsessed (adj) /,self əb'sest/
set great store by sth /,set ,griːt 'stɔː baɪ ,sʌmθɪŋ/
sincere (adj) /sɪn'sɪə/
sincerity (n) /sɪn'serəti/
spontaneity (n) /,spɒntə'neɪti/
spontaneous (adj) /spɒn'teɪniəs/
stability (n) /stə'bɪləti/
stable (adj) /'steɪbəl/
streetwise (adj) /'striːtwɪz/
strong-willed (adj) /,strɒŋ 'wɪld/
tactful (adj) /'tæktfəl/
tactfulness (n) /'tæktfəlnəs/
thin-skinned (adj) /θɪn 'skɪnd/
tight-fisted (adj) /taɪt 'fɪstɪd/
tongue-tied (adj) /'tʌŋ taɪd/
tough (adj) /tʌf/
tribe (n) /traɪb/
trustworthy (adj) /'trʌst,wɜːði/
underconfident (adj) /,ʌndə'kɒnfɪdənt/
what makes us tick /,wɒt ,meɪks əs 'tɪk/

1B SPEAKING AND VOCABULARY



administer a test /əd,mɪnɪstər ə 'test/
anxiety-provoking /æŋ'zaɪəti prə,vʊkɪŋ/
assessment (n) /ə'sesmənt/
career path /kə'riə ,pɑːθ/
centre of attention /'sentər əv ə,tənʃən/
cold fish (n) /,kəʊld 'fɪʃ/
comprehensive (adj) /,kɒmprɪ'hensɪv/
dark horse (n) /,dɑːk 'hɔːs/
essentially (adv) /ɪ'senʃəli/
have a bite to eat /,həv ə 'baɪt tə ɪt/
go-getter (n) /,gəʊ 'getə/
hand down (phr v) /,hænd 'daʊn/
if I'm hearing you correctly /ɪf aɪm ,hɪərɪŋ jə kə'rektli/
I'll pass /aɪl 'pɑːs/
in a nutshell /ɪn ə 'nʌt-fel/
in other words /ɪn ə 'ðə wɜːdz/
inject (v) /ɪn'dʒekt/
let me get this straight /let mi get ðɪs 'streɪt/

live wire (n) /laɪv 'waɪə/
make an entrance /meɪk ən 'entrəns/
mover and shaker (n) /'mu:vər ənd ʃeɪkə/
overnight (adv) /əʊvə'nait/
pathway (n) /'pɑ:θweɪ/
psychometric test /saɪkəʊ'metɪk test/
(right) up your street /('raɪt) ʌp jə 'stri:t/
simply put /sɪmpli 'pʊt/
smart alec (n) /sma:t 'ælək/
smart cookie (n) /sma:t 'kʊki/
soft touch (n) /soft 'tʌtʃ/
so you're saying (that) /səʊ jə 'seɪ-ɪŋ (ðæt)/
so, what it boils down to is that /səʊ wɒt ɪt bɔɪlz 'daʊn tə s ðæt/
super-driven /su:pə 'drɪvən/
to put it another way /tə pʊt ɪt ə'hʌðə weɪ/
wet blanket (n) /wet 'blæŋkɪt/

1C LISTENING AND VOCABULARY



behaviourist (n) /bi'heɪvjərɪst/
boardroom (n) /'bɔ:dru:m/
caregiver (n) /'keəgɪvə/
carpentry (n) /'kɑ:pəntri/
destiny (n) /'destəni/
disposition (n) /dɪspə'zɪʃən/
genetic engineering (n) /dʒə'netɪk ˌendʒə'nɪərɪŋ/
hand sth down (phr v) /hænd ˌsʌmθɪŋ 'daʊn/
hereditary (adj) /hə'redətəri/
imply (v) /ɪm'plaɪ/
inherit (sth) from sb /ɪn'herət (ˌsʌmθɪŋ) frəm ˌsʌmbɒdi/
mechanical drawing /mɪˌkænɪkəl 'drɔ:ɪŋ/
moulded (adj) /'məʊldɪd/
nurture (n) /'nɜ:tʃə/
obedience (n) /ə'bi:diəns/
offspring (n) /'ɒfˌsprɪŋ/
oversimplification (n) /əʊvəsɪmˌplɪfɪ'keɪʃən/
owe a great deal to sth /əʊ ə ˌɡreɪt 'di:l tə ˌsʌmθɪŋ/
predispose (v) /ˌpri:dis'pəʊz/
proponent (n) /prə'pəʊnənt/
ring a bell /rɪŋ ə 'bel/
salivate (v) /'sæləvət/
solely (adv) /'səʊl-li/
trait (n) /treɪt/
unsurprisingly (adv) /ʌnsə'praɪzɪŋli/
upbringing (n) /'ʌpˌbrɪŋɪŋ/

vulnerability (n) /ˌvʌlnərə'bɪləti/
warrior gene /'wɔəriə dʒi:n/
willingness (n) /'wɪlɪŋnəs/

1D GRAMMAR 5.4

bookworm (n) /'bʊkwɜ:m/
can't be bothered (to do sth) /kɑ:nt bi 'bɒðəd (tə du: ˌsʌmθɪŋ)/
develop a habit /dɪˌveləp ə 'hæbɪt/
fall flat on your face /fɔ:l 'flæt ɒn jə ˌfeɪs/
get out of breath /get aʊt əv 'breθ/
keep quiet about sth /ki:p 'kwaɪət əˌbaʊt ˌsʌmθɪŋ/
make the most of sth /meɪk ðə 'məʊst əv ˌsʌmθɪŋ/
running kit /'rʌnɪŋ kɪt/
spot (n) /spɒt/
trip over sth (v) /'trɪp əʊvə ˌsʌmθɪŋ/

1E READING AND VOCABULARY



anglicisation (n) /ˌæŋɡlɪsaɪ'zeɪʃən/
assume (v) /ə'sju:m/
categorise sth (v) /'kætəgəraɪz ˌsʌmθɪŋ/
clime (n) /klaɪm/
cognition (n) /kɒɡ'nɪʃən/
cognitive scientist /kɒɡnətɪv 'saɪəntɪst/
comprehend (v) /kəmˌprɪ'hend/
conceive of sth (v) /kən'si:v əv ˌsʌmθɪŋ/
conclude (v) /kən'klu:d/
conclusively (adv) /kən'klu:sɪvli/
consider (v) /kən'sɪdə/
contemplate (v) /'kɒntəmpleɪt/
deduce (v) /dɪ'dju:z/
frustratingly (adv) /frʌs'treɪtɪŋli/
gather (v) /'gæðə/
grammatical feature /ɡrə'mætɪkəl 'fi:tʃə/
grasp (v) /ɡrɑ:sp/
imply (v) /ɪm'plaɪ/
linguistic relativity /lɪŋɡwɪstɪk ˌrelə'tɪvəti/
mould (v) /məʊld/
of vital importance /əv ˌvaɪtəl ɪm'pɔ:təns/
outline sth (v) /'aʊtlaɪn ˌsʌmθɪŋ/
perceive (v) /pə'si:v/
perception (n) /pə'sepʃən/
quantify (v) /'kwɒntɪfaɪ/
recognise (v) /'rekəɡnaɪz/
reflect (v) /rɪ'flekt/
research into sth /rɪ'sɜ:ʃ ɪntə ˌsʌmθɪŋ/

shortcomings (n) /'ʃɔ:tˌkʌmɪŋz/

subtle distinction /sʌtl dɪ'stɪŋkʃən/

take on a new identity /teɪk 'ɒn ə ˌnju: aɪ'dentəti/

the theory goes that /ðə 'θiəri ˌɡəʊz ðæt/

there is plenty of evidence that /ðeəz 'plenti əv ˌeɪvɪdəns ðæt/

1F WRITING AND VOCABULARY



be on the tip of your tongue /bi ɒn ðə 'tɪp əv jə ˌtʌŋ/
bring back memories /brɪŋ ˌbæk 'memərɪz/
clear-out (n) /'kliəraʊt/
come as a shock /kʌm əz ə 'ʃɒk/
constant companion /kɒnstənt kəm'pænjən/
don't have a clue /dəʊnt həv ə 'klu:/
evoke precious memories /ɪˌvəʊk ˌpreʃəs 'memərɪz/
fail to realise /feɪl tə 'rɪəlaɪz/
flood back (phr v) /flʌd 'bæk/
fondlest childhood memories /fɒndɪst ˌtʃaɪldhʊd 'memərɪz/
go missing /ɡəʊ 'mɪsɪŋ/
have no choice but to /həv ˌnəʊ 'tʃɔɪs bət tə/
hold many memories /'həʊld ˌmeni ˌmemərɪz/
keep an eye on sb/sth /ki:p ən 'aɪ ɒn ˌsʌmbɒdi ˌsʌmθɪŋ/
might as well /maɪt əz ˌwel/
much to my delight /ˌmʌtʃ tə maɪ dɪ'laɪt/
no matter /nəʊ ˌmætə/
profound influence on /prəˌfaʊnd ɪnˌfluəns ɒn/
shabby (adj) /ʃæbi/
tuck sth behind sth /tʌk ˌsʌmθɪŋ bɪˌhaɪnd ˌsʌmθɪŋ/