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Weak of Sounding encouraging	Image identity and clothing	Preparing for a job interview	Talking about image Evaluating data Making suggestions	Giving feedback Writing skill: Being diplomatic
Sentence stress in cleft sentences Stress in expressions of disagreement	How groupthink closed the Flying Bank	Choosing a logo	Evaluating team work Dealing with groupthink Dealing with disagreement and reaching consensus (Choosing a logo)	Emails dealing with disagreement Writing skill: Encouraging cooperation
Approximations Intonation in questions	One man's meat ...	Asking how something works	Using approximations Talking about sales potential Asking for clarification and repetition (Giving and receiving instructions)	Instructions for a house guest Writing skill: Instructions
Softening negative statements	Eureka moments?	Planning a party	Talking about life experience Where my ideas come from Brainstorming and choosing the best ideas	A to-do list Writing skill: Abbreviations
Stress: content and function words	The parable of the stones	Discussing options	Talking about why things are useful Describing a solution Finding solutions	Online advice form Writing skill: Softening advice or recommendations

UNIT	TED TALK	GRAMMAR	VOCABULARY
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PRONUNCIATION	READING	LISTENING	SPEAKING	WRITING
/ŋ/ sound Contraction with <i>have</i>	The power of visualization	Speculation	Talking about visualization The benefits and drawbacks of daydreaming Speculating	A news story Writing skill: Neutral reporting
Voicing in final consonants Emphasizing the main focus of the sentence	Bad team building	Project review	Cause-and-result relationships Work issues Taking part in a meeting	Debriefing questionnaire Writing skill: Linking devices
Stress with intensifying adverbs Polite and assertive intonation	Can stress be good for you?	Dealing with awkward situations	Talking about stress Holiday lessons learned Dealing with awkward situations	A record of a meeting Writing skill: Reporting verbs
Saying lists	Understanding risk	Assessing risk	A TV news story Facing risks Discussing alternatives (Discussing health and safety)	A consumer review Writing skill: Using qualifiers
Intonation in subordinate clauses Sure and unsure tones	Visionaries	Life coaching	Talking about visionaries Looking after what matters Sharing dreams and visions of the future (Talking about a vision of the future)	An endorsement Writing skill: Persuasive language
Sentence stress in explaining outcomes Sentence stress in making arrangements	Is pessimism really so bad?	Making arrangements	Past views of the present Talking about financial decisions Making arrangements	A group email Writing skill: Impersonal language



# 1 Necessities

## BACKGROUND

1 You are going to watch a TED Talk by Graham Hill called *Less stuff, more happiness*. Read the text about the speaker and the talk, then answer the questions.

- 1 Hill's website promotes a lifestyle that doesn't harm the planet. What sorts of actions or choices do you think he recommends/discourages?
- 2 Hill believes that we can be happier if we have fewer possessions. Do you think he's right?
- 3 How easy do you find it to get rid of stuff?

## TED TALKS

**GRAHAM HILL** is a North American journalist who studied architecture and design. He founded TreeHugger.com, a website dedicated to promoting a lifestyle that doesn't harm the planet and to making complex environmental issues easier to understand. He's currently the CEO of LifeEdited, a project devoted to living well with less. Graham Hill's idea worth spreading is that we can actually be happier with fewer things, so long as we are able to edit our lives in smart, practical ways.





A family's possessions outside a traditional yurt in Xinba'erhuzuo Qi, Mongolia

## KEY WORDS

**2** Read the sentences (1–6). The words in bold are used in the TED Talk. First guess the meaning of the words. Then match the words with their definitions (a–f).

- 1 Even though I had everything money could buy, my happiness **flat-lined**.
- 2 I **crowdsourced** advice on the best green holiday options.
- 3 Deleting my old photographs **cleared the arteries of** my computer.
- 4 The simple design avoided **extraneous** elements that would detract from the clean look.
- 5 The recycling campaign has helped to **stem the inflow** of waste into our local landfill site.
- 6 The bowls are three different sizes, so they **nest**, making them easy to store.

- a reduce the inward movement
- b via the Internet, asked a lot of people for
- c not relevant or related
- d stopped increasing, but didn't decrease
- e removed unnecessary stuff from the inner workings of
- f fit one inside the other

## AUTHENTIC LISTENING SKILLS **Relaxed pronunciation**

When some words combine with *of*, *have* or *to*, some sounds in the word may be lost or changed in speech. In addition, the *of*, *have* or *to* is reduced to a weak /ə/ sound, for example *kind of* → *kinda*; *should have* → *shoul-da*; *want to* → *wanna*.

**3a** **1** Look at the Authentic listening skills box. Then listen to sentences 1–3. Underline the expressions with *to* and *of* that are reduced and changed.

- 1 So I'm going to suggest that less stuff and less space are going to equal a smaller footprint.
- 2 First of all, you have to edit ruthlessly.
- 3 We've got to cut the extraneous out of our lives, and we've got to learn to stem the inflow.

**3b** **2** Read extracts 4 and 5. Which expressions do you think will be reduced or changed? Listen and check.

- 4 ... we combine a moving wall with transformer furniture to get a lot out of the space. My bed just pops out of the wall with two fingers.
- 5 Most of us, maybe all of us, are here pretty happily for a bunch of days with a couple of bags ...



## 1.1 Less stuff, more happiness

### TED TALKS

**1** ▶ **1.1** Watch the TED Talk. Number the five topics (a–e) in the order Graham Hill discusses them.

- a examples of situations where we live comfortably with less
- b three ways to 'live little'
- c the personal storage industry
- d the contents of the box discussed
- e Hill's 420 square foot (39 m<sup>2</sup>) apartment and how he got it

**2** Work in pairs. Check your answers to Exercise 1.

**3** ▶ **1.1** How much of the talk can you remember? Answer the questions. Then watch the first part (0.00–2.55) of the talk again and check your answers.

- 1 How much has the typical living space in the USA increased in the past 50 years?
- 2 In addition to having more space, what other two things have increased for the average North American?
- 3 What, significantly, *hasn't* increased for North Americans in the past 50 years?
- 4 What three benefits of having less stuff and living in a smaller space does Graham Hill name?
- 5 Hill talks about having an 'edited' set of possessions. What does he mean by that?

10

- ▶ dorm **N AM ENG**
- ▶ hall of residence **BR ENG**

- ▶ digitize / organize **N AM ENG / BR ENG**
- ▶ digitise / organise **BR ENG**

- 4** ▶ **1.1** Watch the second part (2.56–4.42) of the talk again. What examples does Hill give for his three main approaches (1–3) to life editing?
- 1 Edit your possessions – cut the extraneous and learn to stem the inflow.
  - 2 Repeat the mantra: small is sexy.
  - 3 Use multifunctional spaces and housewares.
- 5** ▶ **1.1** Watch the third part (4.43 to the end) of the talk again. Answer the questions.
- 1 How much does Graham Hill suggest we could reduce our living space by?
  - 2 What does he point out about the people who are attending the TED Talk?
  - 3 What does he say 'life editing' will give us more of?
  - 4 What does the symbol  $< = >$  mean?
- 6** Hill uses a lot of examples from the USA in his TED Talk. How do you think issues of living space / amount of material possessions compare in your own country?

### VOCABULARY IN CONTEXT

- 7** ▶ **1.2** Watch the clips from the TED Talk. Choose the correct meaning of the words.
- 8** Complete the sentences in your own words. Then discuss with a partner.
- 1 If I had to edit my possessions ruthlessly, I'd start by getting rid of ...
  - 2 My personal mantra is ...
  - 3 My ... is/are digitized.

### CRITICAL THINKING Identifying aims

- 9** Look at this list of reasons for giving a talk. Which most accurately describes the main aim of Graham Hill's TED Talk?
- 1 to entertain by telling an interesting and sometimes funny personal story
  - 2 to give the listener new information
  - 3 to persuade using objective facts
  - 4 to inform and ask the listener to make a specific decision or choice
  - 5 to persuade by making an emotional appeal
- 10** Read the comments\* about the TED Talk. Which one of them mentions details that show what Hill's main aim was?

#### Viewers' comments

- P** **Paolo** – The box is so familiar. Everyone has one, right? Bringing it on stage and talking about it really made the point.
- K** **KMJ** – It's hard to argue with smaller utility bills, more money and a smaller environmental footprint. I think  $< = >$  ('less equals more') is a really useful equation.
- E** **Erica** – Great talk, and completely true. And I love his apartment. I want one!

\*The comments were created for this activity.

### PRESENTATION SKILLS Using props

#### TIPS

Props can be an extremely useful tool for presenters. A well-chosen prop:

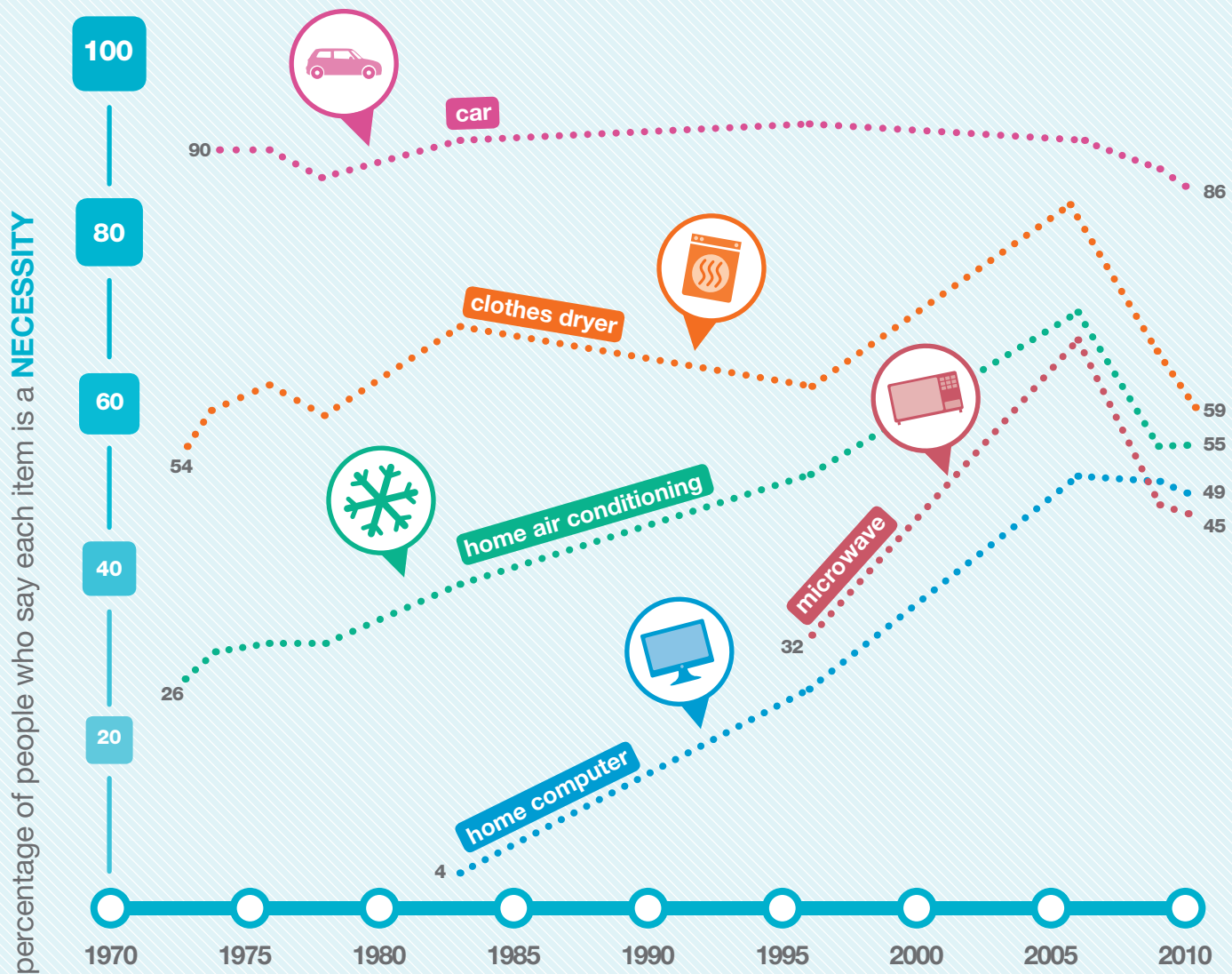
- stimulates the audience's curiosity or builds anticipation.
- provides a visual focus.
- helps clarify or reinforce an idea.
- may help the audience relate to your ideas.
- can help the audience visualize a complex idea or process.
- serves as an example.
- isn't distracting.
- makes your talk memorable.

- 11** ▶ **1.3** Look at the Presentation tips box. Then watch how Graham Hill uses his cardboard box in the TED Talk. Answer the questions.
- 1 How does Hill's box both build anticipation and reinforce his ideas?
  - 2 Hill stands in front of the box for most of the talk. Do you think the box is distracting to the audience? Why? / Why not?
  - 3 What other props might Hill have used to make the same point?
- 12** Work in pairs. Prepare a two-minute mini-presentation. Make some brief notes on one of these topics. Think of a simple prop you could use to illustrate each of the talk topics.
- 1 air pollution
  - 2 the benefits of regular exercise
  - 3 money spent by the public on holidays abroad
  - 4 a comparison of the size of homes and living space around the world
  - 5 the working lives of factory employees
- 13** Work with a new partner. Take turns to give your presentation. Remember the advice from the Presentation tips box to help you use your prop effectively.



# 1.2 Luxury or necessity?

## DO YOU REALLY NEED IT?



### GRAMMAR The perfect aspect

- 1 What's a luxury? What's a necessity? Think of two or three examples of each in your own life.
- 2 Write N (necessity) or L (luxury) for each the following. Explain why.
 

1 car	4 microwave oven
2 clothes dryer	5 home computer
3 home air conditioning	6 Internet access

- 3 Look at the graph showing changing ideas about necessities and luxuries in the USA. Then answer the questions.

- 1 When the lines on the graph go up from left to right, does it show that more people considered the item a necessity or more people considered it a luxury?
- 2 Do the lines between 1980 and 2005, show a generally healthy economy or a weak economy?
- 3 Sometime after 2005, people suddenly change their minds about what is a luxury and what is a necessity. Why do you think this happened?

- 4 Read the text in the Grammar box. Match the verbs in bold to the letters (a–e) on the time line.

### THE PERFECT ASPECT

What we consider to be a luxury **has changed** in sometimes unexpected ways over the years. Up until 2005, people's expectations of home comforts such as microwaves and clothes dryers **had been increasing** steadily. However, some time after 2005, the trend reversed and by 2010 the percentage of people considering these items a necessity **had fallen** to levels not previously seen since the 1970s. This downwards trend **has been continuing** and shows no sign of bottoming out. Though numbers of cars and computers don't fall as sharply in the data compared to air conditioning and clothes dryers, our attitude to these **will probably have changed** again in the next ten years.



Check your answers on page 140 and do Exercises 1–6.

- 5 Work in pairs. Explain the difference between the pairs of sentences.
- a When my car broke down, I had decided to sell it.  
b When my car broke down, I decided to sell it.
  - a By this time next year, I will have moved to a smaller flat.  
b This time next year, I will move to a smaller flat.
  - a I've been thinking about getting rid of my TV.  
b I'd been thinking about getting rid of my TV.
  - a I've used my travel hairdryer a lot.  
b I used my travel hairdryer a lot.
  - a Had you been trying to think of ways to save money?  
b Have you been trying to think of ways to save money?
- 6 Match the two parts of the sentences.
- I've been spending a lot of time
  - I'd been thinking for years about trying to simplify my life
  - I will have spent thousands of dollars making improvements to my home
  - I've been working full time for ten years,
  - I hadn't used a computer for several years
  - I will have owned three cars in my life

- and now I want to work less and have fewer luxuries.
- after I get the new one next week.
- reading about how to live more simply.
- when I was given one to use for work.
- by the time I sell it next year.
- when I finally decided to do something about it.

- 7 Choose the best options to complete each sentence.

- My phone has become a necessity. I don't think I'll ever *be able / have been able* to get by without it.
- Before last year, I *hadn't played / didn't play* the guitar since I was a teenager. Now I play every week, but I do think of it as a bit of a luxury.
- Running has become a necessity for me. I *ran / 've run* in eight marathons so far. I'd go crazy without it.
- My luxury has always been reading. I *spend / 've been spending* three hours a day reading.
- Until recently, I *hadn't ever used / wasn't ever using* an alarm clock, because my dad always woke me up. But since I started university, an alarm clock has been an absolute necessity for me.

- 8 Complete the sentences. Use the correct (simple or continuous) present perfect, past perfect or future perfect form of the verbs.

- He \_\_\_\_\_ (never own) a clothes dryer because he doesn't mind hanging out the washing.
- I \_\_\_\_\_ (drive) to work for years before I finally decided last year to start walking.
- For the past year, you \_\_\_\_\_ (try) to convince me to buy a new laptop, but I don't want one!
- By the time we retire, we \_\_\_\_\_ (save) thousands of pounds by living in a smaller flat.
- If they \_\_\_\_\_ (not install) air conditioning, they could have saved a lot of money.
- I \_\_\_\_\_ (live) in a computer-free house for ten years next January, and I don't plan on changing that!
- She \_\_\_\_\_ (use) her bike as her main form of transport for the past fifteen years.
- I \_\_\_\_\_ (work) all day to try and finish this report, but I wish I'd done it sooner!

### SPEAKING Luxury and necessity

#### 9 21st CENTURY OUTCOMES

Work in groups. Think of one luxury in your life – something you could do without, but would miss – and one necessity. Tell the group.

- 10 Take turns asking and answering questions. Explain how each came into your life, and the role they play in your life now. Use perfect constructions.
- 11 Are your ideas about luxury and necessity the same as the other members of your group? Or is one person's luxury another person's necessity?

# 1.3 I'm wide awake

## READING Why do we sleep?

- 1 Work in pairs. Discuss the questions.
  - 1 About how many hours do you sleep per night?
  - 2 Would you prefer to sleep more or less, or do you sleep the right amount?
  - 3 Do you tend to wake up early and feel alert in the morning, or do you feel alert at night and stay up late?
- 2 Read the article. Which of the following are included?
  - 1 An explanation of what happens when a person is deprived of sleep
  - 2 Some reasons why people have difficulty sleeping
  - 3 A list of physical and emotional problems caused by working at night
  - 4 Descriptions of how to fight sleep and how to encourage it
  - 5 An explanation of some of the dangers of exhaustion
  - 6 Some famous people's bad experiences with being unable to sleep
- 3 Find a sentence in the article that either supports or contradicts each of these statements.
  - 1 Randy Gardner is the world-record holder for staying awake.
  - 2 Sleep deprivation causes people to lose touch with reality.
  - 3 The brain basically shuts off when we fall asleep.
  - 4 Experts say that a healthy adult should have a minimum of eight hours' sleep each night.
  - 5 Light can have a strong effect on the natural sleep cycle.
  - 6 Not getting enough sleep could shorten your life.
  - 7 It's impossible for anyone to function for more than a few days without getting a solid night's sleep.
  - 8 The only documented instances of sleep deprivation lasting more than two or three days are experiments carried out by scientists.
- 4 Work in pairs. Match the expressions from the article with the definitions (a–f).
  - 1 Gardner was **wide awake**.
  - 2 Gardner began to **nod off** uncontrollably.
  - 3 He needed to **sleep on it**.
  - 4 She **drifted off to sleep**.
  - 5 He **hadn't slept a wink**.
  - 6 He didn't **oversleep** in the mornings that followed.

a wait until the next day to make a decision  
b gradually fall asleep  
c had no sleep  
d fall asleep when you don't mean to  
e wake up later than you mean to  
f completely alert

## VOCABULARY The prefixes *over-* and *under-*

- 5 When attached to a verb or adjective, the prefix *over-* can be used to mean *more than necessary* and *under-* can mean *less than is necessary* or *not enough*. What's the meaning of these words from the article?
  - 1 Sleep is **undervalued** in the modern world as a means of staying healthy, happy and productive.
  - 2 The dangers of being too tired are often **underestimated**.
  - 3 Being **overworked** and exhausted slows brain function.
  - 4 But don't **overdo** it!
  - 5 Eleven- to seventeen-year-olds are probably **undersleeping** if they don't get an average of 8.5 to 9.5 hours a night.
- 6 Complete the sentences. Use words with *over-* and *under-*.
  - 1 We needed more staff in the office.  
The office was \_\_\_\_\_.
  - 2 People use the word *awesome* far more than is necessary.  
*Awesome* is \_\_\_\_\_.
  - 3 It's easy to spend too much money on luxuries.  
It's easy to \_\_\_\_\_ on luxuries.
  - 4 My idea isn't developed enough.  
My idea's \_\_\_\_\_.
  - 5 The bus was so crowded that it was unsafe.  
The bus was \_\_\_\_\_.
  - 6 We estimated that 500 people would visit, but only 300 came.  
We \_\_\_\_\_ the number of visitors.
  - 7 I'm surprised this restaurant isn't more highly rated.  
This restaurant is \_\_\_\_\_!
  - 8 The price of the movie was too high.  
The movie was \_\_\_\_\_.
- 7 Work in pairs. Discuss the questions.
  - 1 What places in your area are frequently overcrowded?
  - 2 Can you think of a product or resource that is underused?
  - 3 What products or services do you think are overpriced?
  - 4 Can you think of a book, film, restaurant, or something else that you feel is underrated?
  - 5 Can you think of a book, film, restaurant, or something else that you feel is overrated?

## SPEAKING Talking about things we need

- 8 **21st CENTURY OUTCOMES**  
Sleep is a necessity for a healthy, happy life. Make a list of other human necessities.
- 9 In small groups, compare your lists. Then try to agree on the five most important necessities for daily life.



# Why do we sleep?

Adults spend, on average, a third of their lives asleep. But ask the question above, and you'll find that there isn't a clear or simple answer. But there are plenty of other interesting questions ... and answers.

## HE NEEDED TO SLEEP ON IT

Albert Einstein, probably one of the greatest minds of all times, is said to have required ten hours' sleep each night. The reason is likely to be that he did a lot of problem-solving while sleeping. Research has found that as we sleep, our minds are able to continue working, and as a result, it's possible to fall asleep with a problem and wake up with a solution.

## SHE DRIFTED OFF TO SLEEP

In 2005, Ellen MacArthur broke the world record for the fastest solo round-the-world sailing boat voyage. As part of her training, a sleep expert trained MacArthur to take ten half-hour naps each day, resulting in a total of five hours sleep in every twenty-four. Judging by her successes, this approach appears to have worked well for MacArthur.

## HE HADN'T SLEPT A WINK

The 2001 TV game show *Touch the Truck* featured twenty contestants competing to win a brand new pick-up truck. The set-up was simple.

Each person put one hand on the truck. They weren't allowed to lean on it or to sit down at all, but were allowed a ten-minute break every two hours and a fifteen-minute break every six hours. The winner was the person who could keep a hand on the truck for the longest period of time. That was Jerry Middleton, who stayed awake for 81 hours, 43 minutes and 31 seconds without letting go of the truck.

**How long can a human go without sleeping?** In 1965, seventeen-year-old Randy Gardner of San Diego, California stayed awake for 264 hours and 24 minutes – just over eleven days – breaking the then world record of 260 hours. Gardner's record has been broken several times since, though not by much, and it remains the best-documented sleep-deprivation experiment ever conducted. 5

**What happens when you stay awake for eleven days?** On the first day of the experiment, Gardner was wide awake and ready to go at six in the morning. By day two, however, his thinking showed signs of becoming less clear. When asked to identify simple objects by feeling them with his hands, he found it difficult. By day three, he had become unusually moody. On day four, he began to hallucinate, imagining that he was a famous American football player. Nights were difficult, as Gardner began to nod off uncontrollably. His friends kept him awake by driving him around in the car and playing pinball and basketball with him. As the days passed, Gardner's speech became less clear, he felt dizzy, his vision was blurred and his memory began to fail. He also continued to hallucinate. 10 15

Amazingly, after Gardner finally fell asleep he slept for only fourteen hours and forty minutes and awoke refreshed and alert and he didn't oversleep in the 20 mornings that followed.

**How much sleep do we need?** Sleep is undervalued in the modern world as a means of staying healthy, happy and productive. But there's no 'magic number' of hours you need to sleep each night. According to the Sleep Foundation, people who are eighteen and older usually need between seven and nine hours per night, and eleven-to-seventeen-year-olds are probably undersleeping if they don't get an average of 8.5 to 9.5 hours. Younger kids need more sleep, and infants the most – fourteen to fifteen hours daily – to stay healthy. 25

**What tricks do people use to try to stay awake?** One of the most common tricks for staying awake is drinking coffee, tea or soft drinks that contain caffeine, a naturally-occurring chemical found in the leaves, seeds, nuts and/or berries of various plants. It stimulates the brain, makes us feel more alert and even helps us think more quickly. Other techniques include getting up and moving around regularly, listening to lively music, splashing cold water on your face, and pulling on the bottom part of your ears. Soldiers have been kept awake – and focused – by wearing special goggles that shine a light the colour of sunrise into their eyes, keeping their brains in 'wake-up' mode. But don't overdo it! Eventually, mind and body need a rest. 30 35

**Can sleep deprivation cause any problems?** The dangers of being too tired are often underestimated. Tiredness has been a factor in big disasters, such as the Chernobyl nuclear accident in 1986, and in countless road accidents all over the world every day. Being overworked and exhausted slows brain function, negatively affects judgement, contributes to depression and makes you forgetful. And there are physical problems, too. Chronic sleep deprivation can increase the risk of heart disease and other serious health problems. 40 45

**Why do we sleep?** The best answer may be 'Because we're tired'.

# 1.4 Keep it to the bare minimum

## LISTENING Planning a trip

1 If you were planning a canoe and camping trip of several nights, what four or five necessities from home would you bring with you?

2 3 Listen to four friends planning a canoeing trip. What do they decide to bring? What do they decide not to bring?

3 4 Listen to the statements from the conversation. Circle P for the more polite ones and D for the more direct ones.

- |    |   |   |
|----|---|---|
| 1  | P | D |
| 2  | P | D |
| 3  | P | D |
| 4  | P | D |
| 5  | P | D |
| 6  | P | D |
| 7  | P | D |
| 8  | P | D |
| 9  | P | D |
| 10 | P | D |

4 What makes the more polite expressions sound more polite?

5 5 Complete the sentences with these words and phrases. Then listen and check your answers.

don't know	just suggest	know
might not be	might possibly want	no expert
personally	wonder	

- I'm \_\_\_\_\_, but I don't think that we can expect to have a phone signal.
- \_\_\_\_\_, I feel that we don't want to be weighed down with too much stuff.
- I \_\_\_\_\_ about you, but I don't think we'll want a lot of devices on this trip.
- Can I \_\_\_\_\_ we leave our other electronics at home?
- All I \_\_\_\_\_ is that I'm going to want at least three pairs of socks.
- I \_\_\_\_\_ if we should consider leaving the camping stove behind?
- We \_\_\_\_\_ it if we have rainy weather.
- It \_\_\_\_\_ a bad idea for all of us to look at it together.

## Pronunciation Vowel sounds at word boundaries

6a 6 Look at the words that are written with consonants at the end. When spoken, do they end with a consonant sound or a vowel sound? Listen to check.

- know
- wonder
- personally

6b 7 What happens when the word is followed by a vowel sound? Listen to check.

- All I **know is** ...
- I **wonder if** ...
- Personally I** feel ...

6c 8 Listen. What sound do you hear between the words in bold?

- I'm **no expert** ...
- It might not **be a** bad idea to ...
- I don't think there's a **law against** fires.

6d Practise reading aloud the sentences in Exercise 5.



**SPEAKING** Hedging

- 7** Work in small groups. You're planning a two-week stay on a tropical desert island. There is fresh water and plenty of fruit to eat and there are trees for shade, but nothing more. Talk about what you'd need to take with you. Use the hedging expressions in the Useful expressions box.

**HEDGING**

I think it's reasonable to assume (that) ...  
 It seems to me (that) ...  
 I don't know about you but ...  
 I'm guessing ...  
 I'm no expert, but I (don't) think (that) ...  
 Can I just suggest ...  
 Personally, I feel (that) ...  
 All I know is (that) ...  
 I wonder if ... ?  
 It might not be a bad idea to ...  
 maybe / probably / might possibly

**WRITING** A statement of opinion**8** 21st CENTURY OUTCOMES

Read the two short statements of opinion. Do you agree or disagree with either of them?

**Writing skill** Hedging expressions

- 9a** In the first text, find:
- two adverbs that mean *maybe* or *possibly*.
  - an adverb modified by another adverb, meaning *very likely*.
  - two phrases that mean *probably*.
  - An expression that says one thing probably makes another thing true.
- 9b** What six hedging expressions are used in the second text?
- 10** Who would you take on a one-year desert island adventure? A farmer or a fisherman? Write your answer. Use hedging expressions.
- 11** Work in pairs. Exchange statements of opinion. Which hedging expressions has your partner used?

Who would you take on a one-year desert island adventure? A doctor or an engineer?

**ANSWERS**

Arguably the most useful professional on a desert island would be a doctor. In all likelihood, life in the tropics would be hard and dangerous. The biggest problem would almost certainly be remaining healthy with very little food to eat, or access to clean water as well as potentially facing dangerous fish, insects and animals. It's not unreasonable to imagine that the presence of a doctor could mean the difference between life and death. If you stay healthy, you can survive. This suggests that there is no profession more useful than a doctor on a desert island.

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While a doctor may seem the obvious choice, it's worth considering the benefits of having an engineer on a desert island. It's widely accepted that in a survival situation, the most important needs to address are food, water and shelter. It could be said that if you take care of these, health will follow. An engineer would be very likely to be able to design and build somewhere to sleep, create tools for getting food and water, and develop ways to trap and kill animals for food. We can probably conclude that an engineer is the most useful professional to have with you on a desert island adventure.

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