

Objectives

- Language focus: Articles and determiners
- Vocabulary: Expressions with life and time
- Everyday English: Making your point
- Reading: Biological time
- Listening: Time of life
- Writing: Improving style & cohesion



- When and where do you think the woman in the photos lived? What can you imagine about his life story.
- Explain the quote. Does time 'fly' for you? When/When not? In what ways are you the pilot' of your life? In what ways not?



Roma27

'The bad news is time flies. The good news is you're the pilot.'

Michael Altshuler

1. Fill in the gaps with the correct article (if any).

a/an the one no article

1. He decided to go on _____cruise.
2. He enjoyed _____cruise very much.
3. He invited her to have _____dinner with him.
4. He met _____attractive widow.
5. He retired _____year before last.
6. He sailed all around _____world.
7. My grandfather says you can find _____love at any age.
8. My grandfather used to be _____judge.
9. They got on well with _____another.
10. They were married by _____captain of _____ship.

2. Listen to the full story and check.
What else do you learn?



Audio 12.1

1. Do the quiz. Discuss your answers with a partner. Turn to page 5.
What kind of person are you? Do you agree?

How well do you use your time?



1. How would you describe your pace of life?

- a) I'm easy-going. I just take life as it comes.
- b) Quite fast, but I leave enough time for relaxation.
- c) At times frantic, at times relaxed.
- d) Non-stop the whole time, but I like it that way.

5. What is your attitude to punctuality?

- a) I don't waste time worrying about it.
- b) Being late is impolite and inefficient, so I try to be punctual.
- c) I like to be on time in theory, but in practice I'm often late.
- d) I'm always on time. I have no patience with people who are late.

2. How do you tackle all the things you have to do each day?

- a) I do those things I feel like doing.
- b) I prioritize. I do the important things and put off all the rest.
- c) There's either not enough time to do everything or too much time with nothing to do. I find this difficult.
- d) I have a daily 'to do' list that I tick off after each item is completed.

6. How do you spend your leisure time?

- a) Doing a bit of this and that. I don't know where the time goes.
- b) I recharge my batteries with a few hobbies and being with friends.
- c) I keep trying different things that people suggest, but nothing really grabs me.
- d) I have few hobbies and little leisure time. I try to put the whole of my life to good use.

3. How many things have you begun and not finished in the last few years?

- a) Plenty of things. I begin with a great deal of enthusiasm, but then I get bored.
- b) Hardly any, just one or two minor things.
- c) Several things. Sometimes I get distracted and move from one thing to another.
- d) None. There are no uncompleted projects in my life. I see each of my projects through before I start the next.

7. How do you keep in touch with friends?

- a) I wait for them to get in touch with me.
- b) In several ways — emails, Facebook, texting, but also I like to phone them for a proper chat.
- c) In any way I can - but it can be difficult. I think, 'I must contact X,' but time passes and I find I haven't.
- d) Most of the time I text. It's quick and efficient.

4. When do you switch off your mobile phone?

- a) Unlike most people these days, my problem is forgetting to switch it on!
- b) In some public places and when I need some peace and quiet.
- c) Not as often as I should.
- d) Only if I have to.

8. Which of these is closest to your philosophy on life?

- a) Whatever will be will be.
- b) Life is not a dress rehearsal.
- c) There is a reason for everything.
- d) Grasp every moment.

2. Find these highlighted words in the quiz. Underline the nouns that follow. Which are followed by of?

enough | the whole | all | each | plenty
a great deal | every | hardly any | several | no
none | (a) few | (a) little | most

3. Find the lines in the quiz that mean the same as lines 1-12. What are the differences?

- 1. I don't have any patience.
- 2. I have hardly any hobbies or leisure time.
- 3. I leave sufficient time for relaxation.
- 4. I see every one of my projects through.
- 5. In all kinds of ways.
- 6. In quite a few ways.
- 7. Lots of enthusiasm.
- 8. More than enough things.
- 9. Nearly all of the time I text.
- 10. Non-stop all of the time.
- 11. There aren't any uncompleted projects.
- 12. Very few, just a couple of minor things.

Answers to quiz

Mostly a answers

You're a daydreamer. Did you actually manage to finish the quiz? You have little control over your life. Chaos surrounds you. Perhaps you tell yourself that you are being creative, but the truth is you are frightened of failure, so you don't try. Your abilities remain untested and your dreams unfulfilled.

Mostly b answers

You represent balance and common sense. Your ability to manage your life is impressive, and you know when to relax. You understand that the best decisions are never made in an atmosphere of pressure. You are able to meet deadlines and look ahead to make sure crises don't happen.

Mostly c answers

You live in hope that something or somebody will make everything in life come right for you. 'I'll get round to it,' you tell yourself. What you don't tell yourself is that you alone can manage your life. You are an expert in putting things off till later and finding excuses when you do so. Forget these excuses. The right time is now.

Mostly d answers

You are certainly an achiever. Superman or superwoman. You know how to get a job done and you are proud of the way you manage your life. You are obsessive about using every second of the day to best effect and get irritated by people who are not like you and prefer to take life at a slower pace. Learn to relax a little. Remember, stress kills.

4. What is the difference between these pairs of sentences?

- a. I have a few hobbies.

a. I have a little leisure time.
- b. I have few hobbies.

b. I have little leisure time

5. In which of these sentences were there two projects?

- a. I completed each project.

b. I completed every project

LANGUAGE POINT

1. Determiners help identify nouns and express quantity.
Which group expresses quantity?

A	
the other	
another	book
many other	books
his only	good book
such a	
what a	

B	
both	
neither	
each/every	book
little	books
all	time
the whole	
no	

2. Determiners can join a noun using of+ the/my/our/this/that, etc.
Which expressions can you make from these examples?

both neither each all some the whole none	of	the my those	book books time
--	----	-----------------	-----------------------

1. Discuss the difference in meaning between the sentences in each pair.

1. The doctor's here.
A doctor's here.
2. There's a man at the door.
There's some man at the door.
3. My mother is in the hospital.
My mother is in hospital.
4. Dan is Area Sales Manager.
Dan is an area sales manager.
5. None of us knew the answer.
Neither of us knew the answer.
6. There's a pair of socks missing.
There are a couple of socks missing.
7. I spoke to all the students in the class.
I spoke to each student in the class.
8. Both of the bedrooms need redecorating.
Each of the bedrooms needs redecorating.

2. Match lines in A and B.

A	B
We have two cars. Borrow	each one.
It was great to see	either one.
I have ten grandkids. I gave £10 to	everyone.
Both	my friends like dancing.
All	person in my class is friendly.
Every	my parents are Scottish.

A	B
Would you like	eggs?
Do all birds lay	the eggs?
Where have you put	an egg?
Love	I have for you is very special.
A love	is everything.
The love	of animals is vital for a vet.

3. Listen and reply to the lines you hear with a sentence from 2.

I don't want cereal for breakfast today.

Would you like an egg, then?
How about a boiled egg and some toast?



Audio 12.2

4. Listen and check. Look at the audio script and practice the conversations.



Audio 12.3

1. **A:** I don't want cereal for breakfast today.
B: Would you like an egg, then? How about a boiled egg and some toast?
2. **A:** Do any of your friends like dancing?
B: Oh, yes, absolutely! All my friends like dancing! We go to clubs most weekends.
3. **A:** What are the people you're studying with like?
B: Really nice. Every person in my class is friendly, and we all get on really well with each other.
4. **A:** I gave my three grandchildren £20 for Christmas.
B: You have it easy! I have ten grandkids! I gave £10 to each one – I can't afford any more on my pension!
5. **A:** Strange that Bob's training to be a vet when he doesn't seem to like animals!
B: Yes, you'd assume a love of animals is vital for a vet. But I think he wanted to be a doctor and couldn't get into medical school.
6. **A:** Isn't your mother Scottish?
B: Actually, both my parents are Scottish. They come from Glasgow, but they moved down south after university.
7. **A:** What do you think the most important thing in life is?
B: Well, it sounds like a cliché, but I do think love is everything. It doesn't have to be romantic love though. The love I have for my children alone makes life worth living.
8. **A:** I bet you've told loads of girls that you love them!
B: Maybe, but the love I have for you is very special. It feels different from anything I've felt before.
9. **A:** I can't take your car! You might need it later.
B: We have two cars. Borrow either one! We probably won't be using either of them today anyway.
10. **A:** Did you have a good time at your school reunion?
B: Yes, it was great to see everyone. But wow, how some people change!

5. Correct the mistakes with articles in these sentences. How are they wrong?

1. All six of our children are in the bed at the moment.
2. I had the lunch with a colleague.
3. I have only an ambition in life, and that is to be President of United States!
4. It's very painful if you break the rib.
5. She works as interpreter for the United Nations.
6. Stop lying! Tell me a truth!
7. Training can be a big help to unemployed.
8. We usually have a toast at breakfast time.
9. We're going to the Chinese restaurant in London tonight.
10. 'Where are the kids?' 'They're playing in a garden.'



Determiners - each, every, all

6. Read the following conversations and underline the correct answer.
What's the situation in each?

1. **A:** So what did you think of it?
B: A brilliant production! *Every / Each* bit as good as you said it would be!
2. **A:** Did you apologize to all the guests?
B: *Each and every / All* one of them. I felt I had to.
3. **A:** They didn't all pass, did they?
B: Well *all / every* but three did. Seventeen out of twenty – that's not bad.
4. **A:** Sorry, I only have 50p on me.
B: Don't worry. *Every / Each* little helps those in need.
5. **A:** Do you think you'll be here in time for the kick-off?
B: Yes. *Every / All* being well, we should be there at about 2.45.
6. **A:** Do you want to stay for tea?
B: If it's *each / all* the same to you, I'll leave now and try and beat the traffic.

Listen and check. Practise with your teacher.



Audio 12.4

SPOKEN ENGLISH

The demonstratives **this**, **that**, **these** and **those** are often found in idiomatic language.

'We spent a couple of hours chatting about **this** and **that**.' 'Most people are glued to their phones **these** days.'

'Remember when there was no security at airports? **Those** were the days!'

Listen to the conversations and fill in the gaps to complete the idiomatic expressions. Discuss what they mean.



Audio 12.5

1. 'Now _____ like it!' 'Yes, _____ life!'
2. 'Fancy _____!' 'Well, two can _____!'
3. '_____ I need!' '_____ happen.'
4. 'I'm having _____ days.' '_____ are sent to try us.'
5. 'I just have _____.' 'Let's leave it _____.'
6. 'How does _____ you?' '_____ spirit!'
7. 'One of _____ they'll charge for using the toilet!' 'If it _____, I definitely wouldn't fly with them!'

Practise the conversations, using the lines in 1-7 to remember them.

Pronunciation

7. Why is *the* used in these sentences

- A. My grandmother once met the man who wrote the James Bond stories, Ian Fleming.
- B. Really! That's funny, because my niece trained Daniel Craig, the actor.
- A. What, you mean the Daniel Craig?!
- B. Yes, the one and only!

Listen to the conversation. The can be pronounced in three different ways.
Which do you hear in the conversation?



Audio 12.6

8. Practice the below conversations. Then listen and check.

- 1. **A.** Are you going to the Oscars ceremony?
B. Of course, darling! It's *the* social event of the year!
- 2. **A.** What's the paint you used when you decorated?
B. Samson's. It's *the* paint to use. Expensive, but you don't need so much of it.
- 3. **A.** I'm having tea at *the* Ritz on Friday!
B. What, the Ritz, the hotel in London?
A. Yes. It's for work, so the accountant says I can put it on expenses!
- 4. **A.** How did you and Giles get to the airport?
B. Train. First class, actually. It's *the* way to travel – if someone else buys the tickets!



9. Choose determiners from the box to put in the sentences so that they are true for you.

most (of) | none of | a great deal of | each of | hardly any (of) | every | enough | some (of) | the whole (of) | both (of) | all (of) | neither of | little | no |

- 1. I have _____ time to relax these days.
- 2. _____ my friends think I work too hard.
- 3. _____ my teachers think I study too hard.
- 4. _____ the students in my class speak English _____ the time.
- 5. I spent _____ (the) weekend relaxing.
- 6. I get enough exercise _____ day(s).
- 7. _____ my hobbies are sports.
- 8. I watch TV _____ the time.
- 9. _____ my parents look like me.
- 10. _____ my family has/have dark hair.

1. What is our ‘body clock’?
How much are you aware of your body clock?

2. Take a look at the activities in the below.
What do you think are the best times of day to do them according to your body clock?

- start lessons
- eat a light meal
- brainstorm
- have heart surgery
- drink alcohol
- have a nap
- do exercise
- have the flu vaccine
- give birth

3. Read the introduction to the text and the headings. Would you change any of your answers to 2?

4. Now read the whole text and check your answers again.



It’s long been known that like much of the natural world, human biological processes follow regular patterns throughout the day. We may follow clock time in modern life, but these *circadian rhythms* have always acted as our inner body clocks, telling us when to eat and sleep, whether we know the time of day or not. As more research is carried out into our body clocks, it’s now becoming apparent how much we could benefit from taking their workings into account more. For example, scientists have discovered that the flu vaccine is four times more effective taken between 9–11 a.m. than between 3–5 p.m.! Heart surgery, on the other hand, is much safer in the afternoon.

So what does a typical day look like from the point of view of our body clocks?

Circadian is Latin for ‘around the day’

6.00–8.00 a.m. Up and at it For most people, it’s time to rise and shine with the sun – but some body clocks disagree! From puberty until around 20, the body clock shifts forward, so most adolescents aren’t ready to sleep until late at night, despite needing more sleep than adults. That’s why groggy-eyed teenagers emerge from the bedroom at lunchtime at weekends. On school days, getting up for school at 7.00 feels like getting up at 4.00 for an older person, and students and teachers suffer as a result. Studies show that when schools start lessons at 10.00, 11.00, or even 12.00, students perform better and achieve higher grades.
8.00–10.00 a.m. Getting going Many of us find it difficult to get going in the morning, so is vigorous exercise a good kick-start? It can be, but it’s not the ideal time for it. Our blood thickens as our blood pressure drops during sleep, and a sudden increase of activity can send it soaring, making this the most likely time to suffer a stroke or heart attack. Gently moving into the day is what the doctor orders.
10.00–12.00 p.m. Good thinking! Teenagers apart, mental performance is at its peak during this time due to a rise in cortisol, a stress hormone which can be a useful stimulant in the morning, making us feel awake and alert. Levels of cortisol fall during the afternoon and drop off completely in the evening.
12.00–4.00 p.m. Time to pause The brain slows a little and is better suited to more reflective work as the day progresses, but it’s still performing well, ... until after lunch! As the body digests food, it produces insulin, which triggers the release of serotonin and melatonin. These bring feelings of pleasure and sleepiness, and a nap is a good idea. It’s certainly not a good time to drive — there are more motorway crashes at this time of day.
4.00–6.00 p.m. Go for it! This is the time to hit the gym! The sleepiness has gone, the body is nicely warmed up by this time, and lung function is at its peak, providing the opportunity for our best physical performance. A study of Olympic swimmers found that they swam three seconds faster during this time than in the morning, and most athletics records are broken in the early evening.
6.00–8.00 p.m. Light refreshment Our body temperature is still high, so things are running smoothly and, if you fancy a drink, alcohol won’t cloud your mind as much now. Our minds also turn to food, but as evening advances, your liver needs a rest from breaking down fatty foods. It means we’ll put on more weight if we eat too much food after 7.00, and run a higher risk of developing diabetes. Big meals are best taken at lunchtime.
8.00–10.00 p.m. Sleepytime We feel sleepy as bedtime approaches, but it’s not only teenagers who may not feel tired — older people can become night owls, too. To bring sleepiness on earlier, the trick is to avoid too much light later in the day, as the more light you get then, the longer your body will stay awake. Wearing sunglasses in the late afternoon and evening makes getting to sleep easier for old people.
10.00 p.m.–12.00 a.m. Dropping off It’s definitely time for sleep, but allergy sufferers and anyone with a cold will struggle. Our immune system is particularly reactive at this time, knowing that as we begin to rest and withdraw from the outside world, it’s a good time to fight those internal enemies!
12.00–2.00 a.m. Sleep tight! Not everyone stays fast asleep, unfortunately. As their eyesight becomes weaker, old people take in less light, and suffer from interrupted sleep as their body clocks function less reliably. They should try and get as much light as possible earlier in the day, as this will help with both insomnia and dementia.
2.00–6.00 a.m. Out of it and into it As body temperature and blood pressure drop, our energy goes into lighter biological activity, such as skin repair. 4.00 a.m. is the absolute low point, and another bad time to drive – it’s about as dangerous at this time as when we are over the alcohol limit. A new day is about to dawn, and so the cycle begins again – or for the first time for some. Because the body is so relaxed, the most common time for babies to be born naturally is between 3.00 and 5.00 a.m.!

5. Write down the explanations for these statements.

1. Teenagers find it hard to start school early because ...

- go to bed very late.
- their natural sleep cycle makes them wake up later.
- early school start times do not match their biological clocks.

2. Driving in the middle of the night is dangerous because ...

3. Women often give birth very early in the morning because ...

4. We feel like we need to sleep after lunch because ...

5. Old people often wake up in the night because ...

6. An intense burst of physical activity has risks early in the morning because ...

7. We're good at coming up with ideas quickly in the morning because ...

8. Illnesses feel worse at bedtime because ...

9. We perform well physically late in the afternoon because ...

10. You shouldn't eat a lot late in the evening because ...

6. Ask and answer questions about the statements in 5 with your teacher.

We think they must have run out of places to raid.

It's because their body clocks shift forward after puberty, and so ...

7. Role Play. Each of you matches the verbs in A or B to the words/phrases they go with. Explain them to your teacher, giving an example.

To 'run a risk' means to take a chance that the result of going something will be bad. For example, if you eat a lot of sugar, you run a risk of getting diabetes.

A	
1. run	a. research
2. carry out	b. going
3. become	c. food
4. take	d. a risk
5. get	e. a stroke
6. suffer	f. into account
7. digest	g. apparent

B	
1. follow	a. to sleep
2. put on	b. a nap
3. have	c. weight
4. withdraw	d. awake
5. fight	e. a pattern
6. get	f. from the world
7. stay	g. your enemies

What do you think?

- How well does your daily routine follow what you've learned about the body clock?
- Would you like to change the way your day is organized? How?
- How does modern life interfere with our natural way of living? What is unhealthy about it?

1. What life stages are shown in the picture? Match the stages in A with the activities in B and estimate the typical age for each.

A

infancy | childhood | teenage years | young adult | adulthood | middle age | old age |

B

- have fun
- walk and talk
- start a first job
- start primary school
- have children
- disagree with parents
- go travelling
- own your own home
- settle down
- get married
- be made redundant
- retire
- leave school
- set up a business



2. View the photos and listen. Identify their life stage from 1, their feelings, and related topics from B.



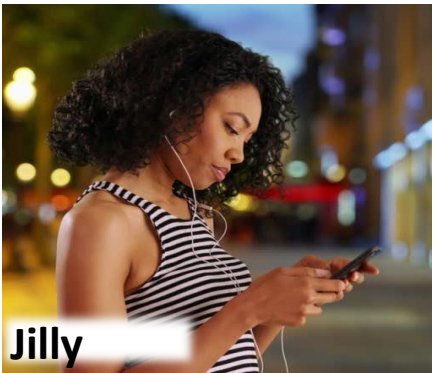
Abi



Derek



Audio 12.8



Jilly



Frances



Nat and Louis



Jacob

3. Who said this? Read the sentences and answer the questions.

1. ... *not the easiest thing in your mid-fifties.*

What is the speaker talking about? Why isn't it easy?

2. ... *it isn't really my area, but a job's a job.*

What is the job? What is the speaker's area?

3. *Charlotte goes there and she likes doing it.*

Where is 'there'? How does the speaker feel about that place?

4. *Basically, I can't think of anything more awful.*

What does the speaker think is awful? Why?

5. *They don't really do anything ambitious.*

Who are 'they'? How is the speaker different?

6. *Then she had to downsize when she retired.*

Who is 'she' and what did she 'downsize'? How did this affect the speakers?

Listen again and check.
What other information
do the speakers give?



Audio 12.8

4. Take a look at some lines in the speakers used. What do the phrases in *italics* mean?

1. My workmates invited me to join them for lunch, which helped me to *break the ice*.
2. They've been brilliant supporting me, but I need *to stand on my own two feet* now.
3. And then I *got the bug* and I was off to South America and the Caribbean.
4. Debating details of the law just *doesn't grab me*.
5. We've never managed to get everything in its proper place. It's *such a pain*!
6. When they told me I was on the redundancy list, it *hit me like a ton of bricks*.
7. It's marvellous to be able to just *follow my nose* around a city.

What do you think?

Discuss these quotations about age. Which one appeals to you most? Why?

“Old age isn't so bad when you consider the alternative.” – Maurice Chevalier

“Teenagers are people who act like babies if they're not treated like adults.” – MAD magazine

“Youth would be an ideal state if it came a little later in life.” – Herbert Asquith

“Time may be a great healer, but it's a lousy beautician.” – Unknown



1. Complete the following expressions with either the word *life* or *time*.



- | | |
|--------------------------------|------------------------------|
| 1. Take your time | 11. It's high _____ |
| 2. Get a life | 12. Not before _____ |
| 3. For the _____ being | 13. Dead on _____ |
| 4. Anything for a quiet _____ | 14. Any old _____ |
| 5. In the nick of _____ | 15. Stand the test of _____ |
| 6. Come to _____ | 16. Better luck next _____ |
| 7. You can bet your _____ | 17. Get a cushy _____ |
| 8. Third _____ lucky | 18. Kill _____ |
| 9. That's _____ | 19. No _____ to lose |
| 10. It's the story of my _____ | 20. Get a new lease of _____ |

2. Complete the lines with an expression from 1.

- I fell in love, and she wasn't interested. It's the story _____
- Stop crying – you can have another ice cream. Anything _____
- The operation was a success and grandpa got a new _____
- Orwell's books are still popular. They've stood _____
- The game came _____ after Salah scored his goal!
- No need to hurry. Take _____
- Come and visit any _____ I'm nearly always in.
- I got to the bank in the _____ It was just about to close.
- For goodness' sake, hurry up. There's no _____

3. Listen to five conversations. What is the topic of each? Identify the expressions from 1.

Optional: Practice with a partner or teacher.



Audio 12.9

1

- A. Can't believe it. I failed again.
 B. Never mind. You'll have better luck next time.
 A. But that was the second time.
 B. They say the best drivers pass on their third attempt.

2

- A. Come on! Get up and do something! Get a life!
 B. What d'you mean?
 A. Well, it's high time you did something other than watch daytime TV all day.
 B. Like what?
 A. I dunno. Get a hobby. Do some sport! Bob Jones' son really came to life when he took up karate.
 B. Huh? Too dangerous. I think I'm safer staying on this sofa.
 A. Oh, I give up. Be a couch potato, if that's what you want.

3

- A. Oh look! You've missed it!
 B. Oh typical! They're always late if I'm early, but if I get there a few seconds late, they leave dead on time.
 Story of my life!
 A. The next one's at 5.30. I don't mind hanging around with you. I'll go and get two coffees.
 B. Well, take your time. It says that the 5.30 is going to be 20 minutes late!

4

- A. How's it going?
 B. Well, they've finished at last, but not before time – only four weeks late.
 A. And how much is it all going to cost?
 B. We haven't had the final bill yet.
 A. Well, you can bet your life it'll be more than they estimated.
 B. I know. We were going to have the kitchen decorated as well, but enough's enough for the time being.
 A. Ahh.

5

- A. How come Dave has such a cushy life? He never seems to do any work.
 B. Didn't you know? He won the lottery.
 A. You're kidding? I had no idea. I do the lottery every week and never win a thing.
 B. Me neither. That's life.

4. Listen to a poem. What is its basic message?



Audio 12.10

5. Read the poem below. Compare it to the one you heard. Listen again, note the differences. Which do you prefer? Why?

No time to think

No time to think, no time to muse,
No time for anything but news.
No time to pause, no time to feed,
No time for anything but speed.

No time to wander in the snow,
No time to watch the flowers grow.
But time enough to dash about
And time enough to screech and shout.

Not time enough to love, love, love,
But time enough to shove, shove, shove.
And no time to laugh or have some fun,
No time to dawdle in the sun.

No time to rest and take a seat,
No time to chat to folks you meet.
No time to eat, no time to drink,
But most of all, no time to THINK!



Audio 12.10

6. **Optional.** Write a new verse for the poem. Read it aloud.

What do you think?

- Is modern life too hectic for most people? How so?
- How about your own routine—do you stay updated with the news? Do you rush around? When do you take time to reflect?
- If you had much more free time, how would you spend it?

1. Discuss the questions.

- Do you work to school five days a week?
- Is the weekend enough of a break for you to go back feeling refreshed?
- Do you think a 4-day working week would be a better idea. Why (not)?

2. Listen to four managers, **Eva**, **Will**, **Freya** and **Oscar**, discussing the idea of introducing a 4- day week in their company. Who is fully in favour of the idea? Who is against it? Who is unsure?



Audio 12.11

3. Listen and complete the conversation on the right with how they make their points.



Audio 12.12

4. Which of the expressions in bold in 3 mean?

- I'm going to tell the truth, even if it's not welcome.
- This is the most important point.
- This is what I think, based on the information I have.
- I'm going to say something that contrasts with my previous comment.
- But isn't it obvious that ... ?



Eva: 1. _____ **all**, let's look at these reports from companies that have tried a 4-day week. **The 2. _____ to make is that** working four days doesn't have to mean a drop in productivity.

Will: That 3. _____, **true, but as 4. _____ I can see**, everyone here is working flat out already. **To 5. _____**, I don't think we could possibly get the same work done in four days.

Freya: **That's not how 6. _____**, actually. We'd work longer hours on the four days, and **if 7. _____ me**, there are many ways we could improve productivity, like taking shorter lunch breaks. **And 8. _____** the time spent on tea breaks. I think staff spend a lot of time socializing, and the incentive of a 3-day weekend would keep us focused.

Oscar: I'm worried that workplace bonding would suffer. **9. _____ said that**, a 3-day weekend would mean more time for quality socializing – with friends or colleagues!

Eva: **10. _____ ! And 11. _____ that**, it also gives you more time to get chores done at weekends. **12. _____ all**, it means that staff come to work properly refreshed after three days off.

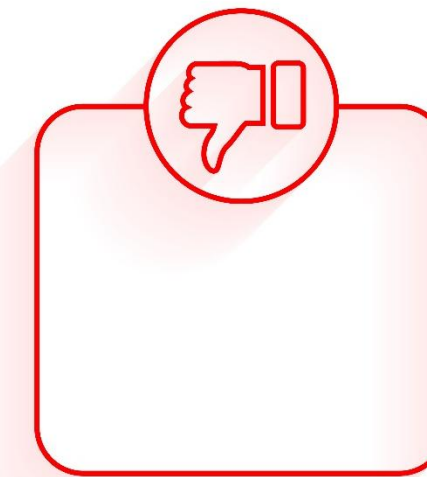
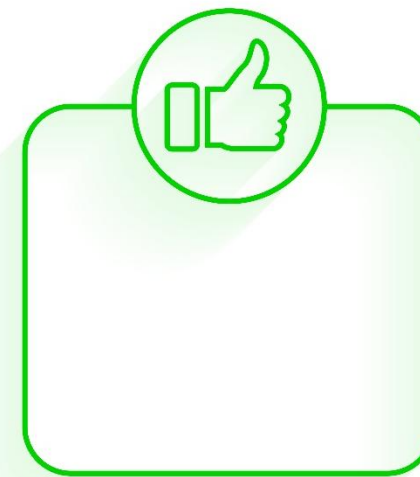
Will: **But 13. _____** people would end up working on their extra day off?

Oscar: **14. _____ point.** I do wonder how long people can work productively without a proper break.

Freya: Well, **all 15. _____** we seem to think it's definitely worth considering. It would certainly make a huge difference to our work-life balance.

5. Say the PROS and CONS.

- The voting age and its implications
- Factory farming and the case for vegetarianism
- Should college tuition be abolished?
- The pros and cons of single-gender schools
- Ethical concerns surrounding animal experimentation
- The role of censorship and free speech limitations
- The impact of internet access during exams
- The morality and legality of capital punishment



There are two kinds of determiners.

1. The first kind identifies things.

Articles: a/an, the

Possessives: my, your, our ... demonstratives - this, that, these, those

2. The second kind are quantifiers, expressing how much or how many.

some, any, no

each, every, either, neither much, many, more, most

(a) little, less, least

(a) few, fewer, fewest enough, several

all, both, half another, other

** Determiners that express quantity are dealt with in Unit 6.*

each and every

1. *Each* and *every* are used with singular nouns. *Each* can be used to talk about two or more people or things. *Every* is used to talk about three or more.

Every / Each time I come to your house it looks different.

Each / Every bedroom in our hotel is decorated differently.

2. In many cases, *each* and *every* can both be used with little difference in meaning. We prefer *each* if we are thinking of people or things separately, one at a time. We use *every* if we are thinking of the things or people all together as a group.

Each learner gave the teacher a present.

Every policeman in the country is looking for the killer.

enough

1. When *enough* is used as a determiner, it comes before the noun.

We haven't got **enough food**.

2. When it is used as an adverb, it comes after the adjective, adverb, or verb.

Your work isn't **good enough**.

I couldn't run **fast enough**.

You don't **drink enough**.

A / an

1. We use *a/an* to refer to a singular countable noun which is indefinite. Either we don't know which one, or it doesn't matter which one.

They live in **a** lovely village.

I'm watching **an** interesting movie.

She's expecting **a** boy.

2. We use *a / an* with professions.

She's **a** lawyer.

the

1. We use *the* before a singular or plural noun, when both the speaker and the listener know which noun is being referred to.

They live in **the** green house opposite **the** main street.

The job position was recommended by a friend.

Mind the baby! She's near **the** water.

I'm going to **the** mall. Do you want anything?

'Where's Dad?' 'In **the** garage.'

2. We use *the* when there is only one.

the world

the River Thames

the Pacific

3. We use *the* for certain places which are institutions.
Which particular place isn't important.

We went to **the** movies last night.

They're going to **the** seaside.

a followed by the

1. We use *a* to introduce something for the first time. When we refer to it again, we use *the*.

I saw **a** man walking a dog in the park today. **The** man was tiny and **the** dog was huge!

Zero article

1. We use *no article* with plural and uncountable nouns when talking about things in general.

AI has changed our lives.

Love is eternal.

Dogs need a lot of exercise.

I hate **burgers**.

2. We use *no article* with meals.

Have you had **dinner** yet?

Come round for **lunch** tonight.

But...

We had **a** lovely dinner in **a** French restaurant.

