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Speaking & vocabulary: leisure interests

1 Work in pairs. Look at the photos A–D and answer the questions.
- What are the hobbies of the people in the photos?
- Do you think these are strange or normal hobbies?
- What do you think they do on a typical day devoted to their hobby?

2 Read the texts. Match the descriptions 1–4 to the photos A–D.

Matthew Gibbon has been a supporter of the Scottish national rugby team for as long as he can remember. As a schoolboy, he was crazy about the sport, but he became more and more obsessed with it. He now reckons that he devotes about 30 hours a week to training, playing or watching games.

It was a colleague at work who first suggested that Charlotte Pullman should give paintballing a try. Charlotte quickly got a taste for it and now spends every weekend running around with a paint gun in her hand. "It's a great way of meeting people," she says, "and it also takes my mind off work.

As a teenager, Greg Schultz and his friends were all big fans of Star Trek, but Greg's interest turned into a passion. Greg got the 'Trekkie' bug in a big way and became a real aficionado, setting up his own website and organizing annual conventions.

Tony O'Neill was always keen on ghost stories, but decided to take up ghost hunting after watching a TV documentary about it. "Once you're into it, there's no turning back," says Tony, who has spent over £30,000 on the specialized equipment he needs. "I wouldn't call it a hobby," he says, "it's more a way of life."

Reading

1 Read the article and choose the best title 1–3.

1 Great ways to lose your job
2 The truth can be dangerous
3 What not to put on your CV

People write such strange things on their CVs that it's tempting to believe that they don't want the job at all. What, for example, was going through the mind of the applicant who wrote that his previous contract had been terminated because 'they insisted that we get to work by 8.45 every morning and I couldn't work under those conditions'? Or the candidate who described himself as 'married, eight children, would prefer frequent travel'. And let's not forget the typos — people who are proud of their 'rebid typing' or who announce that they were responsible for 'ruining their company's sales department'.

But the most revealing part of a CV is often the 'personal interests' section. Job seekers need to make their application stand out, so there's a little point in saying that you're into pop music, that you like going to the cinema or that you've been a supporter of your local football club for ten years. And if you're thinking of putting down something more original, think carefully. The fact that you have a passion for rock climbing and have been training for the World Championships may be of central importance in your life, but prospective employers are more likely to think 'Uh-oh, dangerous, injuries, absences...'. Most bosses would rather their employees didn't risk their lives every weekend.

3 Work in pairs. Look at the highlighted words and phrases in the descriptions 1–4 in exercise 2 and put them into three groups of meaning. Use a dictionary if necessary.

4 Think of two people that you know and talk about their interests using the phrases in exercise 3.
A recent survey has shown that one in four CVs contain a lie of some kind, but resist the temptation to invent an interesting background for yourself. If, at the interview, you are asked questions about your voluntary work with those with special needs, you could find yourself in deep water if you made it all up. Even the truth, however well-meaning, can be dangerous. One job applicant who was obviously trying to make a good impression wrote that she had taken up blood-donating (fourteen gallons so far!). Weird.

The simple rule to remember is that you are applying for a job, so only include personal interests that are relevant to the application. Do your research carefully and identify what personal qualities are being looked for. Only decide what to write when you have found out what the job involves. And if you can think of nothing relevant to say, just say nothing at all!

2. Read the article again and find examples of...
1. an unfortunate typing mistake.
2. dishonest information.
3. completely uninteresting information.
4. information which says too much about the candidate's personal life.
5. information which shows that the candidate is not a reliable employee.
6. information which will worry an employer.

In your opinion, which was the most foolish thing to include on a CV?

3. What would you put in the personal interests section on your own CV? Compare your answer with other students.

GRAMMAR: verb forms review

1. Match the underlined verbs in the text to the labels in the box.

| present simple | present continuous | present perfect | present perfect continuous | past simple | past continuous | past perfect |

Which verbs are a) active b) passive?

2. Complete the question tags with the auxiliary verbs in the box.

are (x2) do have were did

1. You don't have any strange hobbies, _______ you?
2. You've never been obsessed with anything, _______ you?
3. You're not thinking of taking up a new sport, _______ you?
4. You're not a football supporter, _______ you?
5. As a child, you weren't a fan of Britney Spears, _______ you?
6. You never got into stamp collecting, _______ you?

3. Work in pairs. Discuss the questions in exercise 2.

Simple tenses: present and past
Simple tenses do not normally have an auxiliary in affirmative sentences.

<table>
<thead>
<tr>
<th>simple verb form</th>
</tr>
</thead>
<tbody>
<tr>
<td>People write such strange things.</td>
</tr>
<tr>
<td>He became more and more obsessed.</td>
</tr>
</tbody>
</table>

Use do/does/did if an auxiliary is needed.
I had a great time. Did you?

Perfect verb forms
Make perfect verb forms with have + past participle.

<table>
<thead>
<tr>
<th>have</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>She had taken up blood-donating.</td>
<td></td>
</tr>
<tr>
<td>Tony had spent over £30,000.</td>
<td></td>
</tr>
</tbody>
</table>

Continuous verb forms
Make continuous verb forms with be + verb + -ing.

<table>
<thead>
<tr>
<th>be</th>
<th>verb + -ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>She was trying to make a good impression.</td>
<td></td>
</tr>
<tr>
<td>You have been training for the World Championships.</td>
<td></td>
</tr>
</tbody>
</table>

Passive verb forms
Make passive verbs with be + past participle.

<table>
<thead>
<tr>
<th>be</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>His contract had been terminated.</td>
<td></td>
</tr>
</tbody>
</table>

See Language Reference page 14
1B | Paintballing

LISTENING

1 Look at the poster and answer the questions below.

Paintballing

What is it?
It's one of the fastest growing sports in Europe.

Where can you do it?
In woodlands, industrial wastelands or specially-built parks.

How does it work?
It's a game of elimination. If a paintball hits you, you’re out of the game. Players work in teams and try to eliminate as many members of the rival team as they can.

Why do it?
It helps relieve the stresses of a hard-working week. It encourages team work and strategic thinking. It gives you a good physical workout.
And it’s great fun!

- Is paintballing popular in your country?
- Have you ever tried it? If not, would you like to? Why or why not?

2 1.1 Listen to three workmates (Dave, Jayne and Harry) discussing paintballing and decide if the sentences below are true or false.

1 Dave knows a lot about paintballing.
2 Jayne thinks paintballing is dangerous but would be happy to try it.
3 Harry tries to keep the peace between Jayne and Dave.

3 1.1 Listen again and complete the information.

1 Dave has won ______ paintballing championships.
2 Jayne calls paintballing a type of ______ game.
3 Dave compares paintballing to ______.
4 Jayne says paintballing was designed to be used for ______.
5 According to Dave its original use was for ______.
6 Jayne says that paint guns are ______.
7 Dave suggests that ______ bats can also be used to hurt people.
8 Harry suggests that Jayne should ______.

4 Do you think that paintballing should be banned?

GRAMMAR: negatives & questions

1 Make the verbs in bold negative.

1 Jayne’s a big fan of paintballing.
2 Dave’s been training very hard recently.
3 Harry knows a lot about the sport.
4 Jayne’d like to see paintballing banned.
5 Dave’d heard people criticizing paintballing before.
6 Jayne’ll be going paintballing with Dave some time soon.

2 Complete the questions with the correct form of the auxiliary verbs in the box. Leave a blank if an auxiliary is not needed.

be do have

1 When ______ you going? Tomorrow, isn’t it?
2 National champion? How long ______ you been doing that, then?
3 ______ I touched a raw nerve there?
4 Who ______ started it off? ______ n’t it designed for training soldiers?
5 What ______ happened? ______ anyone get hurt?
6 What ______ you saying? ______ you suggesting the sport should be banned?

3 Check your answers in tapescript 1.1 on page 150. Why do two questions not need an auxiliary?

4 Write questions from the prompts.

1 How long / do it?
2 When / usually do it?
3 Who / with?
4 How / get into it?
5 Who / start you off?
6 What aspect / interest you / the most?
7 What / best way / to get started?
8 You / recommend it to a friend?

5 Work in pairs. Use the questions in exercise 4 to interview your partner about one of his/her hobbies.
Questions & negatives
The word order in normal statements is ...

subject (auxiliary verb) verb object
Everybody has the same reaction.

Make negatives by putting not after the first auxiliary verb.
I haven't been doing it for that long.
If there is no auxiliary verb (ie present simple and past simple) add do/does/did.
I didn't know such a thing existed.
Make questions by putting the subject between the auxiliary verb and the main verb.
(auxiliary verb) subject verb
What was it used for in the first place?
If there is no auxiliary verb (ie present simple and past simple) add do/does/did.
Did he hurt anybody?
In questions with be put the subject after the verb.
Are you a bit sensitive about it?
If the question word who is the subject of the verb, do not use do/does/did with the present or past simple. Put the verb after the subject as in a normal statement.
What happens if someone gets killed one day?

SEE LANGUAGE REFERENCE PAGE 14

FUNCTIONAL LANGUAGE: saying no

1 Choose the correct phrase to complete the responses.

1 A: Are you coming tonight?
   B: Not really / I'm afraid not / You must be joking. I'd love to, but I can't, it's my turn to babysit!
2 A: Is there something special you'd like to do for your birthday?
   B: Not to my knowledge / Certainly not / Not really, I'd be happy to stay at home.
3 A: So, your brother's a chess champion, is he?
   B: Not exactly / No way / Possibly not, I mean, he's won a few matches, but I wouldn't describe him as a champion yet!
4 A: Do you think you'll pass?
   B: Not to my knowledge / Possibly not / Not exactly, but I'm going to try my best.
5 A: Has Mr Smith checked out of his hotel yet?
   B: Not to my knowledge / Not really / Not exactly, but you'd better check with reception.
6 A: Can I stay up and watch the film?
   B: Possibly not / Certainly not / Not really, it's time you were in bed, you've got to go to school tomorrow.
7 A: Are you going to apologize to them?
   B: Not exactly / Not really / No way! I don't see why I should, it's all their fault.
8 A: Are you coming up the mountain with us then?
   B: You must be joking / Not to my knowledge / I'm afraid not! You lot are mad. I'm not climbing up there today.

1.2 Listen and check.

2 Match the expressions a–h to the correct answers in exercise 1. More than one answer is possible.

a  Are you kidding?  e  Not likely!
b  Definitely not!  f  Not quite.
c  I wish I could!  g  Not that I know.
d  Not especially.  h  Probably not.

3 Work in pairs, A and B. Prepare eight yes/no questions which ask for personal information.

Do you live near here?
Have you ever been to New York?
A: Ask Student B yes/no questions. Stop your partner if you think he/she is not telling the truth.
B: Answer Student A's questions. You must always answer in the negative, no matter what the true answer is!
Exchange roles and repeat.

Speaking

1 Work in pairs. Discuss these questions.

• Do you enjoy playing video games?
• If yes, what kind of games do you enjoy most?
• What do you like about them? If not, why not?

2 Work in two groups, A and B.

Group A: Your teenage son/daughter wants to buy a violent video game. Think of three reasons you could give for not buying the game.
Group B: Your parents don't want you to buy a video game that they think is violent. Think of three reasons you could give in defence of the game.

3 Work in pairs, one student from Group A and one student from Group B. Compare your lists of reasons and discuss these questions.

• Who do you think has the strongest case?
• Do you think video games encourage violence?
**1c | Autograph hunters**

**Speaking**

1. Work in pairs. Show your partner your signature.
   - Turn to page 138 and give your partner an analysis of her/his signature.
   - How accurate is your partner’s analysis of your signature?

2. Look at the autographs. What can you say about the writers’ personalities?

3. Discuss these questions.
   - Have you ever got the autograph of someone famous? If so, who and how?
   - Whose autograph would you like to have? Why?
   - Why do so many people want the autographs of famous people?
   - If you were famous, would you be happy to sign your autograph for fans?

**Reading**

1. Read the article about someone who buys and sells autographs. Match the questions 1–5 to the answers A–E.

   1. What’s the attraction? Why are people so keen to pay money for a simple signature?
   2. How do you work out the prices?
   3. How did you start out, James?
   4. What’s the most valuable autograph you’ve handled?
   5. What kind of autographs do you collect?

2. Read the article again and put the phrases 1–7 in the gaps a–g.

   1. It took some finding –
   2. He had a really rough time making the film
   3. like all the other autograph hunters
   4. with all the other fans
   5. He’s famous for being a non-signer and
   6. she kept coming back for more
   7. (especially in her later years)

3. Work in pairs. Discuss these questions.
   - What kinds of jobs are connected to your interests or hobbies?
   - Would you like to do one of these jobs?

---

**The Autograph Man**

James Morton is an autograph dealer who runs his own agency, The Hall of Fame, and makes more than £50,000 a year indulging himself in what was once his favourite hobby.

**A**

Well, initially I was just an autograph hunter

(a) ________. I went backstage at concerts to get my tour T-shirt signed like everybody else. I used to go to movie premieres too and queue in the rain (b) ________. Until one day someone tapped me on the shoulder and asked if he could buy the photo that Sean Connery had just signed for me. At first, I said no, but then he offered me ten pounds, then twenty-five, and finally fifty. It was my first deal, but later on, I found out that it was worth five times what he’d paid for it!

**B**

I don’t collect anymore. At the beginning, I found it really difficult to draw a line between collecting and trading. I found it hard to decide between keeping an autograph I liked or selling it for a lot of money. But after a while I realized that you can’t mix up your job with your personal interests. The autographs I trade are still the same kind of thing – mainly current TV, film and music stars – but if someone asks me to track down one of the old names I’m quite happy to do it.

Once, a woman asked me to get a John Wayne autograph for her father’s 70th birthday. She wanted a signed photo from his favourite film, *True Grit.* (c) ________ I had to use contacts in the US to help me, but I got it in the end. She was so pleased (d) ________ – now she’s hooked and she’s started her own collection.

**C**

It’s simple really. The rarer an autograph is, the more I can ask for it. Some stars love signing and they’ll sign practically anything you put in front of them but others refuse point-blank. Obviously the latter are worth much more money. Greta Garbo hardly ever signed autographs, (e) ________ Now if you can get hold of one of her autographs – even a bad one – it can be worth up to £5,000. But I’ve never traded a Garbo. And of course – sadly – deaths are good for business too. If you’ve got something in stock and the person subsequently dies, well, the value literally doubles overnight, especially with someone young – obviously because they’ve had less time to lose lots of autographs.
1. Probably a Harrison Ford – and not only for financial 
reasons. He’s one of my favourites from when I used to 
collect. (f) _______ to begin with. I thought I’d never 
get it. But I followed him for months and eventually he 
signed a photo for me. It’s valuable because it’s a picture 
from the film Blade Runner. (g) _______ so he won’t 
usually sign Blade Runner memorabilia. But before you 
ask how much I got for it, I’ll have to confess that I made 
an exception with this one – it’s not for sale! It’s up on 
the wall in my office and it’s staying there – no matter 
how much they offer me for it!

2. I don’t know really. It’s like you’re buying a part of the 
person I suppose. A tiny piece of fame, a share of the 
glamour. You know that that person touched that piece 
of paper, took the time, however short, to dedicate 
themselves to that particular task and now you can own 
the result. I don’t know. I suppose it sounds a bit crazy, 
but then why does anyone collect anything? To own it, I 
suppose. It’s a basic human instinct. And you can always 
sell it afterwards.

VOCABULARY: time adverbials

1. Complete the table with the time adverbials in the 
box to show how they are used.

<table>
<thead>
<tr>
<th>eventually</th>
<th>finally</th>
<th>initially</th>
</tr>
</thead>
<tbody>
<tr>
<td>afterwards</td>
<td>after a while</td>
<td>at first</td>
</tr>
<tr>
<td>in the end</td>
<td>later on</td>
<td>at the beginning</td>
</tr>
<tr>
<td>to show the</td>
<td>to show that one happens after another</td>
<td></td>
</tr>
<tr>
<td>first in a series of actions</td>
<td>to show the last in a series of actions</td>
<td></td>
</tr>
</tbody>
</table>

2. In which position, A, B or C in the sentence below can you place the words and phrases 
in exercise 1? Look at the highlighted words in the article to help you.

I said no.
A B C

What do you notice about the words eventually, finally, initially and subsequently?

3. Choose the best time adverbials to complete the text.

We arrived outside the cinema two hours 
before the stars were due to arrive.

(1) At the beginning / Eventually, there 
were only about a hundred other fans, 
but (2) at first / later on hundreds of 
others began arriving. (3) Subsequently / 
To begin with, the atmosphere was calm 
and friendly, but (4) afterwards / to begin 
with, people began to push and shout. 
It became quite scary and we (5) after a 
while / subsequently learnt that there were 
more than six thousand people. (6) At the 
beginning / Finally, the first limousine 
pulled up. (7) Afterwards / Initially, 
we thought it was Penelope Cruz, but 
obody seemed very excited, so we (8) 
eventually / in the end decided that we 
had been mistaken. But soon we began 
to recognize some famous faces. Some of 
the stars signed a few autographs but (9) after a while / at the beginning it became 
too dangerous for them. The crowd was 
getting out of control and, (10) at first / 
in the end, the police pushed everybody 
back.

4. Work in pairs. Choose a famous film, music 
or sports personality. Imagine that you have 
four weeks to obtain this person’s autograph. 
How will you do it?

Brainstorm as many ideas as possible. Then 
decide on the order in which you will attempt 
them.

Report your ideas to the class using the time 
adverbials in exercise 1.
1D | Collectors

**Speaking**

1 Work in pairs. Match the phrases 1–10 to the photos A–J.

1 Barbie dolls
2 button badges
3 garden gnomes
4 model frogs
5 Panini stickers
6 postage stamps
7 model cars
8 dead butterflies
9 movie memorabilia
10 antique postcards

- How many more things can you think of that people collect?
- What kind of things are the most interesting to collect? Why?

2 Discuss these questions.

- Do you know anyone who has a collection? What do they collect?
- Do you (or have you ever) collected anything?
- Do you have any things at home that a collector would be interested in?

**Listening**

1. Listen to five people talking about their collections. Match each speaker 1–5 to one of the photos A–J.

2. Listen again. Which speaker 1–5...
   a. began their collection at university?
   b. connects their career to their collection?
   c. has a thousand items in their collection?
   d. is proud of their collection?
   e. started collecting as a joke?
   f. talks about good places to add to their collection?
   g. talks about the cost of adding to their collection?
   h. thinks that their children will find their collection interesting?

3. Work in pairs. Discuss the questions.
   - Why do so many people enjoy collecting things?
   - Why do you think that collectors are more often men than women?

**Grammar: what clauses**

We can make statements more emphatic by beginning with a what clause.

I wanted something to liven up the garden.

What I wanted was something to liven up the garden.

I prefer stuff from the 1970s.

What I prefer is stuff from the 1970s.

**Exercise:**

1. Look at tapescripts 1.3–1.7 on page 150 and find five more examples of this kind of sentence.

2. Rewrite the sentences beginning with what.
   1. I would never sell my wedding ring.
   2. I love the way that you sign your name.
   3. I can’t understand why adults enjoy collecting things.
   4. I think that some people never grow up.
   5. I haven’t forgotten the wonderful day we spent together.
   6. I really want to get a better-paid job.

3. Rearrange the words to make what clauses.
   1. What anything else enjoy I more than...
   2. What gets my nerves on really...
   3. What about classes English I like my...
   4. What difficult find I to understand...
   5. What do I love next to would year...
   6. What about best childhood I my remember...

4. How many different ways can you complete the sentences in exercise 3? Compare your ideas with a partner.
VOCABULARY: expressions with thing

1 Choose the best word or phrase to complete the sentences.

1 A / One thing led to another.
2 I've always had a / the thing about football.
3 I don't know why really, it's just one of those things / one thing.
4 It's a / the good thing we've got quite a big house.
5 It's a / one thing of the past.
6 Bratz are one / the in-thing these days.
7 They're just plain ugly, for a / one thing.

Check your answers in tapescripts 1.3–1.7 on page 150.

2 Match the expressions with thing 1–7 in exercise 1 to the definitions a–g.

a be very interested in
b events happened, but I won't explain why
c fashionable or popular
d I can't explain
e it no longer exists
f it's fortunate
g this is one reason

3 Complete the sentences with one of the expressions from exercise 1.

1 It's ________ I can take time off work because it means I can travel to away matches.
2 I really don't like travelling by train. There's no real reason, I guess it's just ________.
3 To start with I just worked 9 to 5, but then ________ and now I'm doing more than ten hours overtime a week.
4 I really can't understand how 1970s fashion got to be ________ again. It's horrible!
5 I never go jogging. I think it's really boring, ________, and it's supposed to be really bad for you knees.
6 I've always ________ butterflies - I've loved them since I was a child.
7 When I was younger I used to love rugby, but I completely lost interest and now it's ________.

 Pronunciation: emphatic stress

1 Read the sentences and mark the words which are heavily stressed.

1 I can understand why people collect books. But stamps?
2 I wouldn't call it a hobby. It's more of an obsession.
3 He doesn't do it for fun. He does it to make money.
4 I don't think his collection is interesting. I think it's sad.
5 She talks about it all the time. In fact, she talks about nothing else.
6 What the attraction is for adults is beyond me. Children maybe.

Listen to the recording to check your answers.

2 Correct the factual mistakes in the sentences.

A: A gnome is the spirit of a dead person.
B: It's a ghost, not a gnome.

1 An automobile is the signature of a famous person.
2 A hobbit is something we do in our spare time.
3 Blade Runner was a film that starred Michael Douglas.
4 Kermit was a pig in The Muppet Show.
5 Giorgio Armani is a famous Japanese designer.

DID YOU KNOW?

1 Work in pairs. Read the text and discuss these questions.

ONE OF THE MOST POPULAR WEEKEND leisure activities in Britain is attending car boot sales. Hundreds of people park their cars in fields or large car parks. They set up tables at the back of their car to display the items they want to trade. Anything and everything is bought and sold, from unwanted household items to collectable items to stolen goods. Most of it is junk, but people occasionally find incredible bargains.

• Where do people buy and sell second-hand goods in your town?
• Are there any special areas or markets for collectors?
• Do you enjoy going to places like these? Why or why not?
GRAMMAR
Verb forms

A Simple tenses

1 Present simple (see units 2 & 7)

| Affirmative | I write/she writes |
| Negative | I don’t write/she doesn’t write |
| Question | Do you write/Does she write? |

2 Past simple (see units 2 & 5)

| Affirmative | I wrote/she wrote |
| Negative | I/she didn’t write |
| Question | Did you/she write? |

B Perfect verb forms

We make perfect verb forms with subject + have + past participle.

3 Present perfect (see unit 4)

| Affirmative | I have/she has written |
| Negative | I haven’t/she hasn’t written |
| Question | Have you/has she written? |

4 Past perfect (see units 5 & 6)

| Affirmative | I/she had written |
| Negative | I/she hadn’t written |
| Question | Had she/you written? |

5 Future perfect (see unit 7)

| Affirmative | I/she will have written |
| Negative | I/she won’t have written |
| Question | Will she/you have written? |

C Continuous (progressive) verb forms

We make continuous verb forms with subject + be + verb + -ing.

6 Present continuous (see units 2 & 7)

| Affirmative | I am/she is writing |
| Negative | I am not/she isn’t writing |
| Question | Are you/is she writing? |

7 Present perfect continuous (see unit 4)

| Affirmative | I have/she has been writing |
| Negative | I haven’t/she hasn’t been writing |
| Question | Have you/has she been writing? |

8 Past continuous (see unit 5)

| Affirmative | I/she was writing |
| Negative | I/she wasn’t writing |
| Question | Were you/was she writing? |

9 Past perfect continuous (see unit 5)

| Affirmative | I/she had been writing |
| Negative | I/she hadn’t been writing |
| Question | Had you/she been writing? |

10 Future continuous (see unit 7)

| Affirmative | I/she will be writing |
| Negative | I/she won’t be writing |
| Question | Will you/she be writing? |

D Passive verb forms (see unit 12)

We make passive verbs with be + past participle.

<table>
<thead>
<tr>
<th>is</th>
<th>is being</th>
<th>here</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was</td>
<td>written</td>
<td>now</td>
</tr>
<tr>
<td>hasn’t been</td>
<td>ages ago</td>
<td></td>
</tr>
<tr>
<td>will be</td>
<td>yet</td>
<td></td>
</tr>
</tbody>
</table>

E Modal verbs (see units 2, 6, 7 & 8)

There are nine modal auxiliaries (will, would, can, could, shall, should, may, might, must). They are followed by an infinitive without to. In addition, some other verbs (semi-modals) work in a similar way to these modal verbs. These include: have to, need to, ought to.

Subject questions

We make questions by putting the subject between the auxiliary verb and the main verb:
(auxiliary verb) subject verb

Have you finished?

If there is no auxiliary verb in the affirmative (ie present simple and past simple) add do/does/did.

Do you drive?

We put the subject after the verb in questions with be.

Are you sure?

If the question word (who, what or which) is the subject of the verb, we put the verb after the subject, as in a normal statement. We do not use do/does/did with the present simple or past simple.

Who gave you that?

What happened to you?
What clauses
We can make statements more emphatic by beginning with a what clause.
I don’t understand why they do it. **What** I don’t understand is why they do it.

FUNCTIONAL LANGUAGE
Saying no
I’m afraid not
- A polite way of saying no.
Not really
- You don’t care very much about something.
I don’t think so/Not as far as I know/Not to my knowledge/Possibly not/probably not
- You think you know something but are not completely sure.
Certainly not/Definitely not
- To emphasize that your answer to a question or request is definitely no.
Of course not
- You think an idea is stupid or insulting.
No way/Not likely
- Informal: very definite way of saying no.
You must be joking/Are you kidding?
- Shows that you think somebody’s suggestion or request is crazy.
Not exactly/Not quite
- You think that something is almost (but not) correct or true.
I wish I could
- Used to express regret that something is not possible.
Not especially/Not very (much)
- Used to say no to a question about your opinion of something.

Expressions with thing
in thing
- It’s just one of those things
one thing led to another
the good thing is the thing about

Other words & phrases
get carried away
- /get kænd swit/
gold hold of
- /get hold ov/
glimmer
- /glim/g
glorify
- /glorifai/
gnome n C
- /noum/
goods n pl
- /gudz/
handle v
- /hændl/
hang around
- /hæn əround/
have a tendency to
- /hæv tendenzii tɔ/hold house/n C
- /hould həʊs/
hunter n C
- /hʌntər/
impatient adj
- /ɪmpərɪmt/
in deep water
- /ɪn dɪp wɔːtər/
in stock
- /ɪn stɔk/
introduced adj
- /ɪntrodʌktid/
job seeker n C
- /dʒɔb sɪkər/
junk n C
- /dʒʌŋk/
quad n C
- /kwæd/
lack ing adj
- /lækɪŋ/
latter adj
- /lætər/
lawn n C
- /lɔːn/
let off steam
- /lɛt əf stim/looted adj
- /luːtəd/
make (sth) up v
- /meɪk ʌp/
maniac n C
- /ˈmæniæk/
memorabilia n pl
- /ˈmemərəbiəliə/
nasty adj
- /ˈnæsti/
natter n C
- /ˈnætər/
outgoing adj
- /ˈautɡoʊŋ/
overreact v
- /ˈɔvərrikt/
paintball n C
- /ˈpeɪntbɔl/point-blank adv
- /ˈpɔɪntblæŋk/
prospective adj
- /ˈprɒspektɪv/
rabid adj
- /ˈræbid/
re-enact v
- /rɪˈenækt/
relieve v
- /rɪˈliːv/
resist v
- /rɪˈzɪst/
reveal v
- /rɪˈvɛl/
rival adj
- /ˈrɪvəl/
rin v
- /rɪn/
selfish adj
- /ˈsɛlfɪʃ/
set up v
- /set ap/
shy n C
- /ʃɔd/
stand out v
- /stænd aʊt/
sticker n C
- /ˈstɪkər/
strategy n C
- /ˈstrætiʤi/
survey n C
- /ˈsərvər/
swap v
- /swɒp/
swap n C
- /swɒp/
tempt v
- /ˈtɛmpət/
terminate v
- /ˈtɜrmɪneit/
trade v
- /træd/
voluntary adj
- /ˈvɔləntəri/
weapon n C
- /ˈwɛpən/
weird adj
- /wɪrd/
workout n C
- /ˈwɜrkəut/
Wildlife

SPEAKING & VOCABULARY: adjectives (character)

1. Underline the word that does not belong in each group. If necessary, use a dictionary to help you.
   1. inquisitive cuddly cute lovely
   2. aggressive ferocious playful vicious
   3. cold-blooded docile obedient tame

2. Match the adjectives in exercise 1 to the animals 1–10. More than one answer is possible.
   1. crocodile 6. pony
   2. eagle 7. shark
   3. fox 8. snake
   4. kitten 9. tiger
   5. monkey 10. tortoise

3. 1.9–1.10 Listen to two people, each describing an animal from exercise 2, and answer the questions.
   1. Which animals are they talking about?
   2. Which adjectives do they use to describe the animals?

4. Work in pairs. Discuss these questions.
   • Think of five well-known people and an animal that could represent each of them. Give your reasons.
   • Which animal would you be? Why?

GRAMMAR: present habits

Use present simple + adverb of frequency to talk about habits.
Use will/won’t + infinitive to talk about predictable behaviour (eg habits, tendencies).
*They will look after injured dolphins.*
*Dolphins will not normally attack humans.*
Use keep + verb + -ing to talk about repeated behaviour.
*Your newspaper keeps publishing this type of sensationalist journalism.*
Use present continuous + forever/always/constantly to talk about annoying habits.
*They are forever scaring them with their engines.*

See Language Reference page 24

1. Tick the sentences 1–5 which describe a habit.
   1. I will not buy any more copies in the foreseeable future.
   2. Dolphins will attack to protect their young.
   3. People keep swimming out to him despite the warnings.
   4. The popular press is constantly filling its pages with sensationalist stories.
   5. The number of these operators is increasing year by year.

2. Rewrite the sentences using the word in brackets.
   1. Popular newspapers invent stories all the time. (constantly)
   2. They don’t worry about the accuracy of their facts. (won’t)
   3. They refer to anonymous ‘experts’ who don’t actually exist. (will)
   4. They regularly print apologies for giving incorrect information. (forever)
   5. They get into trouble for invading people’s privacy all the time. (always)
   6. Unfortunately, millions of people continue to buy these papers. (keep)

3. Write the names of three people who annoy you in some way. They can be people you know personally or famous people.
   Work in pairs. Tell your partner about the habits of the three people.
A girl of thirteen years old was in hospital last night after surviving a terrifying ordeal while playing in the sea near Sarasota in Florida.

Holidaymakers looked on in horror early yesterday afternoon when they heard screams coming from the waves. Terrified onlookers thought the girl was being attacked by a shark, but a spokesman for the paramedics later confirmed that the aggressor was actually a bloodthirsty dolphin.

The victim had been playing with friends in the sea when they spotted the dolphin a short distance from them. They swam out to get a closer look, but were horrified when the dolphin viciously turned on them, biting the girl on the arm.

The incident comes only months after a similar attack on a French tourist in the same area. On the Dorset coast in Britain, a well-known dolphin called Georges has hurt several people who have tried to play with him. The local authorities have had to close two beaches to bathers because people keep swimming out to him despite the warnings.

Experts say dolphins will not normally go out of their way to attack humans, but they insist that they are not the cute, cuddly animals of popular imagination.

Like any other wild animal, dolphins will attack to protect their territory or their young. And when they are faced with food shortages, they can become very aggressive. Off the coast of Scotland, food shortages have led to a number of attacks on porpoises (their smaller, more docile cousins).

Malcolm Hunter, an Inverness resident, who witnessed an attack on a porpoise, said he was horrified by the viciousness of the assault. "At first, they just looked like they were having fun," he said, but then realized that the dolphins were battering the porpoise to death. It was horrific." Recent research shows that dolphins will also kill their own young. It is believed that a number of dead dolphin calves washed up on British beaches were killed by adults of their own species. Far from being the cuddly animals of our imagination, dolphins can actually be cold-blooded killers.

Dear Sirs,

I was shocked and sickened to read your article Cold-blooded-killers. It is yet another example of how the popular press is forever filling its pages with sensationalist stories in the belief that this is going to help them sell more newspapers. And the article in question is not only insensitive, it is inaccurate.

Dolphins are neither dangerous nor ferocious. They are inquisitive and playful and anyone who has seen documentaries of young dolphins playing together will understand that playful bites and gentle nose butts are just part of the game. The dolphin in Florida was probably more scared than the girl who was injured and it certainly wouldn't have meant to harm her.

The real problem is the tourist operators who offer the chance to swim with wild dolphins. The number of these operators is increasing year by year, and many of them do not know how to approach these animals. They are forever scaring them with their loud engines, or worse still, attempting to play with the youngest dolphins. Then they complain when they are attacked by an anxious mother. It is common sense to observe wild animals at a distance and we should respect their privacy and natural habitat.

For every story of a dolphin attack, there are hundreds of stories of how these intelligent, sensitive creatures have helped and worked with people across the ages. Far from being the cold-blooded killers the article suggests, they are actually very caring of their fellow dolphins. They will look after injured dolphins, bringing them fish to eat and holding them afloat on the surface of the water until they recover.

It is this side of their character, sociable, loyal and gentle, that makes them ideal playmates for autistic children. Is the writer of the article aware of the work of dolphins and their volunteer handlers in helping disabled children overcome their fears and handicaps? This would make an excellent topic for a second article on dolphins; one to right the wrongs of the first article with its deliberate misinformation.

But somehow I doubt this article will ever appear on your pages and while your newspaper keeps publishing this type of sensationalist journalism, you will continue to lose loyal readers. I myself will not buy any more copies in the foreseeable future.

Yours disappointedly,

Wayne Preston
LISTENING

1 Work in small groups. Do you know any stories or legends about foxes?

2 Read the newspaper article and answer the question. What were the two groups of people protesting about?

Urban fox lovers arrested in town hall clash

Four animal rights protesters were arrested yesterday following a violent exchange on the steps of the town hall. Angry residents clashed with the protesters as they presented a petition to the mayor calling for urgent measures to be taken to reduce the number of foxes living in our town. They claim they are a pest and a health hazard, as well as being a potential danger to pets and children. The four protesters, dressed in fox suits, attacked the residents, throwing rubbish at them. A fight broke out and one of the residents was taken to hospital with a broken nose. The four protesters were later released with no charges.

3 1.11 Listen to a radio debate between a member of the residents' association and a member of the Urban Fox Lovers movement. Put the points below in the order in which you hear them.

- Foxes cause a mess by turning over rubbish bins.
- Foxes control their own numbers, so there's no point killing them.
- Foxes dig holes in gardens to bury their food.
- Foxes reduce the number of pests by killing rats and mice.
- Foxes are responsible for a number of attacks on domestic animals.
- Many people like having foxes in their gardens.
- There are other ways to discourage foxes besides killing them.

4 1.11 Listen again. What are the speakers referring to when they use the following words?

1 unfortunate 4 not difficult
2 unhygienic 5 totally absurd
3 ridiculous 6 cruel and pointless

5 Work in pairs. Discuss these questions.
- Which of the two speakers is better at putting their point across? Why?
- Which speaker do you sympathize with more?

PRONUNCIATION: sounding angry

1 1.12 Listen to a caller who joins the debate on fox culling. Is he for or against the cull?

2 1.12 Look at the transcript of the call. Listen and underline the words that he stresses.

Frankly, it's about time Tom faced facts. Urban foxes are not only a nuisance - they're a real menace! The authorities need to do something now, before homeowners start taking the law into their own hands!

3 Turn to tapecript 1.12 on page 151 to check your answer. Then listen again and read the transcript aloud at the same time.
**VOCABULARY: verb idioms**

1 Replace the phrases in italics with verb idioms from the box.

- add up
- butt in
- clear up
- draw the line
- face
- miss the point

1 Could I just explain one thing before we start?
2 But in any case, you misunderstand completely.
3 Let’s accept it, they are a serious nuisance.
4 I’m sorry, but we really must interrupt here.
5 Jean’s marvellous plan to kill all the foxes just doesn’t make sense.
6 We have to say stop somewhere, we can’t just allow their numbers to keep on growing.

Check your answers in tapescript 1.11 on page 151.

2 Complete the sentences with the correct form of the verb idioms from exercise 1.

1 He lives in a real dream world, he needs to learn to _______ facts.
2 She can be really annoying, she’s forever ______ to other people’s conversations.
3 His ideas on how to manage the problem just don’t _______.
4 She’s always playing practical jokes, but she doesn’t know where to _______ and she often ends up offending people.
5 He always seems to be listening to you, but it’s amazing how often he _______ of what you’re saying.
6 She always tries her best to _______ any misunderstandings.

Do you know anyone who fits the descriptions above? Tell your partner about them.

**FUNCTIONAL LANGUAGE: expressing opinions**

1 Look at the extracts below. Who is speaking, (J) Jean, (T) Tom or (P) the presenter?

1 Personally, this is what upsets me.
2 Frankly, this is absolutely ridiculous.
3 As far as I’m concerned there is no problem.
4 We are absolutely convinced that measures need to be taken to control all fox numbers.
5 But if you ask me, what we need to do now is put it behind us.
6 I really don’t think everyone agrees with you there, Tom.
7 I may be wrong, but not everyone actually wants foxes in their gardens.
8 To be perfectly honest, we think it’s about time we did something to control their numbers.
9 I don’t believe for a minute that foxes will attack children.

2 Listen to the recording and mark the main stress in the phrases in bold. Then work in pairs and read the sentences in exercise 1 aloud to each other.

**SPEAKING**

1 Work in pairs. Read the list of activities that animal rights movements campaign against. Then discuss the questions below.
- testing cosmetics and cleaning products on live animals
- testing new drugs, vaccines and surgical techniques on live animals
- farming animals to make fur coats
- using intensive farming techniques to obtain cheaper meat products
- transporting live animals thousands of miles before slaughtering them
- selling exotic animals as pets

1 Can you think of any other activities that animal rights activists find unacceptable?
2 Which of these activities do you think are (a) acceptable and necessary (b) acceptable in certain circumstances (c) totally unacceptable? Explain your reasons.
Companions

1 Look at the list of things that some pet owners do with their pets. Work in pairs and discuss the questions.
- celebrating your pet's birthday with a party
- choosing a meal in a restaurant because your pet will enjoy the leftovers
- letting your pet sleep with you in your bed
- taking days off work to stay at home with a sick pet
- talking to your pet on the phone
- watching TV programmes that you think your pet will enjoy

1 Which is the strangest?
2 Would you ever consider doing any of these things?

2 Work in groups of three, A, B and C. Each group read about one pet owner and match the stories 1–3 to the correct picture A–C.

A: Read about Francis Henry Egerton.
B: Read about Lionel Walter.
C: Read about Adolphus Cooke.

3 Tell the other members of your group about your story. How many similarities can you find between the three people?

4 Answer as many of the questions as possible without reading your partners' texts.
1 Who believed he had a talking dog?
2 Who enjoyed strange forms of transport?
3 Whose dogs had personal servants?
4 Who thought he was related to a turkey?
5 Who used to have dinner with his pets?
6 Who kept a large variety of unusual pets?

Now read all three texts to check your answers.

5 Do you think these three pet owners were mad or just eccentric? Which of the three do you think behaved most strangely?

ANIMAL CRACKERS

To put it mildly, Francis Henry Egerton, eighth Earl of Bridgewater (1756–1829), liked dogs. At the family home of Ashridge House in Hertfordshire, his twelve dogs would have dinner at the same table as the Earl. Each dog used to have its own personal servant, who would tie a napkin around the animal's neck before serving the meal from silver dishes. However, Egerton did not totally indulge them – any hound whose table manners left something to be desired was immediately banished from the table.

When he was not at home, the Earl spent much of his time in France. He became a familiar sight in Paris, where he would drive in his carriage with half a dozen dogs inside, each sitting on a silk cushion. The dogs also wore handmade leather shoes which were another of Egerton's passions. He used to wear a different pair of shoes for each day of the year and every night they were solemnly placed beside those he had worn the previous day until there were rows and rows of them, all in the correct order.

From an early age, Lionel Walter, the second Baron Rothschild (1868–1937), showed an unnatural interest in natural history. On one occasion, as a teenager, he went to the seaside accompanied by his pet opossum and a tame dingo, which he used to take for walks along the seashore. When he began university, he took with him a flock of several dozen kiwis. But as an adult, Lord Rothschild could really indulge his fantasies. He used to like riding on giant tortoises which he persuaded to advance by hanging a lettuce from a stick which he held in front of the tortoises' nose. He also had a carriage which was pulled by three zebras and a pony, and the baron would drive around the country roads near his family home. On a visit to the royal family, Rothschild drove all the way to London in his zebra-drawn carriage, which he parked outside Buckingham Palace, much to the amusement of his royal friends.
Irish landowner Adolphus Cooke was a firm believer in reincarnation. He was convinced that his late father Robert had returned as a turkey on the family estate at Cookesborough. Following Cooke’s strict instructions, his menservants would remove their hats whenever they saw the bird, and his women servants had to curtsey.

Adolphus Cooke owned a large red setter named Gusty who used to run away and mix with common dogs. One day, Cooke decided that enough was enough. He warned the dog of the punishment he had in mind and, to emphasize the point, the dog was shown a rope and a tree. Shortly afterwards, one evening in 1860, Gusty ran away again. Cooke immediately arranged for the dog’s trial to take place the following morning. Local workmen were called to give evidence and a special jury found the animal guilty of misbehaviour. Cooke found the dog guilty of ingratitude and sentenced him to death. Just before the sentence was carried out, the executioner claimed that the dog had spoken to him in a foreign tongue. Cooke was convinced that the dog too was a reincarnation and his life was spared.

2 Find and correct six mistakes in the verbs in the text.

The Lady of the Cross would be a familiar sight on the streets of New Orleans. Every day, she would walk the streets of New Orleans, sometimes crawling on her hands and knees. When she was younger, she also used to carry a large statue of a saint, but she used to give this up when it would become too heavy for her. She lived alone in a large old building which would be a restaurant belonging to her ex-husband. She never used to marry again, but she used to have twelve dogs and three parrots for company. Sadly, only three people used to come to her funeral: her neighbour, a florist from whom she would sometimes buy flowers, and the florist’s husband.

3 Work in pairs. Think of seven things that you did as a small child that would seem strange if you did them now. Use the ideas in the box to help you.

- clothes
- food
- games
- sleep

I would suck my thumb to go to sleep.

GRAMMAR: past habits

Use simple past, **used to** + infinitive and **would** + infinitive to talk about past habits.

- The earl liked dogs.
- His dogs used to have dinner with him.
- The servants would tie a napkin around their necks.

Use **used to** to talk about both states and actions. Use **would** to talk about actions only.

- His family used to have a house in Hertfordshire.
- Not His family would have a house in Hertfordshire.

1 Read the story below. Look at the verbs in italics and answer these questions.

Which verbs:

a can be replaced by either **used to** + infinitive or **would** + infinitive?

b can only be replaced by **used to** + infinitive?

c cannot be replaced by either **used to** + infinitive or **would** + infinitive?

Every day, I (1) saw Ben and his six dogs on the corner of my street. Ben was a busker and he (2) played the mouth organ while his dogs (3) did all kinds of tricks. He (4) had an incredible multicoloured coat that he always (5) wore, and the smallest of his dogs, a tiny chihuahua, (6) slept in his pocket. I (7) knew him quite well because I always (8) stopped to talk and I often (9) gave him money. Then one day he (10) disappeared and so (11) did his dogs. I never (12) found out what had happened to him or where he’d gone.

VOCABULARY: strong reactions

1 Look at the dictionary extract on page 147. What does the word **mad** mean in the examples below?

He was really mad when he found out what the dog had done to his garden.

He was completely mad. He was convinced he was a horse and would eat nothing but hay.

2 Decide if the sentences below refer to anger or craziness.

1 She got really worked up.
2 She’s round the bend.
3 She needs her head examined.
4 She really blew her top.
5 She was absolutely livid.
6 She’s a complete lunatic.
7 She lost her temper.
8 She’s totally insane.

3 Work in pairs. Describe someone you know who...

- does a lot of crazy things.
- often gets angry.
**LISTENING**

1. Work in pairs. Discuss these questions.
   - How does the dog help the man in the photo?
   - In what other ways do dogs help people?

2. You are going to hear an interview with a trainer of guide dogs for the blind. Which of the questions below does she answer?

   1. How long have you been training guide dogs?
   2. How did you first get involved in training guide dogs?
   3. What are the most rewarding and the most difficult parts of the job?
   4. What advice would you give someone who wants to become a trainer?
   5. Do the owners need to have had previous experience of owning a dog?
   6. How long does it take for the dogs to get used to their owners and their new homes?
   7. What’s the hardest thing for a new owner to get used to?
   8. What’s the hardest thing for the dogs to learn?

3. Listen again and answer the questions in exercise 2.

4. Would you like to be a guide dog trainer? Why or why not?

**GRAMMAR: be/get used to**

When used to is an adjective it is followed by a noun or -ing form.

- *I'm used to doing things for myself.*
- *I'm used to getting up early in the morning.*
- *They're used to getting around with a white stick.*

Use *be* + *used to* to talk about situations and actions that are familiar to you.

- *I'm used to getting up early in the morning.*
- *They're used to getting around with a white stick.*

Use *get* + *used to* to talk about the process of becoming familiar with a new situation or action.

- *It took us quite a long time to get used to each other.*

> **SEE LANGUAGE REFERENCE PAGE 24**

1. Read the extracts from the interview. Answer the questions.

   1. *I used to be a postwoman.*
   2. *They're used to getting around with a white stick.*
   3. *They get used to their owners' daily routines.*

   Which extract describes:
   - a) a situation that is becoming familiar?
   - b) something that was true in the past?
   - c) a situation that is already familiar?

   What part of speech is *used to* in each extract, verb or adjective?

2. Correct the mistakes in the expressions in italics.

   I (1) **was used to work** in The Dark Room, a restaurant where people eat in the dark. I wore special night vision glasses and I soon (2) **got used to work** in the dark. But it was more difficult for the customers! They (3) **weren't used to eat** food that they couldn’t see and they (4) **used to making** a real mess. They said the strangest thing was not seeing the faces of the other customers. They (5) **were used to judge** people by their appearances, but in the dark they (6) **had to be used to judging** them by their voice and what they said, not what they looked like.

3. Work in pairs. Look at the newspaper headline and answer the questions.

   **Man loses sense of taste**

   - How will this change his life?
   - What difficulties might it cause?
   - What will be the hardest things for him to get used to?
VOCABULARY: collocations with get

1 Look at these extracts from the interview and answer the question below.

1 How did you first get involved in training guide dogs?
2 He really benefited from getting a guide dog.
3 Maybe the dog and the owner just don’t get along.
4 It’s important … that they’re used to getting around with a white stick.
5 My job’s over and the two of them can just get on with it.

In which expressions in bold does get mean …

a become?

b receive/obtain?

c move/arrive?

d contact?

e do something without assistance?

f have a good relationship?

2 Read the text. Replace the verbs in italics with a different verb or phrase and make any other necessary changes.

Tom (1) got Trixie when she was three years old. He (2) got interested in the idea of a hearing dog when he (3) got a letter from a friend who also had one. Now he doesn’t know how he (4) got anywhere without her. They (5) got along well from the start and Trixie’s (6) getting particularly good at recognizing people’s footsteps. She always knows who’s there long before they (7) get to the door. She (8) gets all kinds of treats and rewards from Tom for all her help. The only danger is that she may (9) get fat on all the snacks.

Speaking

1 Work in pairs, A and B. Compare and contrast two photos and decide what the link is between the photos.

A: Look at the photo on page 138.
B: Look at the photo on page 140.

Useful language

My photo shows …
In both photos we can see …
In my photo …, whereas in your photo …
I suppose the link could be …

2 Work in pairs. How many different ways are animals used by humans? Use the categories in the box to help you think of ideas.

leisure/entertainment research security sport work

3 Compare your ideas in exercise 2 with those of another pair of students. Which of these ways of using animals …
- do you think is the most important for humans?
- do you find unacceptable?

Did you know?

1 Work in pairs. Read the information about dogs in Britain and discuss the questions.

The UK has a reputation for being a nation of dog lovers. There are almost five million dogs in the UK and one in four families owns a pet dog. The high point of the year for British dog lovers is Crufts, the world’s largest dog show and competition, which attracts more than 21,000 dogs and 120,000 people (and many more who watch on TV).

People in Britain give generously to charities like the Battersea Dogs’ Home (which looks after abandoned pets) or the Royal Society for the Prevention of Cruelty to Animals. On average, a dog owner will spend more than £1,750 a year on their pet. In fact, many dog owners claim to get on better with their dog than they do with their partner.

- How many people do you know who own a dog? What kind of dog do they own? What are the most popular breeds? Why?
- Is your country a ‘nation of dog lovers’?
- Would you ever give money to a dogs’ home?
GRAMMAR

Present habits
We can use a variety of verb forms to talk about present habits (actions that are repeated regularly over a long period of time).

The simple present is the most common form. It is often used with adverbs of frequency (eg usually, sometimes, once a week).

A fox comes into our garden almost every night.

We use will/won’t + infinitive to talk about predictable or characteristic behaviour, habits and tendencies.

A hungry fox will attack pet rabbits.

We use keep + verb + -ing to talk about repeated behaviour usually viewed negatively by the speaker.

If your newspaper keeps publishing this type of journalism, you will lose loyal readers.

We use the present continuous + always/forever/constantly to talk about annoying habits. We often use this form to exaggerate or complain about behaviour we find annoying.

The gutter press is forever filling its pages with sensationalist stories.

Past habits

We use the past simple, used to + infinitive and would + infinitive to talk about past habits.

We often use the past simple with adverbs of frequency (eg every year, normally, on Sundays).

Every night he and his dogs sat down to dinner together.

We can use used to + infinitive to talk about both past states and habitual past actions.

Each dog used to have its own personal servant.

(state)

He used to wear a different pair of shoes every day.

(action)

We can also use would + infinitive to talk about habitual past actions.

He would drive in his carriage with half a dozen dogs inside.

We cannot use would + infinitive to talk about states.

Adolphus Cooke would be a firm believer in reincarnation.

Be/Get used to

Used to can be a verb (see left) or an adjective. When it is an adjective, it is followed by a noun or a verb + -ing.

When they start their training, the dogs are already used to busy roads.

They get used to finding their way through a crowd.

The adjective means familiar with something because you have often done it before, so it no longer seems difficult or strange. We use it most commonly with the verbs be and get.

We use be + used to to talk about situations or actions that are already familiar. We use get + used to to talk about the process of becoming familiar with a new situation or action.

They are used to getting around with a white stick.

(= The action is already familiar to them.)

They are getting used to the white stick.

(= They are becoming familiar with the new situation.)

FUNCTIONAL LANGUAGE

Expressing opinions

As far as I'm concerned ...

Frankly, ...

I may be wrong, but ...

If you ask me, ...

Personally, ...

To be perfectly honest, ...

We are absolutely convinced (that) ...

I don't believe for a minute (that) ...

I really don't think (that) ...
**Word List**

### Adjectives (character)

<table>
<thead>
<tr>
<th>Aggressive **</th>
<th>/'gresiv/</th>
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</thead>
<tbody>
<tr>
<td>Cold-blooded</td>
<td>/'kould-blod/</td>
</tr>
<tr>
<td>Cuddy</td>
<td>/'kadi/</td>
</tr>
<tr>
<td>Cute</td>
<td>/kju:t/</td>
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<td>Docile</td>
<td>/douzil/</td>
</tr>
<tr>
<td>Ferocious</td>
<td>/ferasfis/</td>
</tr>
<tr>
<td>Inquisitive</td>
<td>/Inkwizitiv/</td>
</tr>
<tr>
<td>Lovely ***</td>
<td>/'lʌvli/</td>
</tr>
<tr>
<td>Obedient *</td>
<td>/'obhidint/</td>
</tr>
<tr>
<td>Playful</td>
<td>/pleuf/</td>
</tr>
<tr>
<td>Tame</td>
<td>/teim/</td>
</tr>
<tr>
<td>Vicious *</td>
<td>/vιʃιs/</td>
</tr>
</tbody>
</table>

### Verb idioms

<table>
<thead>
<tr>
<th>Add up</th>
<th>/æd 'ʌp/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bin up</td>
<td>/bɛn 'ʌp/</td>
</tr>
<tr>
<td>Clear up</td>
<td>/kliə 'ʌp/</td>
</tr>
<tr>
<td>Draw the line</td>
<td>/dɹə ə 'lain/</td>
</tr>
<tr>
<td>Face ***</td>
<td>/feis/</td>
</tr>
<tr>
<td>Miss the point</td>
<td>/mɪs ðə 'poʊnt/</td>
</tr>
</tbody>
</table>

### Strong reactions

| Blow (your) top | /bleʊ 'tɒp/ |
| Insane adj | /'anzn/ |
| Livid adj | /'lɪvɪd/ |
| Lose (your) temper | /luːz 'tɛm(p)/ |
| Lunatic n C | /'lʊnətɪk/ |
| Need (your) head examined | /nɛd ɪŋ 'hed ɪɡ'zæmɪnd/ |
| Round the bend | /raʊnd ðə 'bend/ |
| Worked up | /ˈwɜːkd aʊp/ |

### Collocations with get

<table>
<thead>
<tr>
<th>Get along</th>
<th>/gɛt æləng/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get around</td>
<td>/gɛt ə'raʊnd/</td>
</tr>
<tr>
<td>Get in touch with</td>
<td>/gɛt ɪn 'tʃʌt wɪð/</td>
</tr>
<tr>
<td>Get involved</td>
<td>/gɛt ɪn'vɔlvd/</td>
</tr>
<tr>
<td>Get on with it</td>
<td>/gɛt ɒn wɪð ɪt/</td>
</tr>
</tbody>
</table>

### Other words & phrases

| Abandon v | /ə'bændən/ |
| Absurd adj | /ə'bɜːrd/ |
| Afloat adj | /ə'fləʊt/ |
| Anxious adj | /'æŋkʃəs/ |
| Assault n C | /ə'sɔːlt/ |
| Autistic adj | /ə'tʌstɪk/ |
| Banish v | /bænɪʃ/ |
| Baron n C | /bærən/ |
| Bather n C | /'bæθə/ |
| Batter v | /'bætə/ |
| Breathe v **/n C | /briːθ/ |
| Breed v/n C | /briːd/ |
| Break out v | /breʊk'aʊt/ |
| Burn v | /bɔːn/ |
3A  Fashion statements

READING

1 Work in pairs. Look at the people in the photos and discuss the questions.
   • What kind of music do they like?
   • What other interests do they have?
   • Where do they go and what do they do in the evenings and at the weekend?
   • What are their homes like?
   • Judging from their appearance, what do you think these people believe is important in life?

2 Read the article and explain the title.

3 Match the youth cultures A–D in the text to the words 1–14. Read the article again as quickly as possible to find the answers.

   1 beards  8 horror films
   2 black   9 leather jackets
   3 death   10 make-up
   4 drugs   11 racism
   5 the East 12 slogans
   6 fighting 13 the US
   7 hair grease 14 the working class

4 Read the article again and match the highlighted words or phrases to the photos A–G.

5 Work in pairs. Discuss these questions.
   • What youth cultures exist in your country?
   • How is youth culture different now from ten years ago?

VOCABULARY: compound adjectives

1 Complete the beginnings of the compound adjectives 1–7 in column A with an ending a–g in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>clean a</td>
</tr>
<tr>
<td>2</td>
<td>easy b</td>
</tr>
<tr>
<td>3</td>
<td>middle c</td>
</tr>
<tr>
<td>4</td>
<td>second d</td>
</tr>
<tr>
<td>5</td>
<td>worn e</td>
</tr>
<tr>
<td>6</td>
<td>well f</td>
</tr>
<tr>
<td>7</td>
<td>short g</td>
</tr>
</tbody>
</table>

2 Match the compound adjectives in exercise 1 to the definitions a–g.

   a already used by someone else  e relaxed and calm
   b between 40 and 60 years of age f rich
   c in poor condition because it’s old g with no beard or moustache
   d lasting for a short period of time

3 Complete the sentences with the compound adjectives from exercise 1.

   1 I often buy things in ______ clothes shops.
   2 I don’t mind wearing clothes that are a bit ______ if I feel comfortable in them.
   3 I think that ______ people who wear the latest youth fashions look silly.
   4 I hate beards and moustaches: ______ men look much better.
   5 Most fashions are so ______ that I can’t be bothered to follow them.
   6 Clothes don’t matter much to me and I’m very ______ about what I wear.
   7 I’d love to be ______ so that I could spend what I like on my clothes.

4 Work in pairs. Are the sentences in exercise 3 true for you?

SPEAKING

1 Work in pairs. Discuss this question.

What should parents do when their teenage children adopt an extreme fashion style?

2 Read the situation and decide what you would say.

Your teenage daughter comes home late one day. She is wearing black lipstick, heavy black make-up, she has a stud in her tongue and she has dyed her hair black and purple. She is wearing a long, ankle-length, ripped black skirt and a tight, black T-shirt with the word ‘Lost’ in blood-red letters. She says that she wants to go to a Goth festival in the school holidays. You are worried that she is putting her future in danger.

3 Compare your ideas with the rest of the class.
These days, there aren't as many punks on the streets of London as there used to be. Despite the postcards in the souvenir shops of extravagantly-haired punks with their studded leather jackets and nose piercings, original punk died as a mass expression of youth culture more than twenty years ago. Punks were just one phase of a series of youth tribes, each distinguished by different clothes, hairstyles and tastes in music. The second half of the twentieth century saw a never-ending stream of fashions, each of which lasted for a few years before becoming terminally old-fashioned. To celebrate the rich heritage of Britain's youth culture, here's a brief guide to some of the most influential tribes of the past fifty years.

**Teds**

Teddy boys and girls (Teds) began appearing on the streets of Britain in the early 1950s and they were one of the first manifestations of youth culture. They came from the whole of Britain, from working class backgrounds, but spent huge amounts of money on clothes: long, knee-length velvet jackets, straight, flowery waistcoats and wide-collared shirts. The boys wore their hair long and greased back with a prominent quiff at the front and the girls wore American-style ponytails. Teds listened and danced to rock 'n' roll and their appearance scared the British public. In the violent London riots of 1958, Teds took part in the racist attacks on the black population.

**Hippies**

Disillusioned with corporate America, middle-aged, middle-class values and their country's involvement in the Vietnam War, many young Americans in the late 1960s adopted an alternative lifestyle and came to be known as 'hippies'. They showed their rejection of Western material values by turning to the East. Ethic, Indian-inspired jewellery and clothes were 'in', with flared denim jeans and loose tops with flowery or psychedelic patterns. Men wore long hair and beards. Some people lived in easy-going communes, others followed Eastern religions and many turned to drugs, which claimed the lives of musical heroes like Jimi Hendrix and Janis Joplin. Young people in Britain soon copied their American counterparts and the hippie slogans of 'Peace and love' and 'No nuclear bombs' became common on this side of the Atlantic.

**Punks**

Punks made their first appearance in Britain in about 1976. They were anti-fashion, anti-hipster, anti-establishment, anti-everything. To begin with, there was no particular style. Their music was a mixture of rock and reggae among other genres. They wore ripped or scruffy clothes, T-shirts with provocative slogans, and studs or safety pins as jewellery. The most popular band was the Sex Pistols, led by the sneering, cynical Johnny Rotten, following a TV appearance, when the Sex Pistols shocked the country with their appearance and their swearing, newspapers rushed to report on the new trend. Inspired by the newspaper stories and by the disapproval of their parents, young people across the country adopted the new fashion very quickly. But the creativity and originality of the early punks was soon replaced by unimaginative copying. Studded leather jackets and wild, shocking-pink hairstyles became a uniform and the punks themselves became tourist attractions.

**Goths**

Goths first came on the scene in the early 1980s as punk fashions became more and more uniform. Inspired by horror novels and movies, both boys and girls dressed in black nineteenth-century style clothes and wore dark make-up. As a result of their portrayal in the press, it was often thought that Goths worshipped the devil or were obsessed with death, but there was never really any set of beliefs associated with being a Goth. Early Goths listened to The Cure or Siouxsie and the Banshees (originally a punk band), but more recently, they are more likely to be fans of Marilyn Manson.
3B | The right look

**Speaking**

1 Interview other members of your class. Find out how many times in the last three months they have...
   - bought new clothes or shoes.
   - bought make-up.
   - bought perfume or aftershave.
   - been to the hairdresser.
   - used a sunbed or been sunbathing.
   - thought about having cosmetic surgery.

2 Work in pairs. Compare what you have learnt in exercise 1 and report back to the class.

3 Which of these quotations do you agree with most?
   - You can't judge a book by looking at the cover.
     (Blues songwriter, Willie Dixon)
   - It is only the shallow people who do not judge by appearances.
     (19th-century novelist, Oscar Wilde)

**Listening**

1 Listen to two conversations and complete the summaries.

1 A woman is unhappy about her husband's (1) ________ and she persuades him to (2) _________. However, he insists on wearing (3) _________ that evening.

2 A man suggests to his wife that they (4) _________. He wants her to buy (5) _________ but she is not interested. In the end, she decides to (6) _________ with a friend.

2 Listen again and answer the questions.

**Conversation 1**

1 Why does the woman want her partner to look smart that evening?
2 How long has the man had his fleece?
3 Which colour does the man not like?

**Conversation 2**

1 Why is the woman surprised by the man's suggestion?
2 What has the woman seen in the shop window?
3 Why does she not want to buy a skirt?

3 Work in pairs. Discuss these questions.

- Do you know anyone who is not interested in clothes?
- Has anyone ever tried to influence what you wear?
- Do you prefer to go shopping for clothes (a) alone (b) with a friend (c) with your partner?

**Vocabulary: expressions with look**

1 Look at the underlined words in the conversation extracts. Which sentences are about (a) appearance and which are about (b) eye movement?

1 You could try to look your best for once.
2 I just don't like the looks we get when we're in a posh restaurant.
3 By the look of it, it could have been about ten years ago.
4 It'll only take a minute to look through.
5 I was having a look in the window of Next the other day.
6 You could wear something a bit more feminine looking, maybe.
7 You want me to go for the Desperate Housewives look?

2 Work in pairs. Discuss these questions.

1 When do you look your best?
2 Can you think of a time when you exchanged looks with a friend instead of speaking?
3 Do people ever misjudge you by your look?
4 Do you have a look at the price of clothes before trying them on?
5 Do you ever look through fashion magazines for ideas?
6 Who is the most stylish-looking person you know?
7 What kind of look attracts you in other people?
GRAMMAR: defining & non-defining relative clauses

Defining relative clauses
Defining relative clauses identify the person or thing that is being talked about.
- Use the relative pronouns who and that to refer to people.
  You’re the only one who gets upset about it.
- Use that or which to refer to things.
  There’s some stuff that you’ll really like.
- Use that after superlatives and words like something, someone, anyone and everything.
  There’s bound to be something that you like.
- The relative pronoun can refer to the subject or the object of the relative clause.
  A pair of trousers that would go well with my white jacket. (subject)
  The one which you gave me on my birthday. (object)
- You can omit the pronoun if it refers to the object.
  The one which you gave me on my birthday.

Non-defining relative clauses
Non-defining relative clauses give additional information about the person or thing that is being talked about. This information is not central to the main meaning of the sentence.
That one’s brown, which is probably my least favourite colour.
- Never omit the pronoun.
- Use a comma before the relative pronoun.
- Use which (not that) to refer to things.

2 Which sentences in exercise 1 contain defining relative clauses? In which sentences can you omit the relative pronoun?

3 Use your own ideas to complete the sentences with a defining or non-defining relative clause.

1 The best clothes shops are in the town centre, which
2 I usually look best in clothes that
3 I’d never wear anything which
4 My parents used to buy me clothes that
5 I’d never go out with someone who
6 I have lots of shoes in the back of my wardrobe that
7 I love expensive designer clothes, which
8 I got a yellow scarf for my birthday, which

4 Work in pairs. Read aloud, in a different order, the relative clauses that you wrote for exercise 3. Your partner must guess which sentence they belong to.

DID YOU KNOW?

1 Work in pairs. Read the information and discuss the questions.

Nike, the world’s most famous brand of trainers, is an American company that is named after the Greek goddess of victory. Nike succeeded in transforming the sports shoe into an essential fashion accessory. Now a global business with sales of over $13 billion, its first store opened in California in 1966. Over its history, Nike has signed contracts with many of the world’s top stars – ranging from golf legend Tiger Woods, to the Brazilian national football team. Its advertisements, with their slogan ‘Just do it’, have become almost as famous as the shoes they sell.

- What trainers do you own? Which do you prefer and why?
- When is it not appropriate to wear trainers?
- What are the most and the least fashionable trainers at the moment?
- What do you think of people who spend over $500 on a pair of trainers?
3c | Mirror images

READING

1 Work in pairs. Look at the photos and discuss this question.
   Why do people think the women in the photos are so attractive?

2 Read the article and answer the questions.
   1 What is Imagined Ugly Syndrome?
   2 Who suffers from it?
   3 Why do they suffer from it?

3 Read the article again and complete the sentences below with the appropriate name, Gerri (G), Gienn (G), Liz (L), Uma (U) or Winona (W).
   1 _____ has recently had a baby.
   2 _____ says that being beautiful and famous can be stressful.
   3 _____ says that famous people often feel they've got something to prove.
   4 _____ has worked with a lot of celebrities.
   5 _____ felt she looked different to the other kids at school.
   6 _____ thinks that teenage stars are particularly at risk.
   7 _____ says that normal people don't really understand the problem.
   8 _____ thought that losing weight and keeping fit are the answer to the problem.

4 Match the words and phrases highlighted in the text to the definitions 1–8.
   1 being filmed
   2 clothes
   3 an imperfection
   4 likely to suffer from
   5 make them want to become famous
   6 makes it difficult for them to think clearly
   7 medical conditions such as anorexia
   8 have secret reasons

5 Work in pairs. Discuss this question.

Do you think this is a serious medical problem and that governments should pay for research into it?

Imagined Ugly Syndrome

These women think they're ugly

Why do some of the world's most beautiful women think they're unattractive? Heat looks at the syndrome clouding their judgement.

Last month, stunning actress Uma Thurman surprised her fans when she confessed that she thinks she's fat and ugly. 'Ever since I had my baby I've had that Body Dysmorphic Disorder,' she told an interviewer. 'I see myself as fat. She has felt insecure about her looks since her school days. 'I didn't fit in,' she said. 'Nor would you if you were about a foot too tall and you had one eye on each side of your head, an extremely large nose and big thick lips in the middle.'

The Body Dysmorphic Disorder (BDD) Uma refers to is the medical term for Imagined Ugly Syndrome. This syndrome causes people normally thought of as being extremely attractive to look in the mirror and see faults in their faces and figures that no one else can see. People suffering from the syndrome become obsessed with these imaginary physical defects and will do anything to hide them or compensate for them.

Geri Halliwell, formerly known as Ginger Spice, has spoken at length about the eating disorders and deep-rooted insecurities suffered by victims of BDD. 'I have never liked myself and I have always had self-doubt so I thought that if I am as fit as I can be - and thin - then maybe I'll be good enough.'

And being beautiful is no defence against Imagined Ugly Syndrome, quite the opposite. 'Think about it,' says celebrity psychologist Glenn Wilson. 'A minor imperfection stands out more on a beautiful person. You're more likely to notice a blemish on perfect skin and when you're in the public eye, everyone from tabloid journalists to make-up artists inspects and comments on every aspect of your face and body.'
1 Choose the correct participles to complete the text.

Body Dysmorphic Disorder, most commonly (1) associated / associating with famous actresses, also affects men. In men, it can take the special form of muscle dysmorphicia, a syndrome (2) driven / driving more and more men to compulsive exercising. Men (3) suffered / suffering from muscle dysmorphicia think they are weak and thin even when everyone else thinks they look fit and muscular.

For both men and women, BDD can lead to an addiction to cosmetic surgery, (4) seen / seeing as the easy solution to all their problems. Often the operation just makes things worse and the patients, now (5) thought / thinking they’re even uglier, go back for more. Some cosmetic surgeons advise clients (6) asked / asking for repeat cosmetic surgery to seek psychiatric help instead.

2 Rewrite the phrases in italics using participle clauses.

1 Magazines which feature top models on their cover pages sell millions of copies.
2 Celebrities who are always dressed in designer clothes must spend a fortune every month.
3 Movies which star skinny, young blondes give the wrong message to young people.
4 TV stars who are dropped for putting on weight often suffer greatly.
5 Pop idols who are chosen for their looks and not their talent often don’t last long.
6 Adverts which sell images of youth and happiness are very common on TV.

3 Look at the list in exercise 2 again.

Which magazines/celebrities/TV stars/pop idols have the most powerful influence on our lives and ideas of beauty these days?

GRAMMAR: participle clauses

We can make participle clauses with -ing participles and -ed participles.

- Use -ing participle clauses to replace relative clauses with active verbs.
  People suffering from the syndrome (= who are suffering from the syndrome) become obsessed.
  It's incomprehensible to ordinary people living their normal lives (= who live normal lives).

- Use -ed participle clauses to replace relative clauses with passive verbs.
  She has spoken about the deep-rooted insecurities suffered by (= which are suffered by) victims of BDD.
  Elizabeth Hurley, paid 3 million pounds a year to be the face of beauty label Estée Lauder, told a friend ...

- You can add adverbs at the beginning of the clause.
  Geri Halliwell, formerly known as Ginger Spice, has spoken ...
  It causes people normally thought of as being extremely attractive to look in the mirror.

See Language Reference page 34

SPEAKING

1 Work in pairs. Turn to page 145. Look at a photo of a man who is thinking of having a complete makeover. What do you think he will want to change?

2 Turn to page 147. Look at another photo of the same man. Discuss the changes he has made. Are they an improvement? Why or why not?
LISTENING

1 Work in pairs. Discuss these topics.
   □ The different kinds of work that a model can do
   □ The best things about being a model
   □ The worst things about being a model
   □ Becoming a model
   □ The impressions that models have of themselves
   □ The attitudes of other people towards models

2 **1.17** Listen to an interview with a model. Put the six topics in exercise 1 in the order in which she discusses them.

3 **1.17** Listen to the interview again. Write down the most important words (four maximum) in the model's answer to each question.

4 Work in pairs. Compare your notes from exercise 3 and use them to talk about the topics in exercise 1.

5 Do you think that supermodels deserve the high salaries they receive?

VOCABULARY: slang

1 Replace the words in italics in sentences 1–8 with a slang expression from the box.

<table>
<thead>
<tr>
<th>airhead</th>
<th>beat</th>
<th>blow</th>
<th>a drag</th>
</tr>
</thead>
<tbody>
<tr>
<td>dumb</td>
<td>grand</td>
<td>nuts</td>
<td>psyched up</td>
</tr>
</tbody>
</table>

1 You have to be mentally prepared to do catwalk work.
2 Sometimes, she could make two or three thousand dollars in one week.
3 She used to spend all the money.
4 She thought the photographer's idea was stupid.
5 The photographer went crazy when she disagreed with him.
6 Some of the photographers can be boring or annoying.
7 Some people treated her like an idiot.
8 She was feeling very tired because she'd been working non-stop.

Check your answers in tapescript 1.17 on page 152.

2 What other English slang words or expressions do you know?

FUNCTIONAL LANGUAGE: addition

- Use the following expressions at the beginning of a clause or sentence to show that you are going to add extra information:
  * Besides, ...
  * What's more, ...
  * On top of that, ...
  * In addition, ...

- Use the following expressions to join two or more pieces of information in one sentence:
  * besides + noun/gerund
  * in addition to + noun/gerund
  * as well as + noun/gerund

> SEE LANGUAGE REFERENCE PAGE 34
1 Choose the correct linker to complete the sentences.

1 She was very shy and, in addition / in addition to, she was too short for the catwalk.
2 Besides / What's more her work in New York, she travelled to Greece and Italy.
3 Besides / in addition her own apartment, she also had a lot of independence.
4 Some photographers were very demanding. As well as / What's more, some of their ideas were stupid.
5 As well as / On top of that being very curious, some people thought she was very strange.
6 Her hair was dirty. In addition to / On top of that, she had a spot on her chin.

2 Use linkers and the information below to write a short paragraph.

**Becoming a model**

- The first requirement, of course, is to have a beautiful or interesting face.
- You must be able to change your facial expression very quickly.
- You need to be extremely slim.
- You need to be quite tall.
- You should be under 30, or at least look as if you are.
- You are never allowed to have spots or look tired. You must do exactly as you are told.
- You must be very tolerant of the people around you.

3 Choose one of the topics below. You are going to talk about it for one minute. First, spend a few minutes planning what you want to say. Think of at least five things to say.

- Your favourite clothes shop
- How you decide what to wear in the morning
- The clothes that you take with you on holiday
- Should we judge people by their appearance?

Work in groups and take it in turns to talk for one minute.

**Useful language**

Oh, I nearly forgot, ...
What else?
Oh, and another thing, ...
Now I come to think of it, ...

**PRONUNCIATION: consonant clusters**

1 Complete the words with the missing letters c, k, p, r, h, l or t.

1 s____ ar
2 s____ ess
3 s____ hool
4 s____ in
5 s____ een
6 s____ oken
7 s____ ot
8 s____ ay

2 Listen to the recording to check your answers. Did you have the same words as those on the recording, or different ones?

3 How many other English words can you think of which begin with the same combination of consonants?

4 Work in pairs. You are going to play a game. Turn to page 149 for the instructions.

**SPEAKING**

1 Work in pairs. Put the following characteristics in order of importance in determining how good-looking a man is.

- above-average height
- attractive hair
- fashionable clothes
- interesting facial structure
- kind or intelligent eyes
- muscular physique
- tanned, healthy complexion
- warm smile

2 Listen to the recording then work in pairs.

- What can you remember about the topics in exercise 1?
- Is it more important for a man or for a woman to be good-looking?
GRAMMAR

Defining & non-defining relative clauses

We use relative clauses to give information about a noun (a person or thing). We put the relative clause immediately after the noun. Relative clauses often begin with a relative pronoun:

that, who, which used to refer to people and things (see notes below)
whose possessive pronoun (used to replace her, his, their, etc)
when, where used to refer to times and places

Defining relative clauses

Defining relative clauses identify the person or thing that is being talked about.

We use the relative pronouns who and that to refer to people.
She has a boyfriend who plays in a band.

We use that or which to refer to things.
It’s a photo that was taken in the 1980s.
We use that after superlatives and words like something, someone, anyone, everything.
We invited everyone that we knew.

We do not use a comma between the noun and the relative clause.

Omitting the relative pronoun

The relative pronoun can refer to the subject or the object of the relative clause
I bought some trainers that were very expensive.
(that is the subject of were)
I lost the trainers that I bought last week. (that refers to the object of bought – the subject is I)

We can omit the pronoun if it refers to the object.
I lost the trainers (that) I bought last week.

Non-defining relative clauses

Non-defining relative clauses give additional information about the person or thing that is being talked about. This information is not central to the main meaning of the sentence.

The jacket, which he has had for years, is covered in studs.
His wife, who rides a Harley Davidson, also wears leather.

We never omit the pronoun in non-defining clauses. We use a comma before the relative pronoun.
We usually use which (not that) to refer to things.

We can also use which to refer to an entire clause. We often use this structure to make a comment.
They were very well-off, which we found very surprising.
She kept her cool, which is more than I can say for myself.

Participle clauses

We can use participle clauses in place of some relative clauses. We make participle clauses with present participles (-ing) and past participles (-ed).

We use -ing participle clauses to replace relative clauses that contain active verbs.
No entry to people wearing (= who are wearing jeans).
She wants to be a top model earning (= who earns/is earning) millions of dollars.

We use -ed participle clauses to replace relative clauses that contain passive verbs.
I don’t want anything made (= that has been/is made of) of artificial fibres.
His first song, called (= which was called) ‘No Future’, became an instant hit.
**FUNCTIONAL LANGUAGE**

**Addition**
We use the following expressions at the beginning of a clause or sentence to show that we are going to add extra information: besides, what's more, on top of that, in addition.

*He's a punk. On top of that, he's got a criminal record.*

What's more is used in spoken language and is the most informal of these expressions.

We use the following expressions to join two or more pieces of information in one sentence:

besides + noun/gerund

in addition to + noun/gerund

as well as + noun/gerund

**Besides being** a punk, he's got a criminal record.

**In addition to his appearance,** he's got a criminal record.

**WORD LIST**

**Compound adjectives**

- clean-shaven
- easy-going
- middle-aged
- second-hand
- short-lived
- well-off
- worn-out

**Expressions with look**

- by the look of it
- feminine-looking
- have a look
- look your best
- look through
- looks n pl
- the (sth) look

**Slang**

- airhead n C
- beat adj
- blow n C
- a drag n s
- dumb adj
- grand n C
- nuts adj
- psyched up adj

**Other words & phrases**

- abnormal adj
- accessory n C
- aftershave n C/U
- anorexia n U
- beard n C
- big mouth n C
- blame v
- blemish n C
- bothered adj
- bound to
- brand n C
- brandy n C
- bully n C
- catwalk n C
- chuck v
- commune n C
- compensate v
- complexion n C
- compelling adj
- conquer v
- corporate adj
- counterpart n C
- cynical adj
- dare v
- deep-rooted adj
- detect n C
- denin n U
- disapprov n C
- disapproved adj
- dye v
- dysmorphia n U
- estranged adj
- ethnic adj
- fit in v
- flared adj
- fleece n C
- formerly adj
- frustrated adj
- Goth n C
- grease n U
- heritage n U
- incomprehensible adj
- insecure adj
- inspire v
- involvement n U
- keep your cool
- linen n U
- lipstick n C
- loose adj
- manifestation n C
- never-ending adv
- pearl n C/U
- phase n C
- photo shoot n C
- photogenic adj
- piercing n C
- pimple n C
- ponytail n C
- portrayal n C
- posh adj
- provocative adj

- puberty n U
- punk n C
- quiff n C
- range v
- rejection n C/U
- requirement n C
- riot n C
- rough adj
- safety pin n C
- scruffy adj
- skinny adj
- slogan n C
- sneer v
- spot n
- spotlight n
- stream n C
- stud n C
- studded adj
- stunning adj
- susceptible to adj
- swear v
- syndrome n C
- tabloid n C
- tanned adj
- tatty adj
- treat v
- tribe n C
- velvet n U
- waistcoat n C
- wide-collared adj
- worship v

- psychedelic adj
- punk n C
- quiff n C
- range v
- rejection n C/U
- requirement n C
- riot n C
- rough adj
- safety pin n C
- scruffy adj
- skinny adj
- slogan n C
- sneer v
- spot n
- spotlight n
- stream n C
- stud n C
- studded adj
- stunning adj
- susceptible to adj
- swear v
- syndrome n C
- tabloid n C
- tanned adj
- tatty adj
- treat v
- tribe n C
- velvet n U
- waistcoat n C
- wide-collared adj
- worship v
Living in fear

Speaking

1. Work in pairs. Look at the list of phobias in the box. Which one would be the most difficult to live with? Why?

- fear of dentists
- fear of spiders
- fear of the dark
- fear of water
- fear of needles
- fear of heights

2. Listen to six people answering one of the questions. Which question are they each answering, 1 or 2?

1. What are you afraid of?
2. What were you afraid of as a child?

3. Work in pairs. Discuss the questions in exercise 2.

4. Do you know of anyone who suffers from an extreme or an unusual fear?

Reading

1. Work in pairs. Look at the questions 1–5. Which one can you answer?

1. What is the difference between a fear and a phobia?
2. Are phobias hereditary?
3. Can phobias be treated successfully?
4. Which is the most common phobia?
5. What is the weirdest phobia?

2. Read the text and match the questions 1–5 in exercise 1 to the answers A–E in the text.

3. Complete the text with the phrases a–g in the gaps 1–7.

a. getting into a car is no better
b. and cause so much distress
c. that is far out of proportion to the actual risk that it involves
d. and they never do crosswords
e. but it is also true that anxious behaviour is learnt
f. no matter how many floors they have to climb
g. with the object that triggers their fears

4. What information would you expect to find on the other pages of a section of a health magazine about fears and phobias?

FEARS & PHOBIAS FAQs

A. It is certainly true that the children of phobics are more likely to be fearful and anxious, but it’s difficult to say whether this is genetic or learnt. As the capacity to be anxious or fearful depends on a chemical balance in the brain, it is possible that this chemical imbalance is passed down from parent to child. (1) ______. Children learn by watching how their parents, and other adults, react to the world around them. Parents need to be careful not to be too cautious or overemphasize danger, otherwise their children may be prone to developing phobias as they grow older.

B. Claustrophobia – the fear of enclosed spaces. Sufferers’ basic fear is not of the enclosed space itself, but that they are not going to be able to escape from it. Even at home they often need to sit next to an open door so that they know that they’ll be able to get out if they need to. Travelling on public transport is impossible – (2) ______. Claustrophobics need to feel that they can get out of the car at a moment’s notice, otherwise they suffer severe panic attacks. This can be very difficult on a motorway! And of course, they never take a lift, (3) ______ just in case it breaks down.

C. Yes, of course they can. A phobia is a conditioned reflex, so the best treatment is to reverse the conditioning. In order to do so, sufferers of this phobia must try to establish positive associations (4) ______. This can be a very long and painful process and is based on gradual exposure to the object, linked to the practice of a range of relaxation techniques. Many sufferers have turned to hypnosis or acupuncture in order to help them.

D. It’s a question of degree. Fear is a normal human reaction to danger. A phobia is an intense, unreasonable fear of a thing or a situation (5) ______. The object of the phobia may even be totally harmless, everyday objects like a tap or a light bulb. For a fear to be considered a phobia, it has to be so extreme (6) ______ that it seriously limits a person’s normal life.

E. One of the weirdest is hippocotomonstros esquippedaliphobia: the fear of long words. You can’t help thinking that the name was chosen so that sufferers couldn’t talk about their problem! People who suffer from this phobia often use abbreviations and acronyms – (7) ______. They ask friends to check their letters, postcards or emails in case they contain long words. And then they ask them to delete or cross them out, otherwise they won’t be able to read their mail!
VOCABULARY: word building

1 Complete the table with words from the text.

<table>
<thead>
<tr>
<th>noun</th>
<th>adjective</th>
<th>negative adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>anger</td>
<td>(1)</td>
<td>fearful</td>
</tr>
<tr>
<td>anxiety</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>reason</td>
<td>(3)</td>
<td>risky</td>
</tr>
<tr>
<td>caution</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>harm</td>
<td>(5)</td>
<td>harmful</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(7)</td>
</tr>
</tbody>
</table>

2 Complete the sentences with a word from the table.

1 The last time I felt really _____ about an exam was when I took my driving test.
2 I know that frogs are basically _____, but I don’t like touching them.
3 I would never take a _____ with money.
4 I’d really like to overcome my _____ of heights.
5 The only thing I do that is _____ to my health is smoke.
6 I’m quite _____ about spending money when I’m on holiday.
7 There is no _____ why I would ever leave my job.

3 Replace the phrases in italics in exercise 2 so that they are true for you. Then compare your sentences in pairs.

FUNCTIONAL LANGUAGE: explaining reasons (so that, in order to, in case, otherwise)

1 Work in pairs. Look at the examples of so that, in order to, in case and otherwise in the text. Then complete the grammar box with the appropriate linkers.

Use so that, in order to, in case and otherwise to explain the reasons for your actions.

- Use (1) _____ to talk about what will happen if you don’t do something.
- Use (2) _____ to talk about a situation you want to be prepared for.
- Use (3) _____ and (4) _____ to talk about why you do something.
- Use (5) _____, (6) _____ and (7) _____ + clause.
- Use (8) _____ + infinitive.

2 Complete the text with the correct linkers so that, in order to, in case or otherwise.

Jenny gets up every two hours during the night (1) _____ check that all the windows and doors are locked. She sets an alarm clock (2) _____ she forgets and oversleeps. She has to ask her sister to come and house-sit for her, (3) _____ she can’t go out to do the shopping. She has had closed circuit TV installed in all the rooms (4) _____ she can keep an eye on what’s happening in the house at all times. She’s got three back-up alarm systems installed (5) _____ the main system fails. It takes her almost an hour to set the alarms before she goes to bed.

What is Jenny afraid of?

3 Work in two groups, A and B. You will be discussing phobias.

Group A: Turn to page 139.
Group B: Turn to page 146.

Roleplay

1 Work in pairs (one student from Group A and one student from Group B). Use the questions below to interview your partner about their phobia.

- What phobia do you suffer from?
- How long have you suffered from it?
- How did it start?
- How does it affect your day-to-day life?

Useful language

You poor thing!
That must be really difficult for you.
That can’t be easy.
How do you manage that?
What a pain!
**4B | Gladiators**

**Speaking**

1. Work in pairs. Divide the adjectives into three categories. Use a dictionary to help you.

assessive reserved confident
domineering self-assured shy
bossy aggressive timid

2. Think of a person you know who fits each category in exercise 1. Tell your partner about them. How would each person react in the situations below?

1. They are in a restaurant and order a steak medium-rare but it is served well-done.
2. They are a customer waiting in a queue in their busy lunch hour. A frail old lady steps in line ahead of them and claims that she is in a hurry.
3. After walking out of a store, they discover they were short-changed by £3.
4. They are in the middle of watching a very interesting television programme when their partner asks them for a favour which means missing the rest of the programme.
5. A friend drops in to say hello, but is staying too long, preventing them from finishing an important work project.

3. How would you react? Which situation would you find most difficult to deal with? Why?

4. Work in groups. Discuss these questions with the other members of your group.
   - Can you think of a situation you have been in recently where you had to assert yourself?
   - Who is the most assertive person that you know?

**Listening**

1. 1.26 Listen to a conversation between two friends. What is the link between their conversation and the photo below?

2. 1.26 Listen again and complete the sentences with the correct name, Kay (K), Jan (J) or Suzi (S).

   1. ____ is going to do a gladiator course.
   2. ____ is doing a gladiator course.
   3. ____ would never consider doing a gladiator course.
   4. ____ is working in Rome.
   5. ____ has never been to Rome.
   6. ____ has been to Rome a couple of times.
   7. ____ needs to learn to be more confident.
   8. ____ thinks she doesn’t need to do an assertiveness course.

3. Look at these expressions in tapescript 1.26 on page 153 and explain what they mean in your own words.

   1. That’s so Suzi. 4. Suzi’s really into it.
   2. It’s supposed to be 5. This woman walked all over her.
   3. You can say that again. 6. No way!

4. Work in pairs. Discuss these questions.
   - Do you know anyone who would enjoy a gladiator course?
   - What other ways can you think of to increase your self-confidence?
GRAMMAR: present perfect & past simple

1 Choose the correct form of the verb to complete the sentences.

1 How's Suzi getting on? Have you heard / Did you hear from her recently?
2 She's phoned / phoned last night and said / 's said she's really enjoying it.
3 How long has she been / was she out there?
4 Have you been / Did you go out to see her yet?
5 The first time she actually has fought / fought in front of an audience has been / was fantastic.
6 She has signed / signed up two months ago, and she's been / was really happy with it from the word 'go'.
7 She already fought / 's already fought her a couple of times and she has lost / lost on both occasions.
8 I just heard / 've just heard that I've got to give a presentation at work.
9 I never did / 've never done anything like that before and the thought absolutely terrifies me!

Check your answers in tapescript 1.26 on page 153.

2 Complete the text with the verbs in the correct form, present perfect or past simple.

So, here I am - at gladiator camp! We (1) _______ (meet) the other participants - all men! And we (2) _______ (pick up) our tunics and swords. They are heavy! When I first (3) _______ (try) to pick them up, literally (4) _______ (fall) over under their weight! They (5) _______ (put) me in the beginners group yesterday - obviously - and Suzi's in the advanced group. She (6) _______ (fight) against one of the men last night in a kind of welcome party. She (7) _______ (be) very, very impressive. We (8) _______ (only / be) here 12 hours, but we (9) _______ (try) out all the weapons. We (10) _______ (do) two hours of sword training earlier this morning and my shoulders are in agony! We've got our first fights this afternoon. I'll let you know how I get on. Wish me luck! Jan.

3 Look at the time expressions in the box. Which are usually used with the present perfect and which are used with the past simple?

yet already over the last three weeks just never yesterday morning earlier this evening this week so far last night for three years

4 Look at the actions in the box. Choose five and write sentences about them using some of the time expressions in exercise 3.

I've never spoken in public.

use in public go to the gym have lunch send a text message have an argument take an exam get angry really enjoy yourself

Use the present perfect

- to talk about actions and states that started in the past and continue in the present.
I've worked here for over three years now.
She's been really stressed since she started her new job.
- to talk about actions that happened during a period of time which is unfinished.
I've seen him at least three times this week.
- to talk about past actions when the time is not stated.
I've been to Rome twice before.

Use the past simple

- to talk about a finished action in the past.
I worked there for over three years. (= I don't work there now.)
- to talk about past actions when the time is stated.
I saw him last night.

> See Language Reference page 44

DID YOU KNOW?

1 Work in pairs. Read the text and discuss these questions.

It is often said that the British have a 'stiff upper lip'. They are said to hide their emotions, especially in difficult or unpleasant situations; they remain calm and do not like to complain. Many British people are proud of this characteristic even though they make jokes about it. However, it has been suggested that it is less true of the British now than it was in the past. When Princess Diana died in 1997, hundreds of thousands of British people cried openly in the streets, and emotional openness is increasingly seen as natural and healthy.

- Do you know anyone who has a stiff upper lip?
- How do people in your country see the British?
- Are people in your country emotionally reserved or the opposite?
The land of the brave

**Speaking & Vocabulary: Word Class**

1. Work in pairs. Which of the following freedoms is most important to you? Why?
   - Financial freedom
   - Freedom of movement
   - Freedom of speech
   - Political freedom
   - Religious freedom

2. Choose the correct word to complete the sentences.
   1. Sometimes even to live is an act of courage / courageous. (Seneca)
   2. Better to starve free than be a fat slave / slavery. (Aesop)
   3. It is easy to be brave / bravery from a safe distance. (Aesop)
   4. You can’t separate peace from free / freedom because no one can be at peace unless he has free / freedom. (Malcolm X)
   5. It is through disobedience / disobey that progress has been made, through disobedience / disobey and through rebellion. (Oscar Wilde)
   6. The time has come for us to civilize ourselves by the total, direct and immediate abolish / abolition of poverty. (Martin Luther King, Jr)
   7. I prefer liberate / liberty with danger than peace with slavery. (Jean-Jacques Rousseau)
   8. Equal / Equality rights for all, special privileges for none. (Thomas Jefferson)

3. Work in pairs. How strongly do you agree or disagree with the statements in exercise 2?

4. Do you think that the United States gives a good example of equality to the world? Why or why not?

**Reading**

1. Read the magazine page and answer these questions.
   1. What exactly did Rosa Parks do?
   2. Why was her action considered brave?
   3. How did the black community react?
   4. What effect did this have on American laws?

2. Read the page again and say if the sentences are true or false.
   1. Rosa Parks was the first person to defy the segregation laws on the buses.
   2. Segregation laws continued after the abolition of slavery.
   3. Many blacks refused to give up their seats on the buses after Rosa’s arrest.
   4. Segregation laws governing buses travelling between states were made illegal in 1952.
   5. According to the segregation laws, blacks could only sit in the back four rows of seats.
   6. Martin Luther King was a key figure in the Montgomery bus boycott.
   7. King was awarded the Nobel Peace Prize the year after the Civil Rights Bill was signed.
   8. The Civil Rights Bill was passed more than 100 years after the abolition of slavery in the US.

3. Complete the sentences with the highlighted words or phrases in the magazine page.
   1. A huge number of people decided to ______ the bus boycott.
   2. It took a great deal of courage for black citizens to ______ for what they believed in and fight for their rights.
   3. Segregation laws governing interstate train services were ______ in 1952.
   5. The Montgomery bus boycott ______ a significant change in the black community’s attitude to segregation.
   6. The Supreme Court ruling in 1956 ______ all passengers the same status.

4. Think of a courageous person in the history of your country. Talk to your partner about what this person did.
It happened on ... December 1

1955: Rosa Parks, mother of the American Civil Rights Movement, arrested for challenging race laws on a bus in Alabama

On Thursday, December 1, 1955, Rosa Parks, got on a city bus in Montgomery, Alabama, and sat with three other blacks in the fifth row – the first row that blacks were allowed to occupy according to the transport segregation laws in Montgomery. The front rows filled up with whites and a few stops later, a white man got on and was left standing. The law stated that blacks and whites could not sit in the same row, so the driver asked the four black passengers seated in the fifth row to move and make way for the one white passenger. Three of the passengers stood up, but Rosa Parks refused to give up her seat.

The police arrived and Rosa was arrested. She was not the first black passenger to disobey a bus driver. Blacks had been arrested and even killed for disobeying drivers in the past, but Rosa was a well-known and respected figure in the black community and her arrest sparked a mass boycott on the city buses that lasted over a year and culminated in a Supreme Court ruling which abolished segregation on public transport throughout the United States.

Rosa Parks’s brave decision marked the beginning of the American Civil Rights Movement. On the evening before she was due in court, a young reverend, Martin Luther King, stood up in a meeting in Montgomery and called for the black community to back Rosa Parks and fight for equal rights on the buses. Almost ten years later, in 1964, President Johnson signed the Civil Rights Bill which granted equal rights to all American citizens regardless of the colour of their skin. In the same year, Martin Luther King was awarded the Noble Peace Prize for his role in the Civil Rights Movement.

The Civil Rights Movement
Slavery was officially abolished in the USA in 1865. But black Americans, although no longer slaves, continued to be treated as second-class citizens for almost 100 years. Segregation laws in the southern states allowed for racial separation in schools, parks, playgrounds, restaurants, hotels, theatres, public transport and so on. This situation continued until the 1950s and the birth of the Civil Rights Movement, headed by Martin Luther King. The movement would fight for liberty and equality for the next ten years until these laws were finally overturned in 1964.
LISTENING

1. Work in pairs. Put the actions in order from 1 (the action which requires the most courage) → 4 (the action which requires the least courage).

☐ holding a rattlesnake in your hands
☐ eating a dish of fried rattlesnake
☐ going for a walk in an area where there are known to be rattlesnakes
☐ sitting in a bath with dozens of rattlesnakes

Which of these things would you be willing to do? Under what circumstances?

2. Look at the photos and say what you think is happening.

3. 1.27 Listen to the recording to check your answers.

4. 1.27 Listen to the recording again and make notes about the following:

1. Sweetwater, Texas
2. Crotelus Atrox
3. Nolan County Coliseum
4. Jaycees (Junior Chamber of Commerce)
5. Jackie Bibby

Work in pairs and compare the information in your notes.

5. Work in pairs. Discuss the questions.

- Which adjective in the box best describes the people who participate in the Rattlesnake Sacking Championships?
  brave cruel foolish mad

- Have you ever seen a TV show where people try to get into the Guinness Book of World Records? What records were they trying to break?

GRAMMAR: present perfect simple & continuous

The present perfect continuous is used in very similar ways to the present perfect simple (see page 44), but there is a difference in emphasis.

- Use the continuous form to emphasize the action, or the duration of the action.
- Use the simple form (a) to emphasize the result of the action; (b) to talk about single completed actions; (c) with stative verbs.

In recent weeks we’ve been exploring America’s Deep South, … and our journey has taken us through Florida, Georgia and Alabama. Hunters have been bringing in snakes since the show opened … … they have already weighed over 700 kilos. We’ve been driving around Texas for over a month … we’ve done hundreds and hundreds of miles.

See Language Reference page 44

1. In the text below, change four of the verbs in bold which should be in the present perfect simple.

For many years, campaigners in America have been trying to get rattlesnake round ups banned. They say that round ups have been becoming commercial events that promote cruelty to animals. A number of pressure groups have been working together to organize demonstrations. They have also been speaking to local politicians and companies that sponsor the shows. They have been scoring an important victory in Pennsylvania where the state has been banning the killing of snakes during competitions. Campaigners say that this proves that they have been getting their message across, but people in Texas have been being less responsive.
2 Work in pairs. Think of two possible responses (one with present perfect continuous and one with the present perfect simple) to the comments below.

1 A: You look exhausted!
   B: I’ve been working really hard. I haven’t slept for two days.

1 You look exhausted!
2 Why are your eyes so red?
3 Your shoes are really dirty!
4 How come you’re so wet?
5 You’ve got tomato sauce on your T-shirt!
6 You look really worried!
7 You’re hot! Are you OK?

3 Write six sentences about yourself (four true and two false) using the present perfect continuous. If necessary, use the verbs in the box to help you.

hope feel live look for plan study try wear work

Read your sentences to a partner. Your partner must guess which of your sentences are false.

VOCABULARY: homophones

1 Choose the correct word to complete the sentences.

1 The rattle on the end of the tail/tale is a warning signal.
2 Don’t move and he’ll stay still, too. In principal/principle anyway!
3 They generally swallow their pray/prey whole.
4 We need to ensure/insure that we give people the right antidote.
5 Fried rattlesnake, rattlesnake kebabs, barbecued rattler, or just plain/plane baked rattlesnake.
6 You could have a three-course/course meal and eat nothing but snake.
7 The idea is to pick it up in your bare/bear hands and throws it in the sack.
8 I’m getting tired of the hole/whole thing.

Check your answers in tapescript 1.27 on page 153.

2 Complete the sentences with a word that you did not use in exercise 1.

1 Some passengers began to ___ as the ___ took off.
2 The film’s use of ___ language was my ___ reason for not liking it.
3 The rain came through a ___ in the roof and we had forgotten to ___ against water damage.
4 Goldilocks is a children’s ___ about a little girl who goes into a house belonging to a ___ family.

3 Do you know any other English words that have the same pronunciation but a different spelling?

PRONUNCIATION: word stress

1 Find eighteen words in the wordsnake and put them in the correct column below according to their stress pattern.

<table>
<thead>
<tr>
<th>2-syllable words</th>
<th>3-syllable words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listen to the recording to check your answers.

2 Can you add two more words to each of the columns?

3 Look at tapescript 1.27 on page 153. Find five words with more than three syllables. What are their stress patterns?

 SPEAKING

1 Work in groups of four, A, B, C and D. Describe your picture but do not show it to the other students.

A: Turn to page 141. C: Turn to page 139.
B: Turn to page 142. D: Turn to page 149.

2 Decide together the correct order for the pictures, then practise telling the story.
GRAMMAR

Present perfect & past simple

Present perfect

We use the present perfect to talk about

- actions or states that started in the past and continue in the present.
  *I've lived here all my life (= and I continue to live here now).*
- actions that happened during a period of time which is unfinished.
  *She's already fought her a couple of times this week.*
  (*This week has not yet finished.*)
- actions that happened in the past but the time when they happened
  is not stated and is not considered important.
  *I've been to Rome. (= We don’t know when.)*
If the time is stated the verb form changes to the past simple.
  *I went to Rome last year.*

Time expressions which are often used with the present perfect include

- already, just, ever, never, yet, since, for, recently.

Past simple

We use the past simple to talk about states and actions in the past.
The use of the past simple shows that the state or action is finished or
complete, and that it took place in a finished period of time.

*I worked there for three years. (= I don’t work there now.)*
*I was a real fan when I was younger. (= I'm not anymore.)*

We often use the past simple

- to describe the main events in a story.
- to talk about past habits.
- with past time expressions (eg yesterday, two years ago, *when he
  was a child).*

Present perfect simple & continuous

Similarities

The present perfect continuous is used in very similar ways to the
present perfect simple (see above). We use both forms to talk about

- actions that started in the past and continue into the present.
  *We’ve been living here for almost six years now.*
  *We’ve worked together for ages.*
- actions that were in progress, or repeated actions, in a period of
time which is unfinished.
  *We’ve been working together a lot this week.*

Questions often begin with *how long ...*

*How long have you been working here?*
We can use for (+ a period of time) and since (+ the point in time
when the action started) in the answers.

*For the last ten years.*
*Since I finished college.*

Differences

There is a difference in emphasis and
meaning between the present perfect
continuous and the present perfect simple.

We use the present perfect continuous
(and not the present perfect simple)

- to emphasize the action, or the
duration of the action.
  *We’ve been travelling for six months.*
  (*The emphasis is on the length of the trip and the action of travelling.*)
*So far we’ve visited eight countries.*
  (*The emphasis is on what they’ve achieved, ie the number of countries
  they’ve visited.*)
- to talk about actions that have been in progress recently.
  *We’ve recently been working on a
  new project.*

*Not so far we’ve been visiting eight
countries.*

We use the present perfect simple (and
not the present perfect continuous)

- to emphasize the result of an action
  (eg with a definite number or
  quantity).
  *I’ve sent him three emails but I
  haven’t had a reply.*
  (*The emphasis is on the number of emails.*)
  *I’ve been trying to get in touch all
  morning.*
  (*The emphasis is on the
  action, ie getting in touch.*)
- to talk about single completed actions.
  *I’ve finished the report.*
- with stative verbs.
  *I’ve known him since we were at
  school.*
- with superlatives.
  *It’s the funniest thing I’ve ever seen.*
FUNCTIONAL LANGUAGE

Explaning reasons
So that, in order to, in case, otherwise
We use so that and in order to to talk about why we do something. They sit near an open door so that they can get out quickly. In order to overcome their phobia they have to confront the object of their fears.
We use in case to indicate a situation we want to be prepared for or avoid. They never take a lift in case it breaks down.
We use otherwise to talk about what will happen if we don’t do something. Parents need to be careful, otherwise their children could develop phobias.
We use in case, otherwise and so that with a clause. We use in order (not) to + infinitive.

WORD LIST

Word building

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<td>well-done adj</td>
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5A | Performance art

VOCABULARY: art

1 Complete the questions with a word from the box.

abstract collection dealers exhibition landscapes patrons sculptures

1 Which gallery or museum in your country has the largest _______ of fine art?
2 Are there any large _______ or murals in the streets and squares of your town? What do they look like?
3 Who is the most famous painter in your country? Was he/she a figurative or an _______ artist?
4 Who are the most famous _______ of the arts in your country?
5 In which part of your town can you find private galleries and art _______?
6 What was the last art _______ that you went to? Did you like it?
7 In general, do you prefer _______, still lifes or portraits? Or something else?

2 Work in pairs. Ask and answer the questions in exercise 1.

READING

1 Look at the photo and decide if you think the sentences are true or false.

1 She is a well-known artist.
2 Her paintings are very expensive.
3 Her work is famous because it is shocking.
4 There is a serious message in her work.

Read the article to find out if you were correct.

2 Read the article. Put the events in the order in which they happened.

☐ She became internationally famous.
☐ Orlan’s performance at an art fair in Paris caused a scandal.
☐ She began changing her appearance.
☐ Her work was taken to an arts centre in an ambulance.
☐ She needed emergency surgery.
☐ She began teaching at a college in Dijon.
☐ She was fired.

3 Work in pairs. Discuss these questions.
   • Would you like to see one of Orlan’s videos?
   • Would you be happy if your government sponsored her work?

A worldwide satellite audience watched the live broadcast in fascination and horror. A woman was lying on a surgical table in an operating theatre and was reading texts from French philosophers. As the doctors, who were wearing costumes that had been designed by Paco Rabanne, prepared their tools, an African man danced around the table.

Orlan, the star of the video, is probably the world’s most well-known performance artist. She has had dozens of exhibitions around the world, she appears in fashion magazines and TV talk shows and collectors pay high prices for her pictures. She is a professor of fine arts at a prestigious college in Dijon and her work is supported by the French Ministry of Culture.

She was born in central France in 1947 and did her first performances at the age of eighteen. She later became a teacher but lost her job in 1977, as a result of a work that she had performed at an art fair in Paris. In the work ‘The kiss of the artist’, she had sat behind a life-size photograph of her body and sold kisses to the audience. At the end of each kiss, an electronic siren deepened the gallery. The work succeeded in shocking the public but Orlan was out of a job.

Orlan was getting more and more attention, but art lovers were unprepared for what came next. Her next major work—a video—was shown at the Lyons Centre of Contemporary Art.

An ambulance had rushed the video to the Centre from the hospital where Orlan had just had an emergency operation. She had installed a video camera in the operating theatre, and the film became the first of her surgical performances.

By the mid-1980s, her fame had led to work for the Ministry of Culture and a teaching position at Dijon, but international stardom came later, in the 1990s, after changing her appearance. Returning to the operating theatre, she began a series of plastic surgery operations that continued for the next ten years. In each operation, a part of Orlan’s body was changed, so that it looked like a beautiful bit of her favourite paintings—the forehead of Leonardo’s Mona Lisa or the chin of Botticelli’s Venus, for example.

Galleries around the world showed films of the operations and Orlan’s fame grew. Her self-portraits are her most recognizable paintings, but her work is conceptual, rather than figurative. She describes herself as a feminist and says that her intention is to challenge traditional ideas of beauty. In the tradition of Marcel Duchamp, her work is designed to shock and provoke, not simply to be admired.
GRAMMAR: narrative tenses

1 Read the article and choose the best headline.

**Artist turns off the tap**

**Water protest to end**

Artist Mark McGowan (1) said / had said that he (2) was expecting / had expected his exhibition, 'The Running Tap' at the House Gallery in south east London, to close in the next few days. The exhibition (3) started / was starting one month ago when Mark (4) opened / was opening a tap in the kitchen area of the gallery and (5) left / had left it running. McGowan (6) intended / had intended to leave the tap running for a year, but after receiving a letter from the Thames Water Authority, the gallery owners (7) were thinking / had thought about shutting the exhibition down. The exhibition (8) was wasting / had wasted over 700 litres of water every hour, and over half a million litres (9) were already / had already been used. McGowan (10) was designing / had designed his artwork to draw attention to the way that people waste water.

2 Now choose the best verb forms to complete the text in exercise 1.

3 Put the verbs in brackets into the past simple, past continuous or past perfect. Sometimes more than one tense is possible.

I (1) ____ (walk) home yesterday when I (2) ____ (see) a group of people in front of the church. They (3) ____ (laugh) and one man with a video camera (4) ____ (hit) something, so I (5) ____ (go) to have a closer look. Three people (6) ____ (hold) long sticks and they seemed to be attacking a traffic warden! The man with the video camera (7) ____ (notice) the look of horror on my face. He (8) ____ (come) over to me and (9) ____ (explain) that it was a piece of performance art. The traffic warden was really an artist called Mark McGowan, who (10) ____ (dress) up in a warden's uniform. He (11) ____ (advertise) the event on a website, inviting people to come along and hit him with wooden sticks.

Use the past simple to talk about the main events in a story.
The doctors **prepared** their tools. A naked African man **danced** around the table.

Use the past continuous to describe 'background' events and actions that were in progress at the time of the main events.
*She was lying on a surgical table.*
*The doctors were wearing costumes.*

Use the past perfect to show that a past action took place before another past action.
*She lost her job as a result of a work she had performed in Paris.*

**See Language Reference page 54**

**SPEAKING**

1 Work in two groups. Put the events in any order to create an interesting life story for the woman in the photo.

Group A: Turn to page 139. Group B: Turn to page 141.

2 Work with a partner from another group. Compare your stories. Then, combine them to make one story.

3 **1.29** Listen to a short biography of the woman in the photo. How similar was your version to the real story?

4 Work in pairs. How much of the real story can you remember?
Priceless!

LISTENING

1 Work in pairs. Discuss these questions.
- What pictures or photos do you have on the walls of your home?
- Which picture has the greatest personal value?
- Which do you like most and least? Why?

2 1.30 Listen to an interview with an art consultant and curator. Answer the questions.
1 Why has the woman been invited to take part in the interview?
2 What does she do in her job?
3 What does she think about public art projects?

3 Complete the sentences.
1 The hospital has appointed an arts curator with a salary of _______ a year.
2 The hospital recently unveiled a _______ _______ outside the entrance.
3 Lucy does not think that £70,000 is _______ _______ for the piece of art.
4 The money for the art curator’s salary comes from _______ _______.
5 Some countries, like _______, already have many public art projects.
6 These projects encourage people to _______ _______.
7 Lucy is very critical of a project in a _______ _______.

VOCABULARY: -ever words

- Use the words whoever, whatever, whenever, whereever and however to say ‘it doesn’t matter who/it doesn’t matter what, etc’.
- They can think whatever they like.
- Whatever you think of it, I don’t think that anybody would say it’s a masterpiece.
- Wherever you go, you see large public arts projects.
- Whenever we unveil a work of art, people always get together and talk about it.

SEE LANGUAGE REFERENCE PAGE 54

1 Match the responses a–f to the questions 1–6 to make a conversation.
1 When do you want to go for dinner?
2 What time suits you?
3 Yes, good idea. Who shall we invite with us?
4 Yes, OK. Where shall we go?
5 Fine, let’s say the Criterion. How shall we get there?
6 Taxi?
7 What shall we eat?

a However you suggest. Taxi’s fine by me.
b A little later, perhaps? Whenever you feel like it.
c Wherever you choose. You know better than me.
d Whoever you like. You’re paying.
e Oh, I don’t know. Whatever they recommend.
f Whatever time suits you. Nine o’clock, say?

2 1.31 Listen to the recording to check your answers.

3 Complete the quotations with -ever words.
1 Some people cause happiness _______ they go, others _______ they go. (Oscar Wilde)
2 Sir, I will go _______ I am needed _______ you give the order. (Colonel A Burke)
3 _______ said money can’t buy you happiness simply didn’t know where to go shopping. (attributed to Bo Derek)
4 _______ your car, _______ you are, get instant online quotes and cover at Quantum Quotes. (Anon)
5 _______ you say, say it with conviction. (Mark Twain)
6 The future is something which everyone reaches at the rate of 60 minutes an hour, _______ he does, _______ he is. (CS Lewis)
FUNCTIONAL LANGUAGE: evaluating

1. Put the phrases 1–8 into two groups: one positive (P), one negative (N).

1. It has no redeeming features.
2. It’s a load of rubbish.
3. It’s a masterpiece.
4. It’s absolutely worthless.
5. It’s extremely valuable.
6. It’s not worth anything at all.
7. It’s priceless.
8. It’s worth a fortune.

2. Work in groups. The following items are going to be auctioned online. Use the expressions in exercise 1 to say how much you think they are worth.

1. ‘Hanging Spirit’ by Stephen Knapp (see photo)
2. ‘Horse’ by Diodetus the Etruscan (see photo)
3. ‘Symmetry #17’ by Charles Andrews (see photo)
4. A self-portrait of Vincent Van Gogh
5. An autographed photo of Elton John
6. An original recording of ‘Can’t Buy Me Love’ by The Beatles
7. Luke Skywalker’s original lightsabre from Star Wars

3. You work for a large company which has decided to spend $25,000 on a work of art to decorate the reception area. An art dealer has offered you three works, with an estimated value of $25,000 each.

A: Turn to page 139 and answer the questions.
B: Turn to page 141 and answer the questions.
C: Turn to page 144 and answer the questions.

3. Discuss the possibilities with the other members of your group and decide together which work of art you will buy.

Take it in turns to...
- introduce yourself and describe your position in the company.
- say which work of art you think the company should buy.

Useful language
I’m the ... in the company, and I think ...
I’ve been told that ...
A lot of people have told me that ...
I think you ought to know that ...
What I really like about X is ...
X would be the best choice because ...
I’m sorry, but I really don’t agree with you there.

4. Listen to find out which work of art is worth the most.
A good read

Speaking & Reading

1. Work in pairs. Look at the painting and discuss these questions.

   - What does it show?
   - How would you describe the personality of the girl?
   - Would you hang it in your home? If yes, where?
   - If it were in a calendar, which month would it represent?

2. The painting has inspired a novel of the same name, *Girl with a Pearl Earring*. Here are some key events from the story. Put them in the correct order.

   a. Things had been going well and it seemed that the painting was almost ready. But Vermeer was not totally happy. Something was missing.

   b. Griet had been working as a maid at Vermeer's house for a little over a year. She was serving drinks at a party when the artist's patron singled her out for special attention.

   c. He had been searching for the answer for some time when he finally realized what was missing - a pearl earring. A small detail, but one that would cost Griet dearly.

   d. Vermeer had not been planning to paint Griet, but he complied with his patron's request and set about preparing a portrait of his maid.

3. Match the extracts 1-4 to the events a-d in exercise 2.

   1. He was looking at a book and did not notice as I slipped into my chair. I arranged myself as I had been sitting before. As I turned my head to look over my left shoulder, he glanced up. At the same time the end of the yellow cloth came loose and fell over my shoulder.
      'Oh!' I breathed, afraid that the cloth would fall from my head and reveal all my hair. But it held - only the end of the yellow cloth dangled free. My hair remained hidden.
      'Yes,' he said then. 'That is it, Griet. Yes.'

   2. Late in the evening, Van Ruyven managed to corner me in the hallway as I was passing along it with a lighted candle and a wine jug. 'Ah, the wide-eyed maid,' he cried, leaning into me. 'Hello, my girl.' He grabbed my chin in his hand, his other hand pulling the candle up to light my face. I did not like the way he looked at me.
      'You should paint her,' he said over his shoulder.

   3. 'You must wear the other one as well,' he declared, picking up the second earring and holding it out to me.
      For a moment I could not speak. I wanted him to think of me, not the painting.
      'Why?' I finally answered. 'It can't be seen in the painting,'
      'You must wear both,' he insisted. 'It is a farce to wear only one.'
      'But - my other ear is not pierced,' I faltered.
      Then you must tend to it.' He continued to hold it out.
      I reached over and took it. I did it for him. I got out a needle and clove oil and pierced my other ear. I did not cry, or faint, or make a sound. Then I sat all morning and he painted the earring he could see, and I felt...stinging like fire in my other ear, the pearl he could not see.

   4. He had been working on the painting for almost two months, and though I had not seen it, I thought it must be close to done. He was no longer having me mix quantities of colour for it, but used tiny amounts and made few movements with his brushes. As I sat, I thought I had understood how he wanted me to be, but now I was not so sure. Sometimes he simply sat and looked at me as if he were waiting for me to do something. Then he was not like a painter, but like a man, and it was hard to look at him.
      One day he announced suddenly, as I was sitting in my chair. 'This will satisfy van Ruyven, but not me.'
4 Work in pairs. Decide whether the statements below are true. Underline the passages that justify your answers.

1. The portrait did not take long to paint.
2. The artist was a perfectionist.
3. The girl didn't want to show her hair.
4. The earrings belonged to the girl.
5. The girl enjoyed wearing the pearl earrings.

5 Work in pairs. Discuss these questions.

- Which extract do you think would be the most difficult to transfer to film? Why?
- Have you seen the film of the novel? If yes, what did you think of it? If not, would you be interested in seeing it?

GRAMMAR: past perfect continuous

- Use had + been + verb + -ing to form the past perfect continuous.
  She had been washing the steps.
- Use the past perfect continuous to talk about actions that were in progress before or up to a certain point in the past.
  She had been cleaning his studio when Tanneke called her down to the kitchen.
- Use the past perfect simple and not the continuous to talk about a completed action.
  He had decided to paint her and no one could change his mind.

1 Find six examples of the past perfect continuous in the extracts from the novel and in Reading exercise 2.

2 Change five of the verbs in italics to the past perfect continuous.

In the Vermeer household, one of Griet’s regular tasks (1) had been to go to the market to buy fish and meat. There she (2) had met Pieter, the butcher’s son. He (3) had noticed her some time before and (4) had waited for a chance to speak to her.

Pieter (5) had gone to his parents’ church for a few months when Griet’s mother invited him to eat with them one Sunday. He (6) had accepted immediately, but Griet was not so happy about the invitation. Her family were poor and her mother (7) had saved for weeks to buy a little fish for their Sunday dinner.

The dinner (8) had been a success and Griet and Pieter started seeing each other regularly. On Griet’s 18th birthday, Pieter decided that he (9) had waited long enough and he asked her father for her hand in marriage. When Griet got into trouble at the Vermeers she finally made the decision she (10) had avoided for so long.

3 Work in pairs. Think of three photos of yourself. Describe ...

- what was happening in each photo.
- what you had been doing before each photo was taken.
- what you did after each photo was taken.

Which of these photos do you prefer? Why?

PRONUNCIATION: long vowels

1 Work in pairs. Underline the word that does not go with the groups 1–5.

1 /s/ girl blue pearl serving
2 /ɔ/ hallway almost artist thought
3 /ə/ answered market hard portrait
4 /i/ needle seen working speak
5 /u/ loose two used seemed

Which groups 1–5 should the odd word for each group be in?

2 Find at least one example of each of the five sounds in the movie trailer. Then listen and check.

Drawn into the intimate world of her master’s art, Griet falls madly in love. What can she do but comply with her master’s every desire? She will only be set free when the painting is finished. But what will become of her then?

3 Practise reading the trailer aloud with your partner.
5D | Bookworm

**Speaking**

1. Work in pairs. Look at the photos of the reading material and discuss these questions.
   1. Which do you read for pleasure?
   2. Which do you read for work?
   3. What else do you read?

2. Use the questions to interview your classmates on their reading habits. Find the person in the class whose reading habits are most similar to yours.
   1. How many books do you read a year?
   2. Do you enjoy reading? Or do you just read for work or study?
   3. Where or when do you usually do your reading?
   4. Do you usually take a book with you on holiday? Why or why not?
   5. If you do, what kind of book do you usually take?
   6. What are you reading at the moment? Would you recommend it? Why or why not?

**Listening**

1. Listen to a radio programme about the talk show host, Oprah Winfrey, and answer these questions.
   1. Why is Oprah Winfrey an important figure in American society?
   2. What sort of childhood did she have?
   3. What does she like reading?

2. Listen again and put the events in the correct order.
   - Oprah was the victim of abuse.
   - Hundreds of thousands of people followed Oprah’s example.
   - She read a book every week and wrote a report on it.
   - She recommended Tolstoy’s *Anna Karenina*.
   - Her TV show won its first award.
   - She began the *Oprah Winfrey Book Club*.
   - She changed the kind of books that she put forward.
   - She worked as a TV reporter and newswoman.

3. Would you follow the advice of a talk show host? Would you consider joining a book club? Why or why not?
VOCABULARY: phrasal verbs 1

1 Rearrange the words to make sentences.
1 a her life no one out success such thought turn would.
2 her immediately public the to took.
3 a book club came idea of Oprah the up with.
4 contemporary enough expectations her lived not novels to up.
5 book’s off 837 pages put shouldn’t the them.
6 have of own people reading groups set their thousands up.
7 chance down novelist one the turned.

Check your answers in the tapescript 1.34 on page 155.

2 Replace the words in italics with a phrasal verb from the box in the correct tense.

come up with  live up to  put me off
set up  take to  turn me down  turn out

1 I was so disappointed when they decided to refuse me.
2 I thought I’d never find the answer, but I found the solution in the end.
3 I begin to like some people very quickly, but sometimes it takes longer.
4 I never thought my life would develop as it has.
5 I’m sorry, but it’s beginning to stop me enjoying my food.
6 It’s extremely hard to be as good as their expectations.
7 I’d like to establish my own business in a few years.

3 Work in pairs. Have you ever said or thought any of the sentences in exercise 2?

SPEAKING

1 Work in pairs. You are going to present something you have read to the class. Follow the instructions below.

Choose something you have both read or would like to read (it doesn’t have to be a novel – it could be a comic, a magazine, a film script etc) that you think your classmates will find interesting.

Make notes on anything you know about ...  
- the contents.
- why you think it’s interesting.
- why you think your classmates would enjoy reading it.
Prepare to present your choice to the class.

Useful language

We’ve chosen … because we think ...
We think you’ll find it ...
First of all it’s really …
But above all it’s …
So, to sum up ...

2 Present your choice to the class. The class will vote on which they’re most interested in reading.

DID YOU KNOW?

1 Work in pairs. Read the text and discuss these questions.

The Man Booker Prize for Fiction is one of the world’s most important literary prizes. It is awarded each year for the best original full-length novel written by a citizen of the Commonwealth or the Republic of Ireland in the English language. A panel of judges choose a short list of six novels from over 200 entrants. The short list is announced in September, and then a month later the prize is awarded at a special, televised ceremony. The winner of the Man Booker Prize receives £50,000. In addition, both the winner and the short-listed authors are guaranteed a worldwide readership and a dramatic increase in book sales.

- What literary prizes are awarded to writers in your language?
- Who are the best known writers a) of the moment b) of all time? Have you read any of their books? What did you think of them?
- Which is the most widely translated work of literature in your language? Would you recommend it? Why or why not?
GRAMMAR

Narrative tenses

When we are telling a story in the past we can use a variety of narrative tenses.

We use the past simple to talk about the main events of the story.

The audience watched the live broadcast in horror.

We use the past continuous to describe other events and actions that were in progress at the time of the main events.

A woman was lying on a surgical table.

We use the past perfect to show that a past action took place before another past action.

Frida had finished school and was travelling home when her bus crashed.

Affirmative & Negative

<table>
<thead>
<tr>
<th>subject</th>
<th>present participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>He / She / They / etc.</td>
<td>had been doing / studying / travelling etc.</td>
</tr>
<tr>
<td>hadn't</td>
<td></td>
</tr>
</tbody>
</table>

Question

<table>
<thead>
<tr>
<th>Had</th>
<th>he / she / they / etc.</th>
<th>been</th>
<th>doing / studying / travelling etc?</th>
</tr>
</thead>
</table>

Past perfect continuous

We use the past perfect continuous to talk about actions or events that were in progress before or up to a certain point in the past.

I returned to my chair and arranged myself as I had been sitting before.

Past perfect simple

We do not use the past perfect continuous to talk about a completed action. We use the past perfect simple.

He had finished the painting.

(Not he had been finishing the painting.)

2 Stative verbs are not used in the past perfect continuous.

She had not been with the family long.

(Not She had not been being with the family long.)
FUNCTIONAL LANGUAGE

Evaluating

Positive evaluations
It's a masterpiece.
It's extremely valuable.
It's priceless.
It's worth a fortune.

Negative evaluations
It has no redeeming features.
It's a load of rubbish.
It's absolutely worthless.
It's not worth anything at all.

WORD LIST

Art
abstract adj ** /ˈæbstrækt/ [Abstract]
collection n C *** /ˈkəlɛkʃən/ [Collection]
conceptual adj /ˈkɑŋkjʊtʃənal/ [Conceptual]
dealer n C *** /ˈdiːlər/ [Dealer]
exhibition n C *** /ɪkˈsɪbɪʃən/ [Exhibition]
figurative adj /ˈfɪgʊrətɪv/ [Figurative]
landscape n C ** /ˈlændəskɪŋ/ [Landscape]
mural n C /ˈmjuːrəl/ [Mural]
patron n C * /ˈpeɪtrən/ [Patron]
portrait n C * /ˈpɔːrtrɪt/ [Portrait]
sculpture n C * /ˈskʌlpʧər/ [Sculpture]
self-portrait n C /ˈselfpɔːrtrɪt/ [Self-portrait]
still life n C /ˈstɪl laɪf/ [Still life]

-ever words
however *** /hovər/ [However]
whatever *** /wɒtər/ [Whatever]
whenever *** /wɛnər/ [Whenever]
wherever *** /wɛrər/ [Wherever]
whoever *** /huːər/ [Whoever]

Phrasal verbs
come up with /kʌm ʌp wið/ [Come up with]
live up to /ˈlɪv ʌp tu/ [Live up to]
put (sb/sth) off /pʊt ˈɒf/ [Put off]
set up /set ʌp/ [Set up]
take to /teɪk tu/ [Take to]
- turn (sb) away /tɜrn əˈweɪ/ [Turn away]
- turn (sb/sth) down /tɜrn dəˈdaʊn/ [Turn down]
- turn out /tɜrn aʊt/ [Turn out]

Other words & phrases
- ambiance n U /ˈæmbiəns/ [Ambiance]
- best-seller n C /ˈbestsələ/ [Best-seller]
- billionaire n C /ˈbaɪljərə/ [Billionaire]
- boxed set n C /ˈbɒks tɛt/ [Boxed set]
- brass n U /brɑs/ [Brass]
- bring up v /brɪŋ up/ [Bring up]
- broadcast n C * /ˈbɔːrkast/ [Broadcast]
- campaigner n C /ˈkæmpənər/ [Campaigner]
- candle n C ** /ˈkændl/ [Candle]
- catch up with v /kætʃ ʌp wið/ [Catch up with]
- charm n U /tʃɑrm/ [Charm]
- chin n C ** /tʃɪn/ [Chin]
- cloth n C ** /kloth/ [Cloth]
- clove n C /kloʊv/ [Clove]
- colossal adj /ˈkɒləsəl/ [Colossal]
- commission n C /kəmˈʃɪzn/ [Commission]
- commit suicide /kəmˈmit sjuˈsaɪd/ [Commit suicide]
- comply v /ˈkɒmplai/ [Comply]
- controversy n C ** /ˌkɔntrəˈvɜːrzi/ [Controversy]
- conviction n U /kənˈvɪʃən/ [Conviction]
- cover n C *** /ˈkʌvər/ [Cover]
- craze n C /krez/ [Craze]
- curator n C /ˈkəʊrətər/ [Curator]
- dangle v /ˈdæŋgəl/ [Dangle]
- deafen v /ˈdɪfn/ [Deafen]
- depression n U ** /dɪˈpreʃən/ [Depression]
- detention /dɪˈtenʃn/ [Detention]
- centre n C /ˈsɛntə/ [Centre]
- disbelief n U /dɪˈblɪsk/ [Disbelief]
- elitist adj /ɪˈlɪtɪst/ [Elitist]
- exhibit v ** /ɪˈkɜːbət/ [Exhibit]
- faint v * /fent/ [Faint]
- falter v /ˈfɔːltər/ [Falter]
- farce n C /fɑːs/ [Farce]
- focal point n C /fəʊkəl pɔɪnt/ [Focal point]
- forehead n C ** /ˈfaʊrəd/ [Forehead]
- fuel v /fjuːl/ [Fuel]
- godsend n s /ɡɒsdɛnd/ [Godsend]
- grab v /ɡ्रæb/ [Grab]
- greet v ** /griːt/ [Greet]
- hallway n C /ˈhɔʊlweɪ/ [Hallway]
- have an affair /hev ən əˈfeə/ [Have an affair]
- honour v /ˈɔːnər/ [Honour]
- influential adj /ɪnˈfljuːəns/ [Influential]
- jug n C * /dʒʌg/ [Jug]
- juvenile adj /dʒuˈvɪnjʊəl/ [Juvenile]
- lie on v /laɪ ou/ [Lie on]
- life-size adj /laɪfsaɪz/ [Life-size]
- maid n C /meɪd/ [Maid]
- needle n C ** /ˈnɛld/ [Needle]
- negotiate v ** /nəʊˈɡeɪteɪt/ [Negotiate]
- network n C *** /ˈnetwərk/ [Network]
- nominate v * /nəˈmɪneɪt/ [Nominate]
- nosedive v /ˈnɒzdvaɪ/ [Nosedive]
- operating /ˈɒpəreɪtɪŋ/ [Operating]
- theatre n C /ˈθɪətər/ [Theatre]
- organic adj * /ˈɒrɡənɪk/ [Organic]
- overly adv /ˈɔvəli/ [Overly]
- overpowering adj /ˈɔvərˈpɔːrɪŋ/ [Overpowering]
- perfectionist n C /pɜfərˈkeɪnst/ [Perfectionist]
- prestigious adj /ˈprɛstɪdʒəs/ [Prestigious]
- provoke v /prɒˈvəʊk/ [Provoke]
- put forward v /pʊt fəˈwɔːrd/ [Put forward]
- quote n C /kwʊt/ [Quote]
- rate n C *** /reɪt/ [Rate]
- recover v *** /rɪˈkəvər/ [Recover]

regime n C /ˈreɪdʒm/ [Regime]
release v *** /rɪˈliːs/ [Release]
resemble (sb) v ** /rɪˈzembl/ [Resemble]
retire v *** /rɪˈtaɪ/ [Retire]
sabre n C /ˈseɪbə/ [Sabre]
satellite n C ** /ˈseɪtəl/ [Satellite]
scandal n C /ˈskændəl/ [Scandal]
set about v /set əˈbaʊt/ [Set about]
single (sth/sb) out v /ˈsɪŋgl aʊt/ [Single out]
siren n C * /ˈsɜrən/ [Siren]
slight adj *** /slɑːt/ [Light]
slip v /slɪp/ [Slip]
slot n C * /slɒt/ [Slot]
smarten (sth/sb) up v /ˈsmɔːtʃn ʌp/ [Smarten]
stanin n C * /ˈstɛm/ [Stain]
stardom n U /ˈstərdəm/ [Stardom]
steel n U ** /ˈstɛl/ [Steel]
stench n U /ˈstɛntʃ/ [Stench]
sting v * /stɪŋ/ [Sting]
strict adj ** /strɪkt/ [Strict]
surgical adj /ˈsɜːdʒɪkəl/ [Surgical]
suspend v /səˈspend/ [suspend]
take over v /teɪk əˈver/ [Take over]
talented adj * /təˈlentɪd/ [Talented]
tireless adj /ˈtaɪələs/ [Tireless]
unveil v /ənˈveɪl/ [Unveil]
vending /ˈvedəŋ məˈdʒɪn/ [Vending]
machine n C /ˈmeɪʃən/ [Machine]
viewer n C ** /ˈviːwər/ [Viewer]
worldwide adj * /ˈwɜːldwɔːd/ [Worldwide]

**At the polls**

**Speaking**

1. Work in pairs, A and B. Read the three stories and tell your partner about them.
   - A: Turn to page 140. B: Turn to page 143.

2. Discuss these questions.
   - Which celebrities in your country have been involved in political or other protests?
   - Do you think that celebrities should be involved in politics?
   - Do celebrities have social responsibilities because of their fame?

**Reading**

1. Work in pairs. How much do you know about Arnold Schwarzenegger? Use the topics in the box to help you.

<table>
<thead>
<tr>
<th>family</th>
<th>education</th>
<th>sports</th>
<th>films</th>
<th>politics</th>
<th>future plans</th>
</tr>
</thead>
</table>

2. Read a short biography which was written when Arnold first became governor of California. Which of the topics in exercise 1 is not mentioned?

3. Read the article again and put the events in the correct order.
   Arnold ...
   - got interested in weight lifting.
   - got involved in politics.
   - was cast in a series of action movies.
   - won his first body building title.
   - moved to the States.
   - met his wife.
   - became governor of California.
   - became a millionaire.

4. Work in pairs. Discuss these questions.
   - Has Arnold Schwarzenegger been in the news again since this biography was written? If yes, why?
   - Do you think a former actor could become president in your country? Why or why not?
And so can family man Arnold Schwarzenegger, American citizen since 1983, make American history and become the first president with a foreign accent? We’ll have to wait and see. His fans may be able to change the constitution, but would Americans really vote for a president Schwarzenegger if they had the chance? Stranger things have happened in the movies!

GRAMMAR: real & unreal conditions

1 Underline the conditional clauses in the sentences and answer the questions below.

1 He would probably have become a professional footballer if his coach hadn’t taken him to a gym.
2 If Arnie’s fans have their way, he’ll be president.
3 So long as he can point to the photos, he’ll be able to fight off the playboy image.
4 Provided they win, Arnie will have his sights set on the White House.
5 He wouldn’t be where he is today unless he’d met Maria Shriver.

1 Do the conditions refer to a) the past, b) the present or c) the future? Do the results refer to a) the past, b) the present or c) the future?
2 Are the conditions real (possible or probable) or unreal (impossible or improbable)?
3 Replace unless with if in the last sentence and rewrite it.

2 Put the verbs in brackets into the correct tense.

1 I ________ (not / vote) for a celebrity politician unless I really liked his films.
2 I’d never vote for a politician if he ________ (not / be) born in my country.
3 I’ll probably always vote for the same party unless they ________ (change) in a big way.
4 If I ________ (have) the chance, I’d love to be a politician.
5 I’d prefer it if there ________ (be) more women politicians.
6 If people had known what our prime minister was really like, they ________ (not / vote) for him/her.

3 Work in pairs. Discuss these questions.

1 Do you agree with the statements in exercise 2?
2 How many different ways can you complete the sentences below?

- Things in this country will get better so long as ….
- I’d never become a politician unless ….

Conditional sentences describe a situation (real or imaginary) and its probable consequences or results.

- We use these words to introduce the situation:
  - if, on condition that, provided/providing (that), as/so long as, unless

We use real conditional sentences to talk about real situations.
- Use a present tense to describe the situation.
- Use will/may/might/can/must + infinitive to describe the result.
  - Arnie cannot stand for president unless the law is changed.
  - So long as he keeps a clean image, he will remain popular.

We use unreal conditional sentences to talk about imaginary situations.
- Use a past tense to describe a present or future situation.
  - If he wanted to stop working … (= But he doesn’t.)
- Use would/could/might + infinitive to describe a present or future result.
  - … he would have enough money to live on.
- Use the past perfect to describe a past situation.
  - If he hadn’t met Maria Shriver … (= But he did.)
- Use would/might/could + have + past participle to describe a past result.
  - … he might never have got involved in politics.

A present situation can have a past result, and a past situation can have a present result.
  - He wouldn’t be where he is today, if he hadn’t taken up bodybuilding.
  - If he wasn’t so stubborn, he would have given up at the first obstacle.

SEE LANGUAGE REFERENCE PAGE 64
6B | Women in politics

Speaking & vocabulary: elections

1 Work in pairs. Discuss these questions.
   • When was the last election held in your country?
   • What was the result?
   • Was it a surprise? Why or why not?

2 Read the text and match the words in bold to the definitions 1–7.

   General elections usually take place every four years in Britain. The country is divided into about 650 local constituencies, and each district elects one Member of Parliament (MP). Anyone can stand for election but voters choose only one candidate and most of the seats in parliament are won by the main political parties. Voting is not compulsory and the turnout is sometimes very low, especially in places that are considered to be safe seats for one of the big parties. The polling stations close at the end of the day, and the results are announced when the ballot papers have been counted.

   1 a person competing in an election
   2 a politician who has been elected to parliament
   3 geographical areas that elect a representative to parliament
   4 the number of voters in an election
   5 the pieces of paper where the voters show their choice
   6 the places where people go to vote
   7 the process by which the national UK government is elected

3 Work in pairs. Discuss these questions.
   • How are general elections organized in your country?
   • What happens in the days around a general election in your country?
   • Do you think that voting should be compulsory?

Listening

1 1.35 Listen to the introduction of a radio programme about women in politics and answer the questions.
   1 What was Grover Cleveland’s attitude towards women in politics?
   2 How has the political situation for women changed in the last one hundred years?
   3 In what way is further progress needed?
   4 What is the ‘quota system’?

2 1.35 Listen again. What do the numbers in the box refer to?

| 22nd | 1905 | 91 | 50/50 | 1 in 3 |

3 1.36 Listen to the second part of the programme. Which speaker supports the quota system? Which speaker is against the quota system?

4 Match the opinions a–g to the speakers, 1 or 2, in exercise 3.
   a She thinks that ‘positive action’ is a better expression than ‘positive discrimination’.
   b She thinks that politicians should talk about equal pay and childcare.
   c She thinks that excellence is the best way to fight discrimination.
   d She thinks that the political world is changing because there are more women in it.
   e She thinks that Denmark and Sweden are good examples.
   f She thinks that there are many stupid men in politics.
   g She thinks that we need to have people in positions of responsibility who are good at what they do.

5 1.36 Listen to the recording again to check your answers.

6 Which speaker do you sympathize with more? Why?
GRAMMAR: I wish & if only

- Use wish (+ that) or if only + simple past/past continuous to express regret about the present or the future.
  All the political parties wish they had more women. (But they don’t have more women.)
  If only he wasn’t a man! (But he is a man!)
- Use wish (+ that) or if only + past perfect to express regret about the past.
  I wish that we’d introduced the system 100 years ago. (But we didn’t introduce it then.)

See Language Reference page 64

1 Choose the best verb form to complete the sentences.

1. If only they introduced / had introduced / were introducing the quota system earlier! It would have been so much better.
2. She must be wishing she tells / told / told the truth at the start.
3. If only we are able to / can / could get more women interested in politics.
4. I wish I am living / live / was living in a country like Denmark.
5. I wish you don’t vote / didn’t vote / hadn’t voted for her!
6. She’s probably wishing she is / were / had been the prime minister.

2 Rewrite the sentences beginning with the words given.

1. I really regret eating so much.
   I wish ____________________________
2. I’d love to have more money.
   If only ____________________________
3. I’m sorry that I can’t help you.
   I wish ____________________________
4. It’s a shame you’re not here.
   I wish ____________________________
5. It’s a real pity that I listened to him.
   If only ____________________________

3 Look at the photos on page 140. What do you think the people are thinking? Write two sentences for each picture beginning I wish or If only. Then compare your ideas with a partner.

4 Work in pairs. Have you ever said or thought any of the things in exercise 2? If yes, what were the circumstances?
   What do you regret about your life now or in the past?

PRONUNCIATION: word stress in word families

1 Work in pairs. Read out the words below.
   politics, political, politician
   1.37 Listen to check your pronunciation.

2 Count the syllables in the words below and mark the main stress in each word.
   1. economy, economies, economist
   2. philosophy, philosophical, philosopher
   3. parliament, parliamentary
   4. democracy, democratic, democrat
   5. government, governmental, governing
   1.38 Listen to the recording to check your answers.

3 Work in pairs, A and B. Test your partner’s memory and pronunciation.
   A: Turn to page 140. B: Turn to page 144.

DID YOU KNOW?

1 Work in pairs. Read the text and discuss the questions.

In 1893, New Zealand took the historic step of becoming the first country in the world to grant the vote to all adult women. The decision came after a fifteen-year campaign led by Kate Sheppard. Sheppard became a well-known historical figure in her own country where she can be seen on a ten-dollar bill. She also travelled to Canada, the United States and Britain where she met other suffragettes who were fighting for the right to vote. By the time of her death in 1934, women in nearly twenty countries around the world had won the right to vote. New Zealand had its first woman prime minister in 1997 and ten years later, women had been elected heads of state on all five continents.

- When were women granted the vote in your country?
- How much political power do women have in your country?
- Would the sex of a political candidate ever influence the way you vote?
6c | Politically incorrect

**Speaking & Vocabulary: Embarrassment**

1. Complete the sentences with a word from the box. If necessary, use a dictionary to help you.
   - acutely
   - ashamed
   - bright
   - blush
   - conscious
   - humiliating
   - squirmed

   □ a. He ____ with embarrassment when his phone went off during the film.
   □ b. She was ____ embarrassed every time her parents opened their mouths.
   □ c. I always ____ when my tummy makes a funny noise.
   □ d. He went ____ red when he realized he'd forgotten his wallet.
   □ e. I find it really ____ that I can't find a job.
   □ f. He's not ____ of making mistakes when he speaks other languages.
   □ g. She's very self ____ about her haircut at the moment.

2. Put the situations in exercise 1 in order of embarrassment (1 = most embarrassing → 7 = least embarrassing).

3. Do you know any other stories about embarrassing experiences?

**Reading**

1. Work in pairs. Do you know of an embarrassing mistake made by a prominent politician? Tell your partner about it.

2. Read the two texts opposite. What mistakes did these two men make?

---

3. Read the stories and complete the sentences with (G) Gloystein or (P) Prescott.

   1. ____ was attacked in public.
   2. ____ reacted violently.
   3. ____ resigned almost immediately.
   4. ____ tried to bribe his way out of trouble.
   5. ____ won the support of the general public.
   6. ____ lost the support of his party.
   7. ____ was taken to court.
   8. ____ was not taken to court.

4. Work in pairs. Discuss these questions.

   1. Who made the biggest mistakes?
   2. What should he have done?
   3. Which of these men should have been punished?

---

**Gloystein**

Peter Gloystein, the deputy leader of the German state of Bremen, caused acute embarrassment to the centre-right Christian Democrat party when his attempt at a joke went disastrously wrong.

Gloystein, who was Bremen's finance minister at the time, was attending the launch of the German Wine Week. Gloystein thought that it would be funny to pour a magnum of champagne over the head of a homeless man who was standing nearby. The audience watched in horror as an amused Gloystein emptied the bottle over the man's head. "Here's something for you to drink," he said as he poured. Udo Oelschläger, the homeless man, was understandably less amused. But instead of getting angry, he asked Gloystein for an explanation of his humiliating experience. "Who are you?" he asked. "Why are you doing this?"

A red-faced Gloystein made matters worse by attempting to be 'friends' with Mr Oelschläger. First of all, he offered his business card, then the money in his pocket, and finally his Mont Blanc pen worth £150. He shouldn't have bothered.

A teary Oelschläger refused the offer. 'I don't need his money,' said Oelschläger. 'I'm not going to be bribed. You offended me and wanted to make me look like an idiot.'

Oelschläger pressed charges and a Bremen ministry spokesman confirmed that Gloystein had resigned from his various posts.
With the government cruising to another victory, the general election campaign was of little interest to many people, until John Prescott, the Deputy Prime Minister, brought a spark of life to proceedings.

Prescott was visiting Rhyl in North Wales as part of the campaign when, in a fit of pique, Craig Evans, threw an egg at him from close range. The egg hit its target, breaking all over the politician’s smart grey suit. But Prescott’s reaction was not that of a typical, embarrassed politician.

Instead of brushing it off with a false smile, he wheeled around and promptly punched his assailant full in the face.

His reaction was criticized by opposition parties who said he should have kept his cool when provoked. The police, however, decided not to press charges against either the Deputy Prime Minister or Craig Evans, his assailant, who was taking part in a protest about the government’s lack of support for farmers and farm workers during an outbreak of foot and mouth disease.

Whilst the spin doctors of Prescott’s party squirmed with embarrassment, the opinion polls showed that Prescott’s honest (though violent) response had actually won him a lot of sympathy and had possibly even won some extra votes for the ruling Labour Party.

**GRAMMAR: should have**

- Use *should/shouldn’t have* + past participle to make criticisms of past actions.
  - He *should have resigned* earlier.
  - He *shouldn’t have bothered*.

**1.39** Listen to check your answers.

1. Complete the sentences with *should* or *shouldn’t*.

   1. He ______ have thought about the other man a little more.
   2. He definitely ______ have done that. I mean, it wasn’t strictly necessary, was it?
   3. I think he got away with it. They ______ have locked him up.
   4. It serves him right. He ______ have thrown the egg in the first place.
   5. He really ______ have tried to make things better – he just made things worse.
   6. What an idiot! He ______ have ignored it and let the police deal with it.

2. Work in pairs. Match the statements in exercise 1 to the two stories about politicians. Which statements do you agree with?

3. Think of five small mistakes you have made in your life. Talk to a partner about them and say what you should or shouldn’t have done.
Politically correct

**Vocabulary: -isms**

1. Which words in the box suggest a prejudice against a certain group of people?

   - ageism
   - elitism
   - idealism
   - nationalism
   - optimism
   - pacifism
   - pessimism
   - racism
   - realism
   - sexism
   - socialism

2. Change the words in the box in exercise 1 into adjectives.

3. Work in pairs. Explain which of the adjectives from exercise 2 you would use to describe yourself.

   Think of three situations where a prejudice is shown against a particular group of people.

   Have you ever felt that you were the victim of prejudice?

**Listening**

1. Work in pairs. Look at the advert and answer the question.

   Why might this job ad cause offence?

   **Receptionist**
   required immediately in central Oxford. Suit young graduate.
   Good promotion prospects. The ideal candidate will have
   excellent secretarial skills, a good phone manner and a
   smart appearance. She should also be open, friendly and
   approachable. For more details and an application form
   please contact b.whote@itsolutions.com

2. Listen to two people discussing the advert. Answer these questions.

   1. Who was responsible for writing the advert?
   2. What problems has it caused?

3. Correct the four incorrect sentences.

   1. Frank has always been sexist while working at this company.
   2. Frank’s boss approves of his attitude.
   3. Frank’s an accountant.
   4. The two women discussing Frank think he’s been treated fairly.
   5. Frank’s been with the company for a long time.
   6. The two women feel Frank’s generally incompetent in his work.
   7. One of the women tries to defend Frank.
   8. The two women believe the unions will back Frank’s sacking.

4. Complete the sentences with a word. Then check your answers in tapecript 1.40 on page 156.

   1. I’m surprised _____ didn’t get rid of him sooner.
   2. _____ asked him to write this advert ...
   3. Someone complained to the government organization and _____ ‘re taking the whole thing very seriously.
   4. Whoever asked him to write the ad should really have written it _____ or at the very least _____ should have asked to see it before it got sent off.
   5. I don’t think someone should lose _____ job for making an honest mistake.

5. Work in pairs. Draw up a list of reasons why Frank isn’t very popular at work. Then discuss this question.

   Do you think Frank deserved to lose his job?
FUNCTIONAL LANGUAGE: asking for &
giving clarification

1 Look at the expressions in bold. Divide them into two
groups, a or b.

a asking for clarification
b explaining what you mean

1 But what are you suggesting? That she’s got rid of
him because of his sexist comments?
2 The company could face massive fines. What are you
saying?
3 It probably hasn’t helped his case, but no, that’s not
what I’m saying ...
4 A: ... and then he goes and slips in a completely
unnecessary ‘she’ ...
   D: What do you mean? I don’t follow.
5 So, basically you’re saying that he’s an incompetent?
That he can’t actually do his job without someone
overseeing everything he does ...
6 I mean, it’s not as if he did it on purpose ... I feel quite
sorry for him actually, ...
7 I know, I know, but what I meant to say was that
we all know what he’s like, I mean, he’s not the most
articulate person we know, is he?
8 I’m not disputing that. But my point is that I don’t
think someone should lose their job for making an
honest mistake.

2 Complete the two dialogues below with expressions
from exercise 1.

1
A: I think he should make a public apology.
B: (1) ________________? That he should take
sole responsibility for the situation?
A: No, (2) ________________. The company is
equally to blame. But he did make a very costly
mistake and I think he should own up to it.

2
C: So (3) ________________ it’s my fault, are you?
D: No, not all. (4) ________________ you
shouldn’t feel responsible for what happened. It was
out of your hands.
C: What do you mean? (5) ________________
D: Well, (6) ________________, you weren’t to
know that the hotel had been double-booked, were
you?

Listen and compare your answers with the
recording.

SPEAKING

Roleplay

1 Work in two groups, A and B. Prepare to roleplay the
meeting between Frank and his boss when she tells him
he’s lost his job.

Group A: You are Frank. Prepare your defence.
Group B: You are the boss. Prepare to explain your
decision to Frank.

2 Work in pairs. Roleplay the meeting between Frank and
his boss.

Useful language

I understand that this may come as a bit of a
shock ...
What you need to understand is ...
I’m afraid it’s out of my hands ...
I’d like to put my side of the argument, if that’s all
right.
I’m sorry, but I don’t accept that at all.
This is outrageous!
You’ll be hearing from my lawyer ...

"To avoid accusations of sexism, be a sweetie, Dalrymple,
and make tea."
GRAMMAR

Real & unreal conditions

Conditional sentences describe a situation (real or imaginary) and its probable consequences or results.

CONDITION RESULT
If it rains, we'll get wet.

We can join the two parts of a conditional sentence with if and other conjunctions:

<table>
<thead>
<tr>
<th>on condition (that)</th>
<th>as long as so long as provided (that) providing (that)</th>
</tr>
</thead>
<tbody>
<tr>
<td>= if (and only if)</td>
<td></td>
</tr>
</tbody>
</table>

Unless is used for saying that if something does not happen, something else will happen or be true as a result.

We’ll miss the bus unless we hurry. (= If we don’t hurry.)
I’ll stay here unless you call. (= If you don’t call.)

1 Real conditions

We use real conditional sentences to talk about real, possible or probable situations or conditions.
We use a present tense (simple, continuous, perfect) to describe the situation or condition. We use will/may/might/can/must + infinitive to describe the result.

<table>
<thead>
<tr>
<th>CONDITION RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>if he says the right things, he’ll remain popular.</td>
</tr>
<tr>
<td>if you’ve voted for him, you may regret it.</td>
</tr>
</tbody>
</table>

We can also use a present tense in the result clause to show that something is true in general.
If you don’t eat, you die.

2 Unreal conditions

We use unreal conditional sentences to talk about imaginary, impossible or improbable situations.
We use a past tense (simple or continuous) to describe a present or future situation.
If we had more time, ...
(= But we don’t have more time.)
We use the past perfect to describe a past situation.
If we had arrived earlier, ...
(= But we didn’t arrive earlier.)

We use would/could/might + infinitive to describe a present or future result of our hypothesis.
If we had more time, we’d sit in the park/we could visit the museum.

We use would/might/could + have + past participle to describe a past result of our hypothesis.
If we’d arrived earlier, we would have paid less/we might have got a better seat.

(a) Conditional sentences can begin with either the condition or the result.
if I were you, I wouldn’t do that.
I wouldn’t do that if I were you.

(b) In unreal conditions, was and were are both used as the past form of be. Some people think that were is more correct.
If I were you/If she were here/If he were alive

(c) A present situation can have a past result, and a past situation can have a present result.
If I had more money (ie now/in general), I wouldn’t have walked (ie in the past).
If she had tried harder (ie in the past), she wouldn’t be where she is today.

(d) Conditionals are sometimes described in the following way:
Type 1: if + simple present, will + infinitive
Type 2: if + simple past, would + infinitive
Type 3: if + past perfect, would + have + past participle
However, most conditional sentences in actual use do not fit into these three categories.

I wish & If only

We use I wish and if only to express regrets.
We use the simple past, past continuous or could + infinitive to express a regret about the present or the future.
I wish (that) you were here. (= But you’re not.)
If only we were sitting on the beach! (= But we’re not.)
I wish I could see you. (= But I can’t.)

We use the past perfect to express a regret about the past.
I wish (that) you hadn’t said that. (= But you did.)
If only I’d known! (= But I didn’t.)

We can also use I wish and if only followed by a subject and would. This does not express regret. It is used to show that we want someone to do something.
I wish he would stop talking.
If only they would go away!
**Should have**

We use *should/shouldn’t have* + past participle to make criticisms of past actions.

*He should have kept quiet.*

(- But he didn’t keep quiet.)

*We shouldn’t have come.*

(- But we came.)

**FUNCTIONAL LANGUAGE**

**Asking for clarification**

*What are you suggesting?*

*What are you saying?*

*Basically you’re saying that ... I don’t follow.***

**Clarifying**

*That’s not what I’m saying ... What I meant to say was that ... My point is that ... I mean, ...***

**WORD LIST**

**Elections**

ballot paper *n C***

candidate *n C***

constituency *n C***

general election *n C***

Member of Parliament *n C***

polling station *n C***

stand for *v***

turnout *n C***

**Embarrassment**

acutely *adv***

ashamed *adj***

bright *adj***

blush *v***

humiliating *adj***

self-conscious *adj***

squirm *v***

**-isms**

ageism /ˈeɪdʒɪzəm/  
elitism /ˈlɪtɪzəm/  
idealism /ɪˈdɪəlɪzəm/  
nationalism * /nəˈʃənəlɪzəm/  
optimism * /ˈɒptɪzəm/  
pacifism /ˈpækɪfɪzəm/  
pessimism /ˈpɛsɪzɪzm/  
racism * /ræˈsɪzəm/  
realism * /ˈriːəlɪzəm/  
sexism /ˈsesɪzəm/  
socialism ** /səˈsoʊlɪzəm/  

**Other words & phrases**

action hero *n C*** /ˈæksʃən həˈriːəʊ/  
ad *v*** /əd/  
alienate *v*** /ˈɛliənət/  
amend /əˈmend/  
approachable *adj*** /əˈprəʊʃəbl/  
assailant *n C*** /əˈsɛilənt/  
banner *n C***  
banter *v***  
barely *adv*** /ˈbɛərli/  
big time  
bodybuilder *n C***  
bribe *v*** /brɪb/  
brush *v***  
centre-right *adj***  
chancellor *n C***  
chairman *n C***  
childcare *n U***  
close range  
commit to *v***  
competent *adj*** /ˈkɒmpətənt/  
compulsory *adj***  
conceding *adj***  
constituent *n C***  
cruise *v***  
depot leader *n C*** /ˈdedəpt lɪdər/  
deserve *v***  
determine *v*** /dɪˈtaɪnm/  
disagreement *n U***  
disastrously *adv***  
discrimination *n U***  
dismissal *n C***  
dollar bill *n C***  
embodiment *n U***  
enemy *n C***  
fair *adj***  
fool and mouth  
disease *n U***  
dizzy /ˈdɪzi/  
give (sb) the sack***  
governor *n C***  
graduation ***  
grounds *n pl***  
have your sights set on  
have (your) way  
heel *n C***  
horrified *adj***  
issue *n C***  
laddish *adj***  
launched *v*** /ˈlɑːntʃəd/
7A | Green issues

**Speaking & Vocabulary:**
the environment

1. Use the words in the box to complete the compound nouns in the sentences.

   farms  food  fumes  fuels
gases  panels  change  warming

1. Diesel exhaust ______ may cause chronic asthma.
2. Fossil ______ currently account for about 85% of world energy consumption.
3. Global ______ could cause sea levels to rise dramatically over the next ten years.
4. Greenhouse ______, like CO₂, have become a serious cause for concern.
5. Europe is now the biggest market for organic ______ in the world, expanding by 25% a year over the past ten years.
6. Spain wants to take advantage of its sunshine by making solar ______ compulsory in new buildings.
7. Six of the world’s top polluters met last week to promote clean energy as a way to deal with climate ______.
8. Wind ______ are best located in coastal areas where the wind is strong and reliable.

2. Put the compound nouns in exercise 1 into two groups: (a) problems and (b) solutions. Add two more items to each group.

3. Work in pairs. Look at the leaflet and discuss the questions.
   1. How exactly do each of these actions benefit the environment?
   2. Can you add three more tips to the leaflet?

**Reading**

1. Read the webpage and match the photos A–F to the stories 1–6.

2. Read the webpage again and complete the stories 1–6 with the sentences a–f.

   a. A series of underwater turbines are to be installed in the River Thames.
   b. And none of these people was actually born there.
   c. Even the car dealers are refusing to take them in part exchange.
   d. I’m trying to cut down on my energy consumption.
   e. The black carbon powder that is normally used is refined from pure oil and the end product costs more than vintage champagne.
   f. This causes widespread water pollution, chronic illness in farmworkers and devastating effects on wildlife.

3. Match the highlighted words on the webpage to the definitions 1–5.

   1. drinking very fast
   2. falling very fast
   3. machines that produce power
   4. substances for changing the colour of something
   5. thrown away

4. Work in pairs. Discuss these questions.
   - Which story would you like to know more about? Why?
   - Do you know of a story that could be posted on the Ecoblog website?

**Speaking**

1. Work in pairs. You want to persuade your classmates to make some small changes to their lifestyle, but ones that will have a significant effect on the environment. Follow these steps.
   1. Choose two lifestyle changes (turn to page 149 for ideas).
   2. Prepare to explain why these changes are important.

2. Speak to other students in the class and try to persuade them to make the change.

3. Discuss these questions.
   - Whose idea was the most practical?
   - Do you think you will put it into practice?

---

**Ten top tips to a greener lifestyle**

- Walk or cycle to work/school
- Use public transport
- Buy organic food
- Re-use paper, envelopes, plastic carrier bags etc
- Take a shower instead of a bath
- Take your holidays close to home
- Buy things second-hand or used

4. Ask your classmates how many of the things in the leaflet they do regularly. Who has the greenest lifestyle?
1. How green is your T-shirt?

Unless it's made with organic cotton - not very. Cotton is one of the most environmentally damaging crops grown in the world. In developing countries, more than 50% of all pesticides used in agriculture are sprayed onto cotton fields. (1) In the USA, cancer rates in cotton-producing states are significantly higher than in neighbouring states. And as if that wasn't enough, the final fabric is bleached, dyed and sprayed with a fire retardant before it is converted into the fashion item you buy in the shops. Organic cotton is grown without using any chemical pesticides or fertilisers and the final cloth is unbleached and dyed with natural plant dyes. So make a difference this summer and wear a green T-shirt.

2. Cheap printer ink?

All lovers of creative recycling will be happy to hear about a new use for used car tyres. A group of British inventors have found a way to extract the carbon from used car tyres to make printer ink. (2) With more than one million tyres being dumped every year, this new system should open the way to cheaper, greener printer ink.

3. Victims of oil shortage

The much-loved American SUV (sports utility vehicle) is quickly losing its appeal. With petrol prices rising dramatically, more and more of these gas-guzzling four-wheelers are finding themselves out on the streets with a For Sale sign in their windows. But it seems that no one loves them anymore. (3)

4. On her Majesty's service

Windsor Castle, the main residence of Elizabeth II, is to get a hydro-electric power system. (4) The £1,000,000 project will provide the castle with one third of its electrical needs, resulting in a reduction of approximately 600 tonnes in CO2 emissions every year. Engineers insist that the underwater turbines will have very little impact on the ecology and marine life of the river.

5. It's an ill wind...

Plans to erect a wind farm on the picturesque island of Skye off the west coast of Scotland have provoked thousands of complaints from local residents. But who exactly is complaining? It seems that all the letters sent to the local Member of Parliament have been written by the same sixteen people. (5) They are all wealthy second homeowners who don't want to see the value of their holiday property plummeting as the wind farm 'destroys the local landscape'. Local farmers, on the other hand, welcome the farm as it will help subsidize their lifestyles on this remote, but beautiful island.

6. A shaving query

Q. Can anyone help me out with a problem? (6) One of the things I want to get rid of is my electric razor. But what is the best alternative? What is the most eco-friendly way of shaving? Any advice you could offer will be greatly appreciated. Tom C
LISTENING

1. Look at the book covers. Which of the phrases in the box would you expect to find in books like these?

- car tyres
- dust and rubble
- insulation
- sledgehammer
- wiring and plumbing
- flush the toilet
- double glazing

2. 2.1 Listen to a conversation and tick the home improvements that are mentioned.

- insulate the walls
- replace the wiring system
- build a rainwater collection tank
- install a water recycling system
- put in double glazing
- buy an air filter
- install solar panels
- sand the floorboards

3. 2.1 Listen again and answer the questions.

1. How are they going to get money from their local council?
2. What will they get if they win the competition?
3. What is Neil going to do in the kitchen?
4. What is a greywater tank?
5. How did Winston hurt himself?

4. How could you make your home more environmentally friendly?

GRAMMAR: futures review

1. Match the examples a–f to their uses 1–6.

- a. You’re not going to win an ecological competition with all those old car tyres.
- b. We’re going to make the whole house green.
- c. The judging doesn’t start till next spring.
- d. We’re doing the bathroom next week.
- e. With a bit of luck, we won’t need any central heating.
- f. I’ll just move this out of the way.

2. Choose the best verb forms to complete the dialogue.

Becky: Have you heard? Nell and Winston (1) are going to / will add an extension on to the back of their house. They (2) are starting / ’ll start work next week.

Tim: And I suppose they (3) do / ’re doing it all themselves.

Becky: They’re (4) needing / going to need some help to do the wiring. But they’ve said that this is the last job they (5) do / ’re going to do. And they haven’t got much time to do it in. They’ve entered some sort of eco-competition and it (6) closes / is closing at the end of the month.

Tim: They (7) ’re never finishing / ’ll never finish on time.

Becky: And it’s (8) going to / will look awful. I saw Winston at work and he hasn’t got a clue.

Tim: I (9) ’ll give / ’m giving him a call and see if he needs a hand.

3. Work in pairs, A and B. Speak for thirty seconds. Your partner must guess what question you are answering. (Your partner will not be able to see your questions.)

A: Turn to page 148 for your list of questions.
B: Turn to page 146 for your list of questions.
Schedules
- Use the present simple to talk about schedules.

Plans, arrangements and decisions
- Use the present continuous + a future time expression to talk about definite arrangements.
- Use going to + infinitive to talk about intentions.
- The use of the present continuous and going to is very similar. You can always use going to instead of the present continuous, but you only use the present continuous to talk about a definite arrangement.
- Use will + infinitive to talk about a decision made at the time of talking (ie there has been no decision, plan or arrangement made previously).

Predictions
- Use both going to + infinitive and will + infinitive to make predictions about the future.
- When there is present evidence for the prediction we usually use going to.

PRONUNCIATION: pronouncing o

1. Work in pairs. Add the words in the box to the sounds 1–9.

<table>
<thead>
<tr>
<th>hot</th>
<th>come</th>
<th>hook</th>
<th>shoe</th>
<th>world</th>
</tr>
</thead>
<tbody>
<tr>
<td>sore</td>
<td>now</td>
<td>go</td>
<td>kind</td>
<td>of</td>
</tr>
</tbody>
</table>

1 /ɒ/ model, involve, offer,  
2 /ʊ/ cook, wooden, look,  
3 /ʌ/ front, double, doesn’t,  
4 /æ/ serious, neighbours, complain,  
5 /ə:/ door, orders, absorb,  
6 /ə/ room, too, food,  
7 /ɜ:/ work, worse, worth,  
8 /u:/ house, proud, downstairs,  
9 /u:/ home, old, know,  

2. Listen and check.

VOCABULARY: expressions with make

1. Look at tapescript 2.1 on page 157 and answer the questions.
   1. What does Becky think makes sense?
   2. What do Nell and Winston want to make the most of?
   3. What will make a difference to their bills?
   4. How do they make it easier to decide what else they need to do?

2. Complete the sentences 1–8 in column A with a phrase a–h in column B.

   **A**  
   1. Governments should make it  
   2. In a greener world, we will all have to make do  
   3. It doesn’t really make  
   4. There’s not much that ordinary people can do to make  
   5. Instead of driving around in limousines, politicians should make  
   6. Schools should make  
   7. The next ten years will make  
   8. With oil running out fast, we need to make  

   **B**  
   a. a difference to the future of the planet.  
   b. a point of using public transport.  
   c. the most of it before it dries up completely.  
   d. with less of everything.  
   e. easier for people to be more green.  
   f. or break for our planet.  
   g. sense to be green if other countries are not green.  
   h. time for ecology classes for all children.

3. Work in pairs. Do you agree with the statements in exercise 2?
**Lifestyle changes**

**Reading**

1. Work in pairs. Discuss these questions.
   - What would you like to change about yourself or the way you live? Why?
   - How would you go about making the change?

2. Work in pairs, A and B.
   - A: Read the introduction and text A and answer the questions.
   - B: Read the introduction and text B and answer the questions.

   1. What change does Ginny want to make?
   2. Why did she approach a life coach?
   3. How did she feel about the experience at the beginning?
   4. Why did her opinion change?
   5. When does she hope to achieve her final goal?

   Compare your answers with your partner.

3. Read your partner's text then work in pairs. In which text, A or B, can you find the answer to the questions below? Sometimes the answers are given in both texts.

   1. How long has Ginny been trying to give up smoking?
   2. How long have Ginny and Brian been working together?
   3. What did Brian and Ginny talk about in their first session?
   4. What was the first step Ginny decided to take?
   5. What will Ginny be telling Brian about at this week's session?
   6. What is the next step going to be?
   7. When do they think she'll have given up smoking?

4. Work in pairs. Discuss these questions.
   - Do you know anyone who has given up, (or tried to give up) smoking? How did they do it?
   - Do you think that going to a life coach is a good way to stop smoking?
   - Have you ever made a significant change to your lifestyle? What was it? Did you find it difficult?

---

**Close up: life coaching**

Ever tried to make a change to your lifestyle? Get in shape? Change your job? But you've never had the time or energy? A life coach could be the answer to your problems. Life coaches help people achieve their goals. They help them draw up realistic action plans and, more importantly, help them find the strength and the willpower to put them into action. Brian Moffat is a life coach. He helps people change their lives for the better. Ginny is one of his clients.

**A Brian's side of the story**

Ginny was interested in giving up smoking but she was finding it hard to find the necessary strength. A mutual friend told her about me and she got in touch. In our first session we pinpointed the main barriers to her stopping and the reasons why, when she does stop, she invariably starts up again. Of course, there were no surprises, but it helps to get things out into the open. It clears the air and allows you to work on moving on and looking to the future. That's what life coaching is all about. As a first step she declared her house a no-smoking zone. By the time we next speak, she'll have managed to keep her house smoke free for over a month. We'll be talking about the next step in our next session. From what we talked about last time, it seems that she wants to work on her social smoking. We'll be exploring the options together but she's the one who'll be taking the decisions.

At the beginning, I think she was a bit frustrated by the coaching philosophy. She was looking for a 'quick fix', an overnight solution to her problem and she got quite angry when she realized that I wasn't going to give her the answers, and that she had to find them for herself. But now that's she's seen that she's getting results, and getting them through her own strength and willpower, she's much happier.

I'm convinced she'll have reached her goal to stop smoking for good in another month's time at the most.

**B Ginny's side of the story**

I've been trying to give up smoking for the last five years. I've managed it a couple of times, I even gave up for six months once, but then something happens – a stressful day at work, an argument with my boyfriend – and I start again. So when a friend mentioned life coaching I thought, why not? To start with, I thought it was a total waste of money and I almost gave up after the first session. I wanted someone to give me answers, not ask me endless questions, but I'd committed myself to five sessions so I decided to see them through, and I'm glad I did.

We've been working together for just over three months now, and in that time I've given up smoking during my coffee breaks at work, I've given up smoking in the house and in the next session we'll be tackling the hardest goal of all: not smoking when I'm out with my friends.
And Brian helps me feel really proud of my achievements. I’m really looking forward to telling him this week that I’ve smoked fewer than five cigarettes every day this week. And it feels so good at the end of each session to be able to say, OK, this week I’m going to do this and know that by the end of the week I’ll have achieved all the goals I’ve set myself.

I’m convinced that with Brian’s moral support I’ll have given up smoking by the end of the year. And this time it’ll be for good.

GRAMMAR: future perfect & future continuous

- Use will + be + verb + -ing to form the future continuous. We’ll be exploring the options together.
- Use the future continuous to talk about an action that will be in progress at a point in time in the future. We’ll be talking about the next step in our next session.
- Use will + have + past participle to form the future perfect. I’ll have achieved all the goals I’ve set myself.
- Use the future perfect to talk about an action that will be completed before a point in time in the future. I’ll have given up smoking by the end of the year.

Expressions often used with the future perfect:
By this time (next week), by then, by one o’clock, by the time (we next meet)

2 Write the verbs in brackets in the correct form, future perfect or future continuous.

Bill wants to change his job. Brian is helping him. In their next session they (1) _____ (talk) about how Bill can improve his CV. By this time tomorrow, Bill (2) _____ (hand) in his resignation. By this time next week, he (3) _____ (apply) for at least five jobs and he and Brian (4) _____ (work) on preparing him for his first job interviews. In a month’s time he (5) _____ (find) a new job and this time next year he (6) _____ (aim) for promotion in his new job.

3 Complete the sentences to make predictions for you and your classmates.

1 This time tomorrow, we’ll all be _______.
2 By this time next week, some of us will have _______.
3 This time next year, most of us will be _______.
4 By this time next year, one or two of us will have _______.
5 Five years from now, only one of us will have _______.
6 In ten years’ time, none of us will be _______.

Talk to your classmates and find out whose predictions are most similar to yours.

Speaking

Roleplay

1 You are going to prepare for a roleplay. Work in two groups, A and B.

Group A: Turn to page 142.
Group B: Turn to page 146.

2 Work in pairs with one student from Group A and one student from Group B. Roleplay the coaching session.

3 Change pairs, so that each client is talking to a new coach, and each coach is dealing with a new problem.

4 Change pairs again as above.

5 Work in your original groups, A and B. Discuss these questions and report back to the class.
Group A: Which client was most difficult to help? Why?
Group B: Which coach gave the best support and guidance?
LISTENING

1 Work in pairs. Make a list of three changes you expect to take place in the next 20 years for each of the three topics.
   a What we'll be wearing
   b What we'll be doing in our free time
   c What we'll be eating

2 [2.3-2.5] Listen to three lifestyle experts and match the experts 1–3 to topics a–c in exercise 1. Were the experts' predictions similar to yours?

3 [2.3-2.5] Listen again and complete the predictions.
   1 The next twenty years will be marked by ever-decreasing sizes. ________ will be more and more fashionable.
   2 Advances in packaging technology will mean that we will be able to keep food ________ out of the fridge for much longer.
   3 Watch out for a huge increase in the consumption of ________.
   4 As always, there'll be a whole host of new ________.
   5 A whole range of clothes will be developed that can integrate ________ with fabrics.
   6 Heat-sensitive fabrics will also be coming into their own with a ________ different uses.
   7 Virtual reality will have revolutionized ________.
   8 We'll still be ________ to keep fit, but in virtual scenery that our present-day dreams are made of.

4 Work in pairs. Discuss these questions.
   • Which of the innovations do you think are most likely to be developed in the next 20 years?
   • Which do you think would be the most useful? Why?
   • And which would be the most enjoyable?

FUNCTIONAL LANGUAGE: giving examples

Use one of the expressions below to show that you are giving an example of something.
for example/for instance
   For example: For instance, men will be wearing skirts to work, such as like (only use before a noun phrase)
   Health foods, such as like low fat spreads, will be replaced by new products.
   in particular (to highlight a special example)
   Chocolate, in particular, will be sold in smaller bars.
   among other things (to talk about one or more things out of a larger number)
   VR options will include, among other things, the possibility to change your seat at any time.
   to name but two/a few (to talk about two or more examples of a larger group)
   Microchips will perform hundreds of household chores, cleaning the oven, hoovering the hall or watering the plants, to name but a few.

See Language Reference page 74

1 Choose the correct expressions to complete the text. On one occasion, both expressions are possible.

The 21st-century Kitchen

We can expect to see major changes in the home, too, and some rooms will look rather different. The kitchen and the bathroom, (1) like / to name but two, will be unrecognizable. In the kitchen, (2) for example / to name but two, hi-tech appliances will be revolutionized. Automatic waste disposal and a water purification system, (3) among other things / such as, will become standard features of most kitchens. The new intelli-kitchen is already making our lives easier by looking after some of the dirtier jobs. Self-cleaning ovens, (4) for instance / in particular, are already available in some shops. Cooking accidents, (5) such as / to name but two burnt toast or undercooked pasta, will be a thing of the past with self-timing appliances. And with a fridge that orders food direct from online home-delivery companies, you'll never run out of essentials (6) such as / like milk or orange juice. The changes will transform the lives of everyone, housewives (7) among other things / in particular. In the bathroom of the future, ...
2 Work in pairs. Read the notes and answer the questions below.

**The 21st-century Bathroom**

**Digital mirrors**
- make you look ten years younger
- help you apply make-up

**Laser tooth brushes**
- kill germs
- run simple blood tests

**Video tiles in the shower/bath**
- watch the news in the shower
- watch your favourite film in the bath

---

**VOCABULARY: nouns & prepositions**

1. Complete the sentences below with **for, in or of**.

1. The drive ______ a perfect body will push forward the limits of cosmetic surgery.
2. Growing interest ______ saving energy at home will result in a range of new kitchen appliances.
3. Children will develop a taste ______ more and more complicated computer games.
4. Fears of health problems will increase the demand ______ new and better sun protection.
5. An increase ______ global temperatures will affect people's holiday choices.
6. Advances ______ genetically-modified food will revolutionize our diet.
7. Changes to air travel will drastically reduce the production ______ carbon dioxide.
8. There will be no shortage ______ new sports.

2. Work in pairs. Do you agree with the predictions in exercise 1?

---

**DID YOU KNOW?**

1. Work in pairs. Read the text and discuss the questions.

**Millions of middle-class Americans look to one person to tell them how to live their lives: how to throw a party, how to dress, how to decorate their homes, and even how to bring up their children. Martha Stewart is that person. She is a lifestyle guide and an American icon. Her magazines, *Martha Stewart Living, Martha Stewart Weddings, Martha Stewart Kids* and *Martha Stewart Baby*, are read by millions. She has won numerous awards for her TV programmes and her shopping website and lifestyle merchandise have made her a millionaire several times over. She was born, one of six children, to a middle-class Polish-American family, and, true to the American dream, she has grown to be one of the States' wealthiest and most successful businesswomen.**

- Can you think of an extra use for each appliance?
- Which would you prefer to have in your bathroom and why?

3. Write three sentences describing your future bathroom. Use as many expressions from exercise 1 as you can.

- Are there any famous self-made millionaires in your country? How did they make their money?
- Are they looked up to as lifestyle role models?
- Who or what has the greatest influence on your lifestyle choices (TV, magazines, friends and family, shops, celebrities)?
- Is the same true for your parents and your grandparents?
- Do you feel that there is any pressure on you to conform to a particular lifestyle? If yes, who or what exerts that pressure?
**Grammar**

**Futures**

English does not have one future tense. There are many possible ways of expressing the future. Our choice of verb form depends on the aspect of future time that we want to emphasize.

**Schedules**

We use the present simple to talk about schedules and timetables.

- We **leave** at midnight.
- What time **does the train arrive?**

**Future time clauses**

We also use the present simple in future time clauses that begin with if/when/as soon as, etc.

- **If** it snows, **we’ll** go to the mountains.
- **She’ll** hire a car **when** she gets there.

**Plans, arrangements and decisions**

We use the present continuous to talk about definite arrangements (eg we have bought a ticket for something or written something in a diary).

- We **are meeting** at six.

We use **am/is/are going to** + infinitive to talk about intentions (ie plans or decisions that have been made before the moment of speaking).

- They **are going to buy** a new car.

The use of the present continuous and **going to** is very similar. You can always use **going to** instead of the present continuous, but you only use the present continuous to talk about a definite arrangement.

We use **I’ll + infinitive** to talk about a decision made at the time of talking (ie there has been no decision, plan or arrangement made previously).

- **OK. I’ll give you a call next week.**

**Predictions**

We use both **going to + infinitive** and **will + infinitive** to make predictions about the future. Sometimes both forms are possible.

- They **are not going to win**.
- I don’t think they’ll win.

When there is present evidence for the prediction we usually use going to.

- **Look at the clouds. It’s going to rain.**

We often use **will** after phrases like I (don’t) think/I expect/I’m (not) sure/I reckon/I guess.

- I expect you’ll understand.

We often use **will** with an adverb of probability: definitely/maybe/perhaps/possibly/probably.

- They definitely won’t win.

We can use **may** and **might** in place of will to make our prediction less certain.

- **It might be sunny later on.**

**Future continuous**

We use the future continuous to talk about an action that will be in progress at a point of time in the future.

At 9.15 **tomorrow** we will be **watching** the match.

**Future perfect**

We use the future perfect to talk about an action that will be completed before a point in time in the future.

By 10.00 **tomorrow**, the match will have finished.

We often use the future perfect with expressions with **by**.

**Future perfect**

We use the future perfect to talk about an action that will be completed before a point in time in the future.

**Future perfect**

By then/tomorrow
one/two o’clock
(this time) next Monday/week
the time we arrive/we’ve finished

<table>
<thead>
<tr>
<th>subject</th>
<th>will</th>
<th>present participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>he/she/they/also</td>
<td>won’t be</td>
<td>making/watching/working/also</td>
</tr>
</tbody>
</table>
FUNCTIONAL LANGUAGE

Giving examples
among other things
for example
in particular
like
such as
to name but two/a few

WORD LIST

The environment
climate change n U /klæimat jfern/ 
exhaust fume n C /ɛksəst fju:m/ 
fossil fuel n C /ˈfɒsəl fjuːl/ 
global warming n U * 
greenhouse gas n C /griːnhaus ɡæs/ 
organic food n U /ɔrˈɡænɪk fud/ 
solar panel n C /ˈsəʊlar ˈpɛnəl/ 
wind farm n C /ˈwɪnd fərm/ 

Expressions with make
make a difference /miːk ə ‘dɪfrəns/ 
make a point of /miːk ə poʊnt əv/ 
make sense /miːk sɛns/ 
make the most of /miːk ðə məst əv/ 
make time for /miːk tʌm fɔːr/ 
make or break /miːk ɔː ‘breɪk/ 

Nouns & prepositions
advances in /ədvənsz ɪn/ 
consumption /kənˈsəmpʃən əv/ 
demand for /dɛmənd fɔːr/ 
drive for /draɪv fɔːr/ 
increase in /ɪnkrɪs ɪn/ 
interest in /ɪnˈtɜːst ɪn/ 
shortage of /ˈʃɔːtɪdʒ əv/ 
taste for /ˈteɪst fɔːr/ 

Other words & phrases
account for v /ˈkaʊnt fɔːr/ 
a host of /ˈhəʊst əv/ 
all the rage /ɔl ðə rɑːʒ/ 
appliance n C * 
approve v *** 
asthma n U * 
backpack n C 
hare bone /ˈhɑː bɔʊn/ 
barrier n C ** 
beachwear n U /ˈbiː tʃweə/ 
bleach v /ˈblɛtʃ/ 
bleed v * 
block v ** 
breeze n C ** 
carbon n U /ˈkɑrboʊn/ 
charger n C /ˈtʃɑrɡər/ 
charming adj ** 
chronic adj * 
cooker n C * 
crop n C * 
cut down on v /kʌt daʊn ən/ 
damp adv ** 
darling n C ** 
decorate v 
delightful adj * 
devastating adj 
diesel n U 
double glazing n U /ˈdʌbl ˈɡlezɪŋ/ 
drum n C 
dust n U ** 
dyed n C/v 
emission n C ** 
encrypt v * 
exert v * 
extract v ** 
fabric n C ** 
fancy v 
fertiliser n C 
fitness n pl 
floorboard n C 
flush v 
foot the bill 
four wheeler n C 
frustrated adj * 
furnishings n pl 
geometrically modified food n U 
germ n C 
get in shape 
glove n C ** 
greywater n C * 
guided tour n C 
guzzle v 
heat-sensitive adj 
helmet n C * 
hire v 
hydro-electric adj 
icon n C 
ink n C * 
insulation n U 
integrate v ** 
invariably adv * 
kick n C ** 
kid v 
kilt n C 
laptop n C 
layer n C *** 
life coach n C 
lifestyle n U ** 
marine adj + 
merchandise n U /ˈmɜːtʃəndəs/ 
moral support n U /ˈmɔːrəl ˈsɔːpərt/ 
mutual adj ** 
neighbouring adj + 
packaging n U + 
pan n C ** 
pathway n C * 
pollution n C /ˈpɔljuən/ 
pinpoint v 
plumbing n U 
plurality n U /ˈplɜːrələti/ 
port in v 
portion n C ** 
power up v /ˈpɔːrəp ʌp/ 
PVC n U /piː veɪ/ 
razor n C + 
recycle v + 
refine v 
remote adj ** 
retardant n C /rɪ’tɔrdənt/ 
rubber n U /ˈrʌbər/ 
sanding machine n C /ˈsændɪŋ məʃɪn/ 
sarong n C /ˈsәrәŋ/ 
seaweed n C /ˈsiːwəd/ 
self-cleaning adj 
shave v /ʃeɪv/ 
sledgehammer n C /ˈsledʒhæmər/ 
smash up v /smɑːʃ ʌp/ 
spray v * 
step-by-step adj /ˈstepbaɪˈstep/ 
strip v ** 
subsidize v /ˈsʌbdɪsaɪz/ 
supplement n C ** 
SUV n C 
take (sth) to pieces /teɪk tə ˈpiːsəz/ 
tank n C *** 
tasty adj * 
thermos bag n C /ˈθɜːməs bæg/ 
throw a party /θraʊ ə ˈpærti/ 
tile n C /taɪl/ 
tip n C /tɪp/ 
truck n C ** 
tunnel n C ** 
turbine n C /ˈtɜːrbɪn/ 
tyre n C ** 
underwater adj /ʌndəˈwɔːtər/ 
watch out for v /wɔtʃ aʊt fɔː/ 
widescale adj /wɜːdskəl/ 
willpower n U /ˈwɪlˈpɔːr/ 
wiring n U /ˈwɜːrɪŋ/
Cold comfort

Speaking & Vocabulary: Symptoms

1. Complete the sentences with words from the box.

aches  hacking  rash  run-down  runny  stiff  temperature  throat  throbbing  upset

1. All my muscles feel really ______ and my back ______.
2. I woke up with a high ______ and a ______ headache and it won’t go away.
3. I’ve got a ______ cough and a very sore ______ that hurts when I speak.
4. I’ve had a really ______ nose for the last few days and I feel generally ______.
5. I’ve had an ______ stomach and a strange ______ on my face since we went to that restaurant.

2. Work in pairs. Discuss these questions.

• Which of the ten symptoms in the box in exercise 1 would you go to the doctor for?
• What would you do or take to treat the other symptoms?
• What are the possible causes of the symptoms in exercise 1?
• Can you add three more symptoms to the list?

3. Work in pairs. Match the sentences 1–9 to the situations a–c.

a. calling in sick  b. at the chemist  c. at the doctor’s

1. What exactly seems to be the problem?
2. I’m sorry, I don’t think I’m going to make it in today.
3. Have you got anything for a sore throat?
4. Take it easy and let us know if you’re coming in tomorrow.
5. Take two of these after meals, and if you’re not feeling any better, see a doctor.
6. I’ve been having these terrible pains.
7. Sorry to hear that. I hope it’s nothing too serious.
8. OK, lie down over there and I’ll have a look.
9. I need something for this swelling on my arm.


A: Turn to page 142. B: Turn to page 146.
Stage two is bed. A heavy cold requires bed rest and you need to make sure you’ve got all the right equipment. A large box of tissues is vital, as is the little collection of used tissues around the bin where you haven’t quite got the energy to throw them in. You’ll also need some paracetamol to cope with the symptoms of your cold. One of the nastiest is the headache and vomiting shortly after having the hot toddy specially prepared for you by someone who claims to love you.

You normally lose your appetite and go off your food when you are ill, so if you find yourself eating a lot of cake and ice cream you’re more likely to be pregnant. There’s a saying ‘feed a cold, starve a fever’, or ‘starve a cold, feed a fever’. Neither makes much sense. These sayings are used by elderly relatives as an excuse to give you the country soup they make by feeding left-over vegetables into a blender and which ‘will have you on your feet in no time’. You’ll certainly be on your feet, but you’ll just be running quickly for the lavatory.

The final phase of the heavy cold is the hacking cough, where you feel much better but you still sound like death. Use this time to get maximum attention and pampering from your loved ones and to make more deathbed phone calls to work. Finally, go back to work fit and ready, and realize that the people you thought were doing your work for you while you were away have also been on with … a heavy cold.

1 Read the article. Choose the best purpose for the article 1–5.
   1 To describe the symptoms
   2 To suggest remedies
   3 To prescribe medicine
   4 To explain the origin of heavy colds
   5 To amuse the reader

2 Read the article again. Which of the following bits of advice is not given?
   1 Be careful to avoid giving your germs to other people.
   2 Talk at length about your symptoms.
   3 Try not to make too much noise when you sneeze.
   4 Don’t leave too many tissues stuffed up your sleeve.
   5 Sound very ill when you call your boss.
   6 Exaggerate your symptoms.
   7 Get everything you need before you go to bed.
   8 Don’t confuse being ill and expecting a baby.

3 Match the highlighted words or expressions in the text to the definitions 1–7.
   1 not go to work or school
   2 toilet
   3 a warm drink, often including alcohol
   4 tender loving care
   5 a machine for mixing food
   6 a very high temperature
   7 not give food to

4 Work in pairs. Discuss these questions.
   - When did you last have a cold?
   - Did you take time off work/school?
   - How long did it take you to get over it?
Bill of health

Speaking & Vocabulary: health idioms

1. Rearrange the phrases in the correct order to make a short story.
   - I was feeling a bit under the
   - bill of health. 'Hypochondria is your only problem,'
   - he said.
   - door. Once more, the doctor gave me a clean
   - down with something. The doctor told me I was fine,
   - but I got a splitting
   - headache that afternoon. My back was also
   - killing me, so I went back to the doctor's. But again,
   - he told me I was in good
   - round, so I thought I was going
   - shape. The next day I was even worse and thought I
   - was at death's
   - weather and I knew there was a bug going

2. Replace the words in italics in exercise 1 with the phrases below.

   1. extremely ill
   2. extremely painful
   3. falling ill
   4. lots of people had
   5. said I was not ill
   6. the same illness
   7. well

3. Work in pairs. Turn to page 143 and do the quiz.

4. For the quiz in exercise 3, what sort of people give
   (1) mostly (a) answers, (2) mostly (b) answers,
   (3) mostly (c) answers? Do you know anyone like this?

Grammar: modals of speculation

1. Look at examples 1-6 and answer the questions.

   1. Insurance costs for doctors could rise further.
   2. He must be suffering from a migraine attack.
   3. The stroke might have been avoided.
   4. The increase in compensation claims cannot be the result of more medical errors.
   5. His symptoms could have been caused by a heavy cold.
   6. A patient who is feeling under the weather may be going down with a virus.

2. In which sentences is the speaker speculating about
   (a) the future, (b) the present and (c) the past?

   1. The stroke might have been avoided.
   2. A patient who is feeling under the weather may be going down with a virus.

3. In which sentences is the speaker (a) sure and (b) less sure of what he or she is saying?

   1. She knows the stroke was avoided.

Listening

1. Match the words in the box to the definitions 1–5.

<table>
<thead>
<tr>
<th>compensation</th>
<th>stroke</th>
<th>diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>migraine</td>
<td>consultation</td>
<td></td>
</tr>
</tbody>
</table>

   1. a meeting with a professional person (e.g. a doctor) in order to get advice or discuss a problem
   2. a serious medical condition that can make someone suddenly unable to speak or move
   3. a statement about what disease someone has, based on examining them
   4. a very severe headache
   5. money that someone receives because something bad has happened to them

Mystery Bug at the Royale

Twenty people were brought into the Heath Infirmary last night suffering from acute stomach problems. The health authorities have ruled out food poisoning. All the patients had been to the late show at the Royale Cinema but none of them had bought anything to eat at the cinema shop. Some of the patients claim they smelt gas, but no traces of gas were found. It was later discovered that all twenty patients had drunk from the water fountain using the plastic cups provided.
It must / can’t have been food poisoning.
The cinema might / must be having problems with its air-conditioning.
The popcorn in the cinema kiosk can’t / could be the source of the problem.
Their symptoms can’t / must have been caused by a gas leak.
It could / must be either the water or the cups.
The cups might / can’t have been dirty.
Or the water fountain itself may / must be in need of maintenance.
Whatever the answer, it can’t / must have something to do with the water they drank.

**Pronunciation: weak forms & contractions**

1. **2.7** Listen to the conversation. Notice the pronunciation of the verbs in bold. What happens to the auxiliary verbs have and been?

A: Where can he be?
B: I don’t know! Anything could have happened to him!
C: Yes, he might have been stopped by the police!
A: Or he could have been in a car accident!
C: On the other hand, he may have got caught in the traffic.
A: No, it can’t have been any of those things. He wasn’t in his car.

2. Work in groups of three. Think of three alternatives to replace the phrases in italics. Read your alternative versions out loud, changing roles each time.

**Did you know?**

1. Work in pairs. Read the information and discuss these questions.

Australia is the sixth largest country in the world, but there are fewer than two million people living in the vast Australian outback, or bush, as it’s called. Before the 1920s people in the bush had little or no access to doctors. The nearest one was often weeks away. Then, in 1928 John Flynn became the outback’s first flying doctor and began the medical service, which still exists today. The Royal Flying Doctors Service (RFDS) supplies medical care to outback residents. It has 49 aircraft and offers 24-hour emergency service in very isolated communities. Each aircraft carries a doctor, a nurse and their equipment. The pilots sometimes have to land on roads or unpaved tracks.

- Where are the remotest areas in your country?
- How far are they from a large town or hospital?
- Does everyone in your country receive good medical care?
- What is the reputation of doctors in your country?
- When you have needed treatment, were you well looked after?
Alternative therapies

The Office Doctors: an alternative approach to fighting stress

With stress-related illness on the increase, and workers starting to sue their employers for chronic back pain, more and more companies are turning to alternative therapies to help reduce the levels of stress in their workplace. The Office Doctors is one of a growing number of companies which claim they can reduce work-related stress by making workplaces healthier and happier. They talked us through one of their makeovers.

A small accountancy firm had been experiencing problems with staff illness and low morale. When a new office manager was appointed she decided to call in the Office Doctors. The offices were housed in an old building, and there were a number of basic stress factors that needed immediate attention: the light, the colour scheme, the furniture.

'There was an enormous amount of work to do. But we had to make sure that we didn’t disrupt the day to day work of the office.' The only solution was to work at weekends. 'It meant we had to work fast but it also meant we could work in peace and we didn’t have to worry about getting in the way of the staff.'

The colour therapist, Liz, was the first in. She chose a range of calming blues and greens for the offices and reception area. 'Blue is a particularly calming colour and ideal in countering balancing high levels of stress,' she explained, (3) In the staff rest area she decided to use colours that stimulate and energize. Yellow heightens motivation and orange stimulates creativity. The rest area doesn’t just provide a break from work, but helps the staff go back to their desks with renewed energy and enthusiasm.'

(4) Being an old building the windows were small and let in very little natural light. As she couldn’t install new windows, Liz installed full spectrum fluorescent lights instead. 'Full spectrum lights have all the colours and wavelengths of natural light and studies show that they have a very positive effect in fighting stress and depression.'

Next came the aromatherapist, Jules. 'Chosen with care, essential oils can reduce stress and boost immunity,' he explained. He chose a blend of lemon, bergamot and lavender for the central diffusion system. ‘Recent tests have shown that the use of lemon can reduce typing errors by more than 50%, so we’re not only fighting stress and promoting health, we’re also increasing productivity.'

Finally Clara, our massage expert, came in and assessed the ergonomics of each work station. These people have to sit at their desks for up to eight hours a day. Very often they aren’t allowed to get up except for short coffee breaks. So they really must make sure that they are looking after their backs as well as they possibly can.' Back pain is the second most common reason for visits to the doctor (5) She helped each member of staff find the correct desk and chair height, and showed them the best position for their computer screen. She also persuaded the company to invest in ergonomic keyboards and cordless mouses as well as cordless phones. The phones mean that staff don’t have to take their phone calls at their desks. Now they can get up and stretch their legs (6) In addition, each member of staff can request a massage at their desks once a week. 'Everybody should have regular massage sessions. Not only does it help ease back pains, it also relieves built up tensions and revitalizes.'

'The changes have made a huge difference,' said the Managing Director. (7) Absenteeism has gone down by a staggering 30% and everyone seems to be much happier.'
3 Listen to a story about an alternative therapist. Make notes about (1) the main events of the story and (2) any key words. If necessary, listen a second time.

4 Work in groups of three and write the story.

5 Compare your version to the one in transcript 2.8 on page 158. Did you use the same modal verbs and expressions?

**Grammar: modals (permission, obligation & prohibition)**

1 Rewrite the phrases in bold using an appropriate form of the verbs in the box.

be allowed to can could have to must need to

1 we **were obliged** to work fast
2 we **were allowed** to work in peace
3 we **didn't have** to worry about getting in the way of the staff
4 she **wasn't allowed** to install new windows
5 they **can't** get up except for short coffee breaks
6 they really **have to** make sure that they are looking after their backs
7 staff **don't need** to take their phone calls at their desks
8 staff are **allowed to** request a massage at their desks once a week

2 Match sentences 1–8 in exercise 1 to the uses a–d.

a permission c prohibition
b obligation d lack of prohibition

**Speaking**

1 Work in groups. Decide what changes you would make to your school to make it a healthier place to study in. Consider the factors in the box.

- colour
- aromas
- furniture
- artwork
- plants
- music

2 Tell your class about your plans. Decide whose makeover is...

- the most realistic.
- the most imaginative.

**Useful language**

*We need to do something about the (light) ...*
*The main problem here is ...*
*The only solution is to ...*
*Another thing we could do is ...*
*One idea would be to ...*
LISTENING

1 Look at the photo and discuss these questions.
   - What is the man’s problem?
   - What might have caused this problem?

2 2.9–2.13 Listen to the conversations 1–5. Who is Bob talking to each time? Write a number next
to the person or people he’s talking to a–e.
   a a friend    d a colleague
   b a group of friends e his wife
   c a doctor’s receptionist

3 2.9–2.13 Listen again and answer the questions.
   1 What solutions do they suggest?
   2 Whose advice does he decide to take? Why?

4 Work in pairs. Discuss these questions.
   - Do you know anyone who suffers (or has
     suffered) from back pain?
   - What do they do to ease or relieve it?

FUNCTIONAL LANGUAGE: changing the subject

1 Work in pairs. Find the expressions 1–6 in transcripts 2.9–2.13
on page 158 and answer the question.
   1 that reminds me ... 4 come to think of it ...
   2 anyway, as I was saying, ... 5 talking of ...
   3 by the way, ... 6 as for ...

What expressions does the speaker use to ...
   a talk about something completely different?
   b pick up on a small detail?
   c return to what they were talking about earlier in the
      conversation?

2 Complete the dialogues with expressions from exercise 1.
   1 A: I’m just going out to meet up with Ken.
      B: (a) ________, can you take this book with you, I’ve been
      meaning to give it back to him for ages? Thanks!
   2 A: Then we went out for a drink at the Hare and Hounds. A
      quiet evening, but nice enough.
      B: (b) _______ the Hare and Hounds, did you know Ann’s
      booked it for her 30th birthday party?
   3 A: Meet you at the car then. At 4 o’clock.
      B: Yeah, fine. Oh, (c) ________, did I tell you your mother
      called?
   4 A: And another thing, it’s not urgent, but I think some of the
      figures may be wrong.
      B: OK, so we need to go back and look at them again then?
      A: Yes, I think so and (d) _______ there’s no rush, we’ve got
      plenty of time to get it all done by the end of the month.
   5 A: Did you get the tickets for the concert?
      B: Yeah, I did, they were pretty expensive, but it’s worth it.
      Hey, (e) ________, Frank hasn’t paid me back for the last
      time, yet.
   6 Right John, it’s time you were doing your homework.
      And (f) _______ you, young lady, you should be in bed by
      now!

2.14 Listen to compare your answers with the recording.

3 Work in groups of three. You are going to play a game.
   A: Turn to page 143.
   B: Turn to page 145.
   C: Turn to page 147.
VOCABULARY: phrasal verbs with objects

1 Match the phrasal verbs in bold in the sentences 1–6 to their meanings a–f.

1 I need to call him. I’d promised I’d get back to him today.
2 It’ll sort itself out. It always does.
3 I don’t know how Linda puts up with you!
4 How long are you going to keep putting it off?
5 So it was your idea was it? You put him up to it.
6 Even little Jo was telling me off the other day.

a accept an annoying situation without complaining
b avoid doing something you don’t want to do
c contact someone at a later time
d criticize someone for doing something wrong
e encourage someone to do something
f find a solution for a problem

2 Underline the objects of the phrasal verbs in exercise 1. Then add these phrasal verbs to the categories of phrasal verbs 1–3 in the grammar box.

1 Inseparable phrasal verbs: the verb and the particle must always come together.
   eg look after your back/look after it/
   (1)_______ (2) _______

2 Separable verbs: the verb and particle can be separated by an object. If the object is a pronoun it must come between the verb and particle,
   eg call the Office Doctors in/call them in/
   (3)_______ (4) _______ (5) _______

3 Phrasal verbs with two objects: one of the objects goes after the verb and the other goes after the particle or particles,
   eg talk us through the makeover/
talk us through it /(6)_______

3 Insert the object in brackets in the correct position in the sentences.

1 You’ve only got one body, and I think it’s important to look after properly. That’s why I try to do some sort of exercise every day. (it)
2 I smoke about 40 cigarettes a day. I know it’s bad for me, but I have no intention of giving up. (it)
3 I don’t eat meat or dairy products. I order a box of fruit and vegetables from a local organic farm once a week. They drop off at my house every Friday. (it)
4 I know I should do some sort of exercise, but I keep on putting off – I’d much prefer to be curled up on the sofa watching TV. (it)
5 My mother was telling off the other day because I always eat fast food and microwave dinners. But I just haven’t got time to cook! (me)
6 I refuse to enter a room where someone’s smoking. I really don’t see why I should have to put up with. (it)

4 Do you know anyone like the people in exercise 3?

SPEAKING

1 Work in pairs. Match the people 1–6 in Vocabulary exercise 3 to the labels a–f.

a an anti-smoker  

b a chain smoker

c a fitness freak  

d a couch potato

e a vegan  

f a junk food addict

2 Imagine a discussion between each pair in exercise 1. What would they say to defend their positions?

1 Make a list of the arguments that the people a, c and e in exercise 1 could use in order to persuade the people b, d and f to change their lifestyle.
2 Make a list of the counter-arguments that the people b, d and f could use.

3 Work in pairs. Decide what you think is an acceptable happy medium for each pair of positions. Compare your answers with the rest of the class.
GRAMMAR

Modals of speculation/deduction

We use the modal verbs must, may, might, could and can’t to speculate about events in the present, past or future. The choice of modal verb reflects your degree of certainty when speculating.

<table>
<thead>
<tr>
<th>certain</th>
<th>less certain</th>
<th>certain</th>
</tr>
</thead>
<tbody>
<tr>
<td>must</td>
<td>might</td>
<td>can’t</td>
</tr>
</tbody>
</table>

We use a modal verb + infinitive or be + -ing to speculate about the present or future. It could be dangerous. You must be joking.

We use a modal verb + have + past participle to speculate about the past. She can’t have been very well. He may not have understood.

We can also use a phrase instead of a modal verb:

It’s certain/sure
likely/probable/possible that...
unlikely/improbable
impossible

It’s certain that she wasn’t very well.
It’s possible that he didn’t understand.

Modals of permission, obligation & prohibition

Modal verbs (can, could, will, must) are followed by an infinitive without to. Other modal expressions (have to, are allowed to, are permitted to) include to, and are also followed by an infinitive.

<table>
<thead>
<tr>
<th>language function</th>
<th>present</th>
<th>past</th>
<th>future</th>
</tr>
</thead>
<tbody>
<tr>
<td>permission</td>
<td>can</td>
<td>could</td>
<td>can</td>
</tr>
<tr>
<td></td>
<td>is/are allowed to</td>
<td>was/were allowed to</td>
<td>will be allowed to</td>
</tr>
<tr>
<td>obligation</td>
<td>must</td>
<td>had to</td>
<td>must</td>
</tr>
<tr>
<td></td>
<td>have to</td>
<td>needed to</td>
<td>will have to</td>
</tr>
<tr>
<td></td>
<td>have got to need to</td>
<td>will need to</td>
<td></td>
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<tr>
<td>lack of obligation</td>
<td>don’t have to</td>
<td>didn’t have to</td>
<td>won’t have to</td>
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<tr>
<td></td>
<td>don’t need to</td>
<td>didn’t need to</td>
<td>won’t need to</td>
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<tr>
<td></td>
<td>needn’t</td>
<td>needn’t</td>
<td>needn’t</td>
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<tr>
<td>prohibition</td>
<td>can’t</td>
<td>couldn’t</td>
<td>can’t</td>
</tr>
<tr>
<td></td>
<td>mustn’t</td>
<td>wasn’t/weren’t</td>
<td>won’t be</td>
</tr>
<tr>
<td></td>
<td>isn’t/aren’t allowed to</td>
<td>allowed to</td>
<td></td>
</tr>
</tbody>
</table>

We can use may/might for permission when we want to be more formal.

May I borrow your pen, please?

Have got to is similar in meaning to must and have to, but it is more informal.

Sorry, I’ve got to go.

Need not/needn’t is followed by an infinitive without to.

You needn’t worry.

FUNCTIONAL LANGUAGE

Changing the subject

Anyway, as I was saying, ...
As for ...
By the way, ...
Come to think of it, ...
Talking of ...
That reminds me ...

84 | 85
**WORD LIST**

**Symptoms**
- ache v **
- backache n C
- hacking cough n C
- high temperature n C
- rash n C
- run-down adj
- runny nose n C
- sore throat n C
- stiff muscles n C
- throbbing headache n C
- upset stomach n C

**Health idioms**
- at death's door
- there's a bug going around
- give (sb) a clean bill of health
- go down with (sth)
- my back was killing me

**Phrasal verbs with objects**
- get back to (sb)
- put up with
- put (sth) off
- sort (sth) out
- tell (sb) off

**Other words & phrases**
- absenteeism n U
- aches n U
- acupuncturist n U
- alarmed adj
- anti-smoker n C
- aromatherapist n C
- aromatherapy n U
- bed rest n U
- blisters n C
- boost v
- calm v **
- chain smoker n C
- chronic adj **
- claim n C
- clinical adj
- collapse v **
- colour therapy n U
- come across v
- concern n C
- compensation n U **
- consultation n C **
- cordless adj
- cough potato n C
- counter-argument n C
- counterbalance v
- cure v **
- deathbed n C
- deliver a baby
- diagnosis n C **
- disrupt v **
- ease v
- energize v
- entitled adj
- ergonomics n pl
- essential oil n C
- fitness freak n C
- flu n U **
- fluorescent adj
- fly off the handle
- go off (your) food
- GP n C
- grumble v
- happy medium n s
- healing adj
- heighten v
- hot toddy n C
- house v
- hypnosis n U
- hypochondria n U
- hypochondriac n C
- immunity n U
- insurance policy n C
- irritable adj
- junk food addict n C
- lavatory n C
- leftover adj
- melodramatic adj
- migraine n C
- moan v **
- moody adj
- morale n U **
- negligence n U
- osteopath n C
- paint killer n C
- pantyhose n U
- paracetamol n C/U
- physical therapist n C
- prescribe v **
- put aside v
- raging fever n U
- reflexology n U
- renewed adj
- repetitive stress injury n C
- revitalize v
- sickness n U **
- skip v **
- snap v **
- sneeze v
- sniff v **
- spectrum n C **
- spinal adj
- splitting headache n C
- staggering adj
- starve v
- stress-related adj
- stroke n C **
- Tai-chi n U
- tetchy adj
- the bush n U
- the outback n U
- tissue n C
- trace n C
- under-fire adj
- under the weather
- vegan n C
- wavelength n C
- wheelchair n C
- workload n U **
- work-related adj

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Language reference 8

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9A | Celebrity heroes

**Speaking**

1. Work in pairs. Discuss these questions.
   - Who are the most popular film, music and sports stars in your country?
   - What do you think of them?
   - Which of these people are the best and worst role models for young people?

2. Use the questions below to interview other members of your class. If someone answers 'yes' to a question, ask for more details.
   - Have you ever ...
     - seen a film or bought a CD because you really liked the actor or singer?
     - had a conversation with friends about someone you admire?
     - visited a website that is devoted to a famous person?
     - used a picture of someone you really like as a screensaver or to decorate your bedroom wall?
     - bought something (an item of clothing, for example) which has the name of someone you really like on it?
     - changed your appearance so that you look like someone you really admire?

**Reading**

1. Read the article and choose the best title 1-3.
   1. The dangers of hero worship
   2. The harmless fun of hero worship
   3. The heroes and heroines of Star Wars

2. Read the article again and put the paragraphs in the correct order.

3. Match the highlighted words in the text to the definitions a-f.
   - a shiny material
   - considering something or someone as important in an extreme way
   - extremely small
   - extremely ugly or strange
   - telling personal secrets
   - with similar opinions and interests

4. What advice would you give to someone with Celebrity Worship Syndrome?

Despite the dangers, the researchers insist that a certain amount of hero worship can be good for you. If we attempt to make ourselves better by imitating our heroes, that can only be positive. In primitive human societies, it was normal for the young to look up to the most successful members of the tribe and to use them as role models. It is, say the anthropologists, natural for us to evaluate people in terms of the success they have achieved. In a society where success and celebrity are often the same thing, it is natural for us to want to be like the stars.

The syndrome is unquestionably fuelled by the media's own obsession with celebrities. Gossip magazines and TV shows parade the stars before us, and reality TV shows create more overnight stars for us to admire and emulate. It almost seems as if Andy Warhol's prediction that, in the future, everyone will be famous for fifteen minutes, is coming true. But at a price.

For some, like Tilly Kimber who had travelled from Sunderland for the event, it was the highlight of the year. Tilly, who was dressed as her heroine, Queen Amidala, in a gorgeous, red satin dress and strange gold headdress, runs two websites in her spare time, one devoted to Star Wars and the other to Natalie Portman, who plays the role of Queen Amidala. 'It's just great to be with other people who are as obsessed as me,' she said. Sharing the experience with a large like-minded crowd made up a little for the fact that Portman herself was not there.
Like everything else, it is a question of finding a healthy balance. For the great majority of people, there's nothing wrong with an interest in the love lives of well-known American film stars. But when hero worship turns into an all-consuming passion, it can be an addiction as dangerous as any other.

There was a handful of people wearing grotesque brown rubber Yoda masks, at least six Darth Vaders and any number of Jedi Knights in the crowd of over 1,300 packed into a huge widescreen cinema in London's Leicester Square. They had arrived at seven in the morning and had watched the first five Star Wars movies before the highlight of the day—the chance to be the first fans in the country to see the sixth and final instalment of the Star Wars series.

Tilly would probably describe her obsession as a bit of harmless fun. But for many others who suffer from Celebrity Worship Syndrome, such obsessions can be extremely unhealthy and even dangerous. When an impressionable young adolescent believes that his or her celebrity hero is their 'soulmate', there is serious cause for concern. Scientists who have studied the syndrome say that celebrity worshippers tend to be anxious and depressive. Some spend hours on the internet discussing minute personal details of the stars' lives; others write long confessional letters to their heroes. In a small number of cases, some are even ready to hurt themselves in the name of their hero.

**GRAMMAR: adjective order**

When you have two or more adjectives together, adjectives of opinion come before adjectives of description.

* an exciting new movie  a brilliant young actor

- Use adjectives of description in the following order:
  size / age / colour / origin / material
  a long, white plastic light-sabre
  adolescent British film fans

Other descriptive adjectives come immediately before the noun.

See Language Reference page 94

1 Rearrange the words in the correct order.

1. headress strange gold a
2. a cinema huge widescreen
3. crowd a large like-minded
4. a red gorgeous dress satin
5. American film stars well-known
6. an adolescent impressionable young
7. brown grotesque Yoda masks rubber
8. confessional letters long
9. details minute personal

Check your answers in the article.

2 Think of three well-known film, music or sports stars. You have three minutes to write as many adjectives as possible that you can use to describe these people.

3 Work in small groups. Describe the celebrities to the other students in your group but do not mention their names.

* He's a short, ageing, bald British rock star.
  She's a fantastic young blonde tennis player.

The other students in your group must guess the name of the person you are describing.
LISTENING

1 Look at the photo and the newspaper headlines and answer the questions.

1 Who is the man in the picture? Describe him.
2 What is he doing? What do you think he is going to do?

2 2.15 Listen to the news item and check your answers in exercise 1.

3 2.15 Listen again and tick the information 1–8 that is mentioned.

1 Darren Hasell would like to see a perfect Tunbridge Wells.
2 Monkey Man has helped various people carry their shopping.
3 He has rescued a young woman in the town centre.
4 He rides an Italjet Dragster moped.
5 He will soon reveal the meaning of the letter ‘O’ on his suit.
6 National newspapers are trying to find the identity of the masked man.
7 The local mayor supports Monkey Man.
8 The photo was taken by a Polish tourist.

4 Work in pairs. Discuss these questions.

1 Why does the man hide his identity?
2 What do you think he does when he is not dressed as a superhero?

5 2.16 Listen to a second news item and find out if your answers were correct in exercise 4.

6 2.16 Listen again and replace the words in italics with the words you hear.

1 We turn to the latest news on the story of the Tunbridge Wells superhero.
2 It seems that the press has made an embarrassing mistake.
3 The three friends invented it all from the start.
4 National newspapers were really keen on publishing the story.
5 It was interesting to see how the press could be made to believe such nonsense.

7 Work in pairs. Discuss these questions.

• Do you think that what Matt Lees and his friends did was funny or irresponsible?
• Do you know of any other untrue stories that have been printed in the newspapers?
VOCABULARY: adjectives with prepositions

1 Match the adjectives 1–10 to the prepositions from the box that follow them.

for from in of on to to to with

1 aware  6 intent
2 connected  7 involved
3 devoted  8 responsible
4 familiar  9 restricted
5 free  10 sympathetic

2 Check your answers in tapescripts 2.15–2.16 on page 159.

3 Complete the sentences with an adjective and preposition from exercise 1.

1 Tunbridge Wells is generally ______ serious crime.
2 Some parts of the town are ______ pedestrians.
3 The town mayor is ______ many important decisions.
4 Many people in the town were not ______ the newspaper reports.
5 Three people were ______ the Monkey Man joke.
6 The jokers were ______ making more newspapers report the story.
7 An experienced journalist is usually ______ joke letters of this kind.

4 Work in pairs. Choose combinations of words from the boxes A and B and ask your partner to complete the sentences honestly.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can't understand people who are ...</td>
<td>aware connected devoted familiar free</td>
</tr>
<tr>
<td>I have never been ...</td>
<td>intent involved responsible restricted sympathetic</td>
</tr>
<tr>
<td>I would never want to be ...</td>
<td></td>
</tr>
<tr>
<td>I'd love to be ...</td>
<td></td>
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</tbody>
</table>

Speaking

1 Work in pairs. Discuss these questions.

- Which of the powers of a superhero (in the box) would you most like to have? Why?

super hearing  super intelligence  super speed
super strength  super vision  the ability to fly
the ability to read other people’s minds
X-ray vision  immortality

- How would your life change if you had one of these powers?
- Are there any of these superhuman powers that you would not like to have? Why?

2 Work in small groups. Use seven of the phrases in the box to make a story about a superhero.

a black belt in karate  the mayor  rubber tyres
a hairdresser a mop  a rubbish bin
a masked man  orange-suited underpants

3 Compare your story with other groups.

Did you know?

1 Work in pairs. Read the information and discuss these questions.

The most well-known American woman superhero often wears a bikini in the design of the Stars and Stripes. But Wonder Woman isn’t American at all. Her real name is Diana and she has been sent by her Amazon tribe as an ambassador to the world. She is beautiful and has a woman’s sensitivity and she is also strong and intelligent. She possesses superhuman skills, including the ability to fly, and she is a member of the Justice League of America. Wonder Woman was created by William Marston, a Harvard psychologist, who wanted an alternative to the macho world of superheroes.

- What other superheroes do you know about? (eg Batman, Superman, ...)
- Who are the greatest heroines in your country (alive or dead, real or fictional)?
- How were their lives heroic? What did they do?
Villains

Reading

1 Work in pairs. What do you know about the screen villains below?
1 Count Dracula in Dracula
2 Cruella De Vil in 101 Dalmatians
3 Darth Vader in The Empire Strikes Back
4 Dr Hannibal Lecter in The Silence of the Lambs
5 The Joker in Batman
6 The Queen in Snow White and the Seven Dwarfs
7 The Shark in Jaws
8 The Wicked Witch of the West in The Wizard of Oz

Can you think of anyone else to add to the list? In what way were they villains?

2 Read the competition opposite. Then work in pairs, and put the five villains in order of 'pure nastiness' (1 = most nasty → 5 = least nasty).

3 Find words or expressions in the text that match the definitions 1–8.
1 no longer active or alive (Blofeld)
2 close supporter of a powerful person (Saruman)
3 extremely frightening (Saruman)
4 long piece of wood (Captain Hook)
5 persuade someone to do something by making it seem attractive (Captain Hook)
6 promising (The Sheriff of Nottingham)
7 good-looking in an exciting way (The Sheriff of Nottingham)
8 without any reason or pattern (Alex de Large)

4 Work in pairs. Discuss these questions.
- Why are men usually the villains in movies?
- Can you think of any other women villains?

WIN 100 DVDS

VOTE FOR YOUR FAVOURITE SCREEN VILLAIN IN OUR WICKED DVD COMPETITION

We've picked five of the worst British screen villains of all time. Put them in order of pure nastiness from 1 (totally poisonous) to 5 (pretty unpleasant).
Call now 0846 4004000 (calls cost 85p/min)
Five lucky winners will receive 100 absolutely fabulous DVDs of their choice.

BLOFELD
(You only live twice)
– Donald Pleasance

Blofeld is the terrifying, scar-faced head of SPECTRE, an evil organization that is attempting to push the world's superpowers into a nuclear war. From his command centre in an extinct volcano, Blofeld hijacks Russian and American spacecraft. With a helping hand from Kissie Suzuki, his extremely attractive Japanese colleague, James Bond comes to the rescue.

SARUMAN

(Lord of the Rings trilogy) – Christopher Lee
Saruman is the henchman of Sauron, the lord of the rings and the lord of death. Powerful, power-mad and extremely dangerous, he hates the wise wizard, Gandalf, and despises the hobbits. He casts powerful spells with his magic staff and his spine-chilling voice has convinced thousands to follow him. The world of men and elves will never be completely free from his evil until the towers at the castle of Isengard have been destroyed.

CAPTAIN HOOK

(Peter Pan) – Jason Isaacs

With an iron hook in place of one hand that was cut off by Peter Pan and swallowed by a hungry crocodile, Captain Hook is totally consumed with hatred for Peter and his Lost Boys, and dreams of making them all walk the plank off his pirate ship. He kidnaps Wendy, Peter's sweetheart, and uses every trick in the hook to lure Peter to a painful death. His life ends when the rest of his body joins the hand in the crocodile's stomach. Tick tock, tick tock.
**THE SHERIFF OF NOTTINGHAM**

*(Robin Hood: Prince of Thieves)*

– Alan Rickman

The Sheriff of Nottingham has murdered Robin’s father, and Robin returns to England vowing vengeance. In an all-American cast, the Sheriff’s cutting British accent marks him out as the perfect villain. He wants to force the king’s cousin, a horrified Maud Marian, to marry him. Absolutely furious when the dashing Robin of Locksley stands in his way, the sheriff’s cruelty knows no bounds.

**ALEX DE LARGE**

*(A Clockwork Orange)* – Malcolm McDowell

Every night, Alex and his gang go on the rampage, bearing and murdering. The violence is meaningless and random, and is as incomprehensible as the language that Alex speaks. He carries out his acts of brutality with enthusiasm and pleasure, to the accompaniment of a Beethoven symphony. The whole film is a disturbing vision of a future Britain gone totally wrong.

---

1. Find and correct the four incorrect phrases in italics.
   1. His behaviour was a **little cynical**.
   2. I think that Alan Rickman is **absolutely attractive**.
   3. Jason Isaacs was **very perfect** in the role.
   4. **Maid Marion is a completely pleasant** princess, but too nice to be believable.
   5. Saruman is a **very typical** British villain.
   6. Most villains are **really mean**.
   7. The volcano was **slightly extinct**.
   8. We got the answer **a bit wrong**.

2. Complete the beginnings of the sentences with a modifying adverb. More than one answer is possible.
   1. He felt ____ frightened and …
   2. It was ____ amazing, so he …
   3. He was ____ cruel when he …
   4. She was ____ exhausted because …
   5. She didn’t realize it was ____ illegal until …
   6. She was ____ horrified when …

3. Work in pairs. Complete the sentences in exercise 2 with your own ideas.

---

**GRAMMAR:** adjectives & modifying adverbs

- **Gradable** adjectives (e.g., attractive, painful, unpleasant) can be made **stronger** or **weaker** with a modifying adverb.
  - a bit pretty very a little quite really extremely slightly quite painful very painful extremely painful

- **Ungradable** adjectives (furious, horrified, terrifying) cannot be made weaker, but they can be made stronger with a modifying adverb.
  - absolutely completely really totally absolutely furious totally horrified
  - Not **absolutely attractive**

- Some ungradable adjectives do not collocate with some intensifying adverbs.
  - absolutely fabulous Not **completely** fabulous

- Some adjectives (e.g., random) can be gradable or ungradable.
  - slightly random totally random

---

**SPEAKING & VOCABULARY:** crimes

1. Work in pairs. Put the crimes in order of seriousness
   (1 = most serious → 8 = least serious).
   - armed robbery
   - mugging
   - assault
   - murder
   - hijacking
   - vandalism
   - kidnapping
   - smuggling

2. Match the crimes in exercise 1 to a punishment 1–5.
   1. a prison sentence of X years
   2. a fine of X pounds
   3. a suspended prison sentence of X years
   4. X months of community service
   5. a caution

3. Which crimes are a problem in your town? Which crimes have been in the news recently?
9D | Hate list

SPEAKING & VOCABULARY: compound nouns (jobs)

1 Complete the beginning of the compound nouns 1–9 in column A with an ending a–i in column B. Then add three more compound nouns (jobs) to the list.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>disc</td>
</tr>
<tr>
<td>2</td>
<td>estate</td>
</tr>
<tr>
<td>3</td>
<td>fire</td>
</tr>
<tr>
<td>4</td>
<td>motorcycle</td>
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<tr>
<td>5</td>
<td>nightclub</td>
</tr>
<tr>
<td>6</td>
<td>rescue</td>
</tr>
<tr>
<td>7</td>
<td>tax</td>
</tr>
<tr>
<td>8</td>
<td>telesales</td>
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<td>9</td>
<td>traffic</td>
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<td></td>
<td>a</td>
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<td></td>
<td>agents</td>
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<td>bouncers</td>
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<td>couriers</td>
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<td>inspectors</td>
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<td>jockeys</td>
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<td>h</td>
</tr>
<tr>
<td></td>
<td>wardens</td>
</tr>
<tr>
<td></td>
<td>i</td>
</tr>
<tr>
<td></td>
<td>workers</td>
</tr>
</tbody>
</table>

2 Work in pairs. Look at the list of jobs from exercise 1 and answer the questions.

1 Which of these jobs are the best/worst paid?
2 Which of these jobs are most/least often done by women?
   Why do you think this is so?
3 Which of these jobs would you like/hate to do? Why?

3 Work in pairs. Decide what you would say in the following situations.

1 You are celebrating your birthday with some friends and you are refused entry to a club.
2 You stop your car for two minutes to buy some stamps at the post office. When you return to your car, you are about to get a parking ticket.
3 In the middle of a romantic dinner, your telephone rings. Someone wants to sell you some insurance.
4 You are one day late with your annual tax declaration. You receive a phone call and learn that you must pay a fine of £150.

4 Which of these situations would you find the most annoying?
Functional language: contrast

- Use although, even though, despite and in spite of to link two pieces of contrasting information.
  She was writing out the ticket, even though I said I was going to move my car.
  
  Despite all the stories to the contrary, they are not vindictive.

- Use although and even though with a clause.
  Although/Even though I know they're only doing their job, I absolutely hate being disturbed by cold callers.

- Use despite and in spite of with a noun, a noun phrase or verb + -ing.
  Despite admitting that traffic wardens are a necessary evil, there was still no doubt in people's minds that they are the number one high street villains.
  In spite of their special hero status, they can be arrogant, obnoxious thugs at times.

- NB Use despite/in spite of the fact (that) with a clause.
  Despite the fact that they're paid like gods, they often behave like pigs.

See language reference page 94.

1 Replace but with the linker in bold and rewrite the sentences.

1 Fire fighters are very well-respected but they are extremely badly-paid.

in spite of
2 There are more and more traffic wardens on the streets but drivers continue to park badly.

even though
3 The paparazzi are very unpopular but they were not on the list.

in spite of
4 Members of the armed forces are highly respected but recruitment is at an all-time low.

although
5 Estate agents have a very bad reputation but they perform an extremely useful service.

despite
6 Some people love footballers but others hate them.

although

2 Work in groups of three, A, B, and C. You are going to match sentence openers 1–6 with the sentence endings a–f in the information.

A: Turn to page 144.
B: Turn to page 148.
C: Turn to page 138.

3 Complete the story with your own ideas.

Although Terry ________, he had always wanted to be a police officer. Even though ________, he failed all his exams and he realized he would have to choose another career. In spite of ________, he remained optimistic that he would get a good job. A careers adviser suggested that he become a security guard, although ________. After six interviews, he finally got a job, despite ________. Even though ________, he still dreams of being a police officer.

4 Work in pairs. Compare your stories.

Pronunciation: intonation (completion & non-completion)

We use intonation to show that we have finished saying something. Our voice goes down to show that we have finished. Our voice goes up to show that we have more to say.

1 Listen to the phrases below. Which are the beginnings and which are the ends of sentences?

1 although it all turned out OK in the end
2 despite all our efforts
3 in spite of everything he'd done for her
4 even though we needed the money

2 Listen to the complete sentences and repeat them from memory.

3 Work in pairs. Take it in turns to read out the following sentences. Your partner must decide if the sentence is complete or not, judging by your intonation. If the sentence is not complete, he/she must complete it with an appropriate ending.

1 although I didn’t really enjoy it
2 even though she’d studied medicine
3 despite being incredibly wealthy
4 in spite of the high levels of stress
GRAMMAR

Adjective order

When we use two or more adjectives together, adjectives of opinion (subjective) come before adjectives of description (objective or factual).

a brave new world an attractive English actress

The order of objective (or factual) adjectives will depend on the word which we want to stress, but the diagram below provides a useful guide.

size large, small, enormous ...
age young, old, ancient, ...
colour red, blue, white, ...
shape round, square, pointed, ...
origin European, Italian, Roman,
material silver, leather, satin, ...

a big, black, plastic ball
a new, wide Japanese screen
vintage red Rioja wine
short pink woollen socks

Adjectives & modifying adverbs

Adjectives in English are gradable or ungradable. We can make gradable adjectives (big, dangerous, strange) stronger or weaker. Here are some common adverbs that we can use to modify the adjectives.

<table>
<thead>
<tr>
<th>weaker</th>
<th>pretty</th>
<th>very</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bit</td>
<td>quite</td>
<td>really</td>
</tr>
<tr>
<td>a little</td>
<td>quite</td>
<td>extremely</td>
</tr>
<tr>
<td>slightly</td>
<td>rather</td>
<td></td>
</tr>
<tr>
<td>quite big</td>
<td>very dangerous</td>
<td>extremely strange</td>
</tr>
</tbody>
</table>

We cannot make ungradable adjectives weaker. But we can make them stronger with a modifying adverb. Here are the four most frequent:

absolutely completely really totally
absolutely fabulous totally spine-chilling
Not slightly fabulous

Common ungradable adjectives

amazing exhausted impossible marvellous
awful fantastic perfect marvellous
boring fascinating freezing terrible
brilliant frightening vital wonderful
disastrous furious vital
enormous horrified
excellent huge

1. We can use really with all ungradable adjectives. Some collocations of absolutely, completely and totally are more common than others. absolutely brilliant/certain/clear/correct/delighted/essential/necessary/right/sure/true completely different/free/new/separate/wrong totally different/new/opposed/unacceptable/wrong

2. Many adjectives (e.g. different, poisonous, primitive, random, unpleasant) can be gradable or ungradable. a little primitive absolutely primitive

3. We can use quite with gradable adjectives to mean ‘fairly but not very’.
The weather’s quite nice. Quite warm, actually.
We can also use quite with some ungradable adjectives to mean ‘completely’.
Are you quite certain about it? Yes, it’s quite impossible.

4. We often use rather instead of pretty or quite to express negative ideas.
The film was rather long and the plot was rather complicated.

FUNCTIONAL LANGUAGE

Contrast

We use though, although, even though, despite and in spite of to link two pieces of contrasting information.

There was already a long queue, even though we tried to arrive early.
Despite our attempt to arrive early, there was already a long queue.

We use though, although and even though with a clause.

Though/Although/Even though it was very expensive, we were happy to pay.

Though is less formal than although and even though.
We use even though when we want to make the information in the main clause very surprising.

We use despite and in spite of with a noun, a noun phrase or verb + -ing.

Despite beginning the journey very late, we arrived on time.
In spite of the late start to our journey, we arrived on time.

We can also use despite and in spite of with the fact that to introduce a clause.

Despite/in spite of the fact that we started late, we arrived on time.
WORD LIST

Adjectives with prepositions

aware of /əˈweər/  
connected to /kəˈnektəd/  
devoted to /dɪˈvɔːtəd/  
familiar with /fərˈmɪər ˈwɪð/  
free from /frɪ ˈfrɒm/  
intent on /ɪntənt ˈɒn/  
involved in /ɪnˈvɔlvɪd ɪn/  
responsible for /rɪˈspɒnsəbəl fɔr/  
restricted to /rɪˈstrɛktɪd ɪn/  
sympathetic to /sɪmpəˈθɛtɪk ɪn/  

Crimes

armed robbery n C /ˈɑːmd ˈrɒbərɪ/  
assault n C ** /ˈɑːsəlt/  
hijacking n U /həˈdʒækɪŋ/  
kidnapping n U /ˈkɪdznæpɪŋ/  
mugging n U /ˈmʌŋɡɪŋ/  
murder n U *** /ˈmɜːdɜːr/  
smuggling n U /ˈsmʌɡlɪŋ/  
vandalism n U /ˈvænəldʒɪzm/  

despair v /dɪˈspær/  
dungeon n C /ˈdʌŋɡən/  
dutifully adv /ˈdjʊtjuflɪ/  
elf/elves n C /ɛlf/ɛlvz/  
emulate v /ɪmˈeɪleɪt/  
extinct adj * /ɪkˈsɪŋkt/  
flip side n U /flɪp ˈsaɪd/  
fuel v /fjuːl/  
gossip n U /ˈɡɒspəlz/  
grotesque adj /ɡrəʊtəsk/  
gullible adj /ˈɡʌlɪbl/  
handful n C /ˈhændfʊl/  
hated n U * /hætɪd/  
have egg on (sb’s) face /hæv ˈeg ɒn ˈfæs/  
headdress n C /ˈhɛdridz/  
henchman n C /ˈhɛntʃmæn/  
hero worship n U /ˈhɪrəʊ ˈwɜːʃɪp/  
highlight n C * /ˈhæklɪnt/  
hook n C ** /hɒk/  
immortality n U /ɪmˌmaɪərələtɪ/  
impressionable adj /ɪmprɪˈʃeɪnəbl/  
in store /ɪn ˈstɔːr/  
instalment n C /ɪnˈstælmənt/  
know no bounds /nɔʊ nəʊ ˈbaʊndz/  
liar n C /lɪər/  
like-minded adj /ˈlaɪkˌmændɪd/  
look up to v /lʊk ʌp tɔ/  
lure v /lʊr/  
macho adj /məˈʃoʊ/  
make (sthn) up /mɛk ʌp/  
masked adj /mɑskt/  
meaningless adj * /məˈmiŋgləs/  
mencage n C /mɛnɪk/  
minute adj /ˈmɪnət/  
mooded n C /ˈmʊdɪd/  
nastiness n U /ˈnæstɪnəs/  
obnoxious adj /ˈɒbənəks/  
obscure adj /ˈɒbʃɜːr/  
on the rampage /ɒn ðə ˈræmpəd/  
parade v /ˈpærəd/  
parking ticket n C /ˈpɑːrɪŋ tɪkɪt/  
patrol v * /ˈpɑːtrəl/  
perk n C /pɜːk/  
plank n C /ˈplæŋk/  
power-mad adj /ˈpauərˌmeɪd/  
prankster n C /ˈpræŋksta/ /ˈpɜːz/  
purse n C * /pɜːs/  
random adj ** /ˈrændəmd/  
role model n C ** /rəʊl ˈmɒdl/  
satin adj /ˈseɪtɪn/  
scar-faced adj /ˈskaːrfɪst/  
sight v /saɪt/  
sighting n C /ˈsaɪtnɪŋ/  
soulmate n C /ˈsɒlmɛt/  
skein adj /ˈskɪn/  
spaceman n C /ˈspeɪskrɑːm/  
spine-chilling adj /ˈspɔɪnˌtʃɪlɪŋ/  
splint v * /ˈspʊnt/  
staff n C /stoʊf/  
stressed out adj /ˈstreʃd əʊt/  
superhero n C /ˈsuːpərhiːroʊ/  
superhuman adj /ˈsuːpəˈhjuːmən/  
tax declaration n C /ˈteks ˈdɛklaˈrəʃn/  
thug n C /θʌg/  
tick tock n s /tɪk tɒk/  
trick n C ** /trɪk/  
triumph v /trɪəmfaʊn/  
tyre n C /taɪ/  
underpants n pl /ˈʌndərˈpænts/  
unquestionably adv /ʌnˈkwɪzənəbli/  
update n C * /ˈʌpdeɪt/  
vengance n U /ˈvɛŋəns/  
villain n C * /ˈvɪlən/  
vindicative adj /ˈvɪndɪkətɪv/  
vow v /vɔː/  
wark the plank /wɜːk ðə ˈplæŋk/
SPEAKING

1 Work in pairs. Read the information about Howard Drew and Li Ka-Shing and decide which man is more generous. Explain your reasons.

Howard Drew
Since becoming a blood donor in the 1940s, Drew has donated over 130 litres of blood, enough to save the lives of countless numbers of people. Drew's own life was saved after a blood transfusion.

Li Ka-Shing
One of the most generous philanthropists in the world, Li Ka-Shing has given over $140 million to educational causes in East Asia and millions more to help victims of the tsunami in 2004.

READING

1 Look at the title of the article. Imagine that a visitor from outer space asked you this question. How would you answer?

2 Now read the article and choose the best summary 1–3.

1 Human beings have altruistic genes.
2 Human beings are much less selfish than other animals.
3 Human beings have evolved to behave in an altruistic way.

3 Read the article again and complete it with the sentences 1–6 in the spaces a–f.

a Genes are no excuse for immorality.
b Most famously of all, insects like bees and ants will spend their whole lives working for the good of the colony.
c On the international stage, we honour altruistic individuals like Nelson Mandela, Aung San Suu Kyi or Mother Teresa who sacrifice their freedom or comfort in order to improve the lives of those around them.
d The puzzle shows that there is a conflict between what is good for the individual and what is good for the group.
e There are, in other words, very good reasons for us to act in an unselfish way.
f Why are we ready to help others whose genes we do not share?

3 Work in pairs. Discuss these questions.

- What is the most altruistic thing that a person can do?
- Have you ever made a sacrifice for another person? If so, explain what happened.
- Would you ever make a sacrifice for someone you did not know? If so, in what circumstances?

4 Do you agree with the arguments in the text? Can you remember your last three good deeds?
Human beings, as a species, like to consider themselves different from other animals. We use words for animals – dog, pig or monkey, for example – as insults, and we pride ourselves on those aspects of our behaviour and culture that set us apart from the rest of the animal kingdom. Unlike other animals, we attach great importance to moral values, and we respect those members of our race who distinguish themselves by devoting their lives to the benefit of others. (a) ___

But recent research into our genetic make-up has shown that human beings and animals are not so different. We share more than 90% of our genes with chimpanzees, and even 60% of chicken genes are very similar to our own. What is more, there is increasing evidence that many animals also share our capacity to behave in an altruistic way. Some birds will help other birds to feed their young and to protect the nest. Some species of monkeys give alarm calls to other members of their troop to warn of danger, even though they endanger themselves in the process. (b) ___

Biologists have known for some time that many animals, including humans, are prepared to sacrifice themselves for their family, especially their young. By doing so, they give the genes that they share with their family a better chance to survive and reproduce. We can expect animals to behave in a way that increases their own genes' chances of survival, but this does not explain why altruistic behaviour is common in humans and other animals. (c) ___

In an attempt to provide answers to this question, scientists have turned to a puzzle known as 'The Prisoner's Dilemma' (see right). In the puzzle, the best move for both prisoners is to give evidence against the other because they do not know what the other will do. But this is only the case when the puzzle is considered from the point of view of the individual prisoner. If we ask ourselves which behaviour is best for the group (the group of two prisoners), the answer is very different. From the point of view of the group, it is better for both prisoners to remain silent because the total amount of time in prison will only be one year (2 x six months). (d) ___

It was Charles Darwin who first suggested that the process of natural selection in evolution works at the level of the group. Selfish individuals have a better chance of surviving than altruistic individuals, and they will benefit from the altruism of the others. But altruistic groups have a much better chance of survival than selfish groups, because, in the long run, selfish groups destroy themselves. It is for this reason, suggest evolutionists, that societies that adopt cooperative behaviour are likely to last longer than those where it is every man for himself. (e) ___

Evolutionary theory can therefore provide at least a partial explanation of why humans and other animals are capable of doing good deeds. Evolutionary biologists offer a genetic explanation for the way we act, but they do not suggest that we have genes for good behaviour and genes for bad behaviour. Our genes do not pre-programme us to behave in a particular way, even though they have contributed to the evolution of our society. (f) ___

**VOCABULARY: reflexive verbs**

1. Look at the article again. How many reflexive verbs can you find?

   *endanger themselves*

2. Complete the sentences with a word from the box.

   adapt content deceive express pride remind

1. We often _____ ourselves about our real reasons for doing something.
2. People should _____ themselves on their appearance.
3. People _____ themselves through their actions more than their words.
4. We should _____ ourselves with what we have and not expect more.
5. At some point in their life, everybody has to _____ themselves to new circumstances.
6. It's a good idea to _____ yourself from time to time that life is short.

3. Work in pairs. Do you agree with the sentences in exercise 2?
1 Work in small groups. Read the situation below and decide what you would do.

A well-dressed woman stops you in the street and asks you, in a foreign accent, for 5 pounds. She explains that she has been robbed. Her coat, money and telephone have been stolen. She needs the money to get home. If you decide to give her the money, turn to card #1 on page 144. If you decide not to give her the money, turn to card #2 on page 147.

2 Work with students from other groups. Compare your stories.

LISTENING

1 Listen to a conversation between a woman who works in a charity shop and her husband. Answer the questions.

1 What did the three visitors to her shop want?
2 What happened to the coat in the end?
3 How much money did the shop make from the coat?

2 Listen again and complete the sentences.

1 The shop assistants were pleased to get 500 pounds for the coat because ________.
2 The man’s ex-girlfriend had put the coat in the bin because ________.
3 Moira took the man’s phone number so that ________.
4 The shop assistants found the coat again a few weeks later while ________.
5 They found the envelope in the pocket of the coat while ________.
6 Moira took the money to the bank because ________.
7 The second man didn’t like the coat because ________.
8 The shop assistant didn’t admit that she had seen the coat because ________.

3 Work in pairs. Discuss these questions.
- What do you think Moira said to her friend?
- Do you think the shop should return the money to the man who had left it in the pocket?

GRAMMAR: reporting

1 Correct the mistakes in the sentences.

1 She said she has seen it in the window.
2 She asked how much it cost.
3 We hadn’t thought how much should we ask for it.
4 We couldn’t help wondering what he is doing.
5 He asked us if we had any black leather coats.
6 She told him that we sold a nice one the day before.
7 He explained that his wife put the coat in the bin.
8 He wanted to know was there any way to get it back.
2 Change the sentences in exercise 1 to direct speech or direct thought.

3 Put the sentences into reported speech.
1 'An extraordinary thing happened at work today,' she told her husband.
2 'Did Moira arrive on time?' he asked her.
3 'He could probably have bought the whole shop if he'd wanted to,' she said.
4 'What are you going to do?' he asked.
5 'I'll take it to the bank on my way,' she said.
6 'Has Moira gone out for lunch?' she wondered.

4 Work in pairs. Imagine the telephone conversation between the woman in the recording and her friend, Moira.

5 Now work with another pair of students. Tell them what Moira and her friend said.

When we report someone’s words or thoughts, the verb forms often move into the past.

'It's a bit risky.'
She said it was a bit risky.
'I may give him a call.'
She thought she might give him a call.

Use the normal word order of statements in reported questions (ie do not use the auxiliaries do or did in the present and past tense).

He asked what I was doing.
(Not He asked what was I doing.)
He asked what it looked like.
(Not He asked what did it look like?)

Introduce reported yes/no questions with if or whether.

He asked if we had any black leather coats.

We do not need to change the verb form into the past (1) if we report something that is still true or relevant now, or (2) if the reporting verb is in the present tense.

'Will you lend me your phone?'
She asks if you will lend her your phone.

VOCABULARY: collocations with give

1 Look at tapescript 2.20 on page 160. Find and underline examples of the word give and the objects of the verb.

2 Choose the best way to complete the sentences below.
1 Hard work often gives me consideration / a headache.
2 I don't give a damn / speech what other people think of me.
3 I don't give a lot of thought / piece of my mind to my future.
4 I like new experiences and I'll give anything a try / warning once.
5 I sometimes give people permission / the impression that I'm older than I am.
6 If I'm not sure about someone, I always give them a lecture / the benefit of the doubt.
7 People often ask me to give them a hard / problems with their work.
8 When I'm on holiday, I give my friends a call / priority every few days.

3 Work in pairs. Are the sentences in exercise 2 true for you? For each sentence, give some extra information.

No, it's not true for me. I often enjoy doing hard work.

DID YOU KNOW?

1 Work in pairs. Read the information and discuss the questions.

More than 30 million red poppy badges are sold in Britain every year to raise money for people who have been injured or lost their lives serving the country. At other times of the year, you will see people wearing pink geranium flower badges (for the blind), red ribbons (for AIDS) or yellow bracelets (for cancer). About two-thirds of people in Britain regularly give money to charities, and each year about £7 million is collected. Volunteers collect donations at train stations, in streets and pubs and at work. Throughout the year, thousands of charity events are organized and, at Christmas time, people buy Christmas cards from their favourite charities. The most popular charities are those that fund medical research or provide help for children and young people. Charities that rescue or look after animals are also well-supported.

- Is charity giving popular in your country?
- How do people raise money for charity?
- What are the most popular charities?
- Are there any charities that you support? Why?
Aid worker

3 Match the words in bold in the job description to the definitions 1–8.
1 follow the progress of something
2 create a link between two groups
3 look for something
4 take part in something
5 draw people’s attention to something
6 organize the various parts of a job
7 check something is done correctly
8 help people do something

4 Work in pairs. Look at the main responsibilities of the job described in exercise 2 and decide which would be ...
a the most interesting.
b the most time-consuming.
c the hardest work.
Justify your answers.

5 Work in pairs. Tell your partner about your job or the job of someone you know well. Explain what the job is and what the main responsibilities are.

Speaking & Vocabulary: job responsibilities

1 Work in pairs. Look at the advert and answer these questions.
1 What job is being advertised?
2 What do you think the job might involve?

2 Read the job description and check your answers to question 2 of exercise 1.

Post: Communications Coordinator
Central America

The Rainforest Protection Agency (RPA) is an international non-profit organization dedicated to protecting ecosystems and the people and wildlife that depend on them.

The Communication Coordinator will
- promote the RPA’s work in Central America.
- liaise between local projects and the central organization.
- oversee translation to and from Spanish of written materials as needed.
- participate in conferences both nationally and internationally.
- coordinate the work of local volunteers.
- visit local projects periodically to track developments.
- seek out and actively encourage potential projects in the region.
- facilitate applications for grants.

Reading

1 Read an article about a communications coordinator’s day-to-day life. Answer the questions.
1 Which of the tasks in the job description are mentioned in the article?
2 What other tasks are mentioned?

2 Read the article again and correct the statements.
1 John spends about a third of his time travelling.
2 He can only access his email when he’s at home.
3 He spends most of his time preparing promotional materials.
4 He doesn’t enjoy this aspect of his work.
5 He prefers writing to travelling.
6 He likes being able to tell people what to do.
7 He finds it difficult to find volunteers.
8 He’s going to stay in his job for the foreseeable future.

3 Which aspect of John’s job would you find most interesting? Why?
A DAY IN THE LIFE OF...

John Betterman,
Communications Coordinator for the Rainforest Protection Agency, Central America.

Days always start early, at about 6am. It's great waking up to a tropical sunrise and it's also the coolest time of day. The first thing I do is make a coffee and go out onto my veranda to check my e-mail and find out what's happening in the news. Of course, seven mornings out of ten I'm not at home, but that doesn't disrupt my routine. With satellite phones and my faithful laptop, I can surf the web and catch up on the news wherever I am. That's a very important part of my job. I need to know what's happening, not only on a national level, but on an international level too. People are counting on me to tell them what's going on. For example, this morning there was a story from Norway warning coffee growers not to sell their beans to the big multinationals. I need to find out more about that and pass the information on.

My time is shared more or less equally between sitting in front of my laptop, writing press releases and articles, and travelling around Central America, visiting projects and helping the local people access and administer the grants that are available to them. I love both sides of my job. The writing and translating is stimulating - and challenging. Promoting the RPA's work is easy, the hardest part is encouraging big businesses to see the error of their ways and change their business practices. It's easy enough to persuade them to give money to sponsor specific projects, but it's very difficult to convince them to make changes if they can't see the profits.

But much as I enjoy the writing, my favourite part of the job is at grassroots, coordinating the local volunteers and meeting the people who live in and around the rainforest. The day before yesterday I visited a farmers' cooperative in the North. They've just been awarded an RPA grant. The village elders held a meeting to decide what to do with the money. They invited me to take part. My role in these meetings is to observe and facilitate. I'm not there to tell them what to do, but I do want to help them make informed decisions. One of the elders proposed spending the money on seeds, whilst others suggested inviting a consultant to visit the farm and help them make the right choice. I promised to find someone who'd do it free of charge. My job now is to seek out the right person, and then to persuade them to come and help out. Neither thing should be too difficult, there are a lot of people out there who are very happy to help out, they just need to know how to do it.

Today I'm meeting a delegation of journalists from Indonesia who are here to compare the conservation work here in Central America with their projects back home. They're here only for three days and I've agreed to show them as much as I can in the short time they've got. It'll be interesting from a personal point of view as well, as I'm leaving my job here in Central America at the end of the year and joining the team in South-East Asia.

GRAMMAR: reporting verbs & patterns

Reporting verbs are followed by a number of different verb constructions. Here are three common patterns:

1. Reporting verb + verb + -ing
   - They mentioned wanting to visit our model farm.
   - (also: deny, admit, (1) __ (2) __ )

2. Reporting verb + to + infinitive
   - They offered to sponsor one of our projects.
   - (also: refuse, threaten (3) __ (4) __ )

3. Reporting verb + object + to + infinitive
   - I advised them to ask a consultant to help them.
   - (also: tell, ask, (5) __ (6) __ (7) __ (8) __ (9) __ )

NB in negatives not comes before the verb.
He told me not to worry.
She suggested not telling him until the next day.

SEE LANGUAGE REFERENCE PAGE 104

1. Look at the highlighted verbs in the article, underline the verb that follows them and then add them to the appropriate list of verbs, 1, 2 or 3, in the grammar box.

2. Report the direct speech using verbs from the grammar box.
   - 'Honestly, it wasn't me. I didn't have anything to do with it.'
   - 'Go on, have another one. There's plenty of time.'
   - 'Listen, I know it's late but I'll definitely have it done by the end of the day.'
   - 'Why don't we just leave it till tomorrow?'
   - 'Would you like to join us?'
   - 'Watch out! Don't cross, there's a car coming!'
   - 'Don't worry. I'm sure you'll do much better next time!'
   - 'No, I'm sorry, but I just won't do it. I don't think it's fair.'

3. Work in pairs. Look at the reported speech in exercise 2 and answer these questions.
   - Who's speaking to who?
   - Number 1 could be a pupil talking to a teacher.
   - Have you said any of these things recently?
   - Has anyone said any of them to you?

101
10D | A good job

**Speaking**

1. Work in pairs. Discuss this situation. A friend is worried about a job interview they have next week and needs some help preparing for it. What advice would you give him/her?

2. Read the advice sheet below and answer the questions.

   1. Do you think the advice is helpful?
   2. Which question would you find most difficult to answer? Why?
   3. Think of three more questions an interviewer might ask.
   4. Have you, or anyone you know, been interviewed for a job recently?
   5. What was the job? What questions did the interviewer ask? Did you (or they) get the job?

**Listening**

1. **2.21** Listen to Annette being interviewed for John Betterman’s job as Communication Coordinator for the RPA. Did she follow the tips in the advice sheet?

2. **2.21** Listen again. Complete the questions that the interviewer asks Annette.

   - 1. Can you tell _____?
   - 2. Why are _____?
   - 3. And what do _____?
   - 4. What do _____?
   - 5. What about _____?
   - 6. Are there _____?

3. **2.21** Listen again and make notes about Annette’s answers to the questions in exercise 2.

4. Work in pairs. Discuss these questions.

   - Which question did Annette answer best?
   - What mistake did she make?
   - Do you think she has a good chance of getting through to the next stage in the recruitment process?

---

**Preparing for a job interview 1**

Prepare a ‘script’ for the three most common interview questions:

1. **What are your strengths and weaknesses?**
   1. List your strengths and weaknesses.
   2. Choose two strengths relevant to the job.
   3. Think of examples of these strengths.

2. **Why are you interested in the job and what can you bring to it?**
   1. Read the job description carefully and think of two reasons for wanting the job.
   2. Underline all the job requirements and make sure you can fulfill them.
   3. Back up all claims with a story about relevant experience and/or qualifications.

3. **Why do you want to work for us?**
   Find out all you can about the company. Visit their website and use a search engine to get extra information.

Remember – be as specific as possible at all times and avoid vague language.

[Click here for tip 2]
Functional language: job interviews

1 Complete the sentences 1–8 with the phrases a–h. Check your answers in tapescript 2.21 on pages 160–161.

A
1 I’ve been working in
2 To start with I worked as
3 The job involves
4 I’m usually good at
5 I’ve worked on various projects where
6 I take pride in my ability to
7 I think this post would give me the chance to
8 I know I have a tendency to

B
a get carried away sometimes.
b meet tight schedules and deadlines.
c a volunteer at a local radio station.
d develop my skills in this area.
e the communications sector since I left university.
f attending conferences and giving talks.
g I had to coordinate the work of small groups of volunteer workers.
h setting priorities.

2 Match the sentences in exercise 1 to the categories a–d.
   a the job she has applied for
   b past experience
   c her present job
   d strengths and weaknesses

3 Use expressions from exercise 1 to write five sentences about yourself, your past experience and your strengths and weaknesses.

4 Work in pairs. Show your sentences to your partner. Ask him/her to advise you on what kind of job would be best for you.

5 Look at tapescript 2.21 on pages 160–161 again and underline any other language that might be useful in a job interview.

Pronunciation: intonation (questions & statements)

1 2.22 Read the information and listen to the examples.

We can turn a statement into a question by using rising intonation.
So you know something about our work out there already?
Your level of Spanish is pretty good?

2 2.23 Listen to the sentences below. Are they statements or questions? Insert a full stop or question mark.

1 It’s the first time you’ve applied to work for us __
2 You don’t mind us contacting your referees __
3 You’ve already seen the details about pay and conditions __
4 You’re happy with the salary __
5 You would be free to start at the beginning of next week __
6 You’d like some time to think about it __

3 Work in pairs. Take it in turns to say the phrases from exercise 2. Your partner must decide if you are asking a question or making a statement.

Speaking

Roleplay

1 Work in two groups. You are going to prepare for a job interview.

Group A: Turn to page 145. Group B: Turn to page 149.

2 Work in pairs, with one student from Group A and one student from Group B. Roleplay the job interview.

3 Return to your original groups. Discuss these questions.
   - Which question was the most difficult to answer?
   - Which was the easiest?
   - How many of the candidates would progress to the next stage of the recruiting process?

"I'm looking for a workaholic who feels the great job he does is compensation enough."
GRAMMAR

Reporting

When we report someone’s words or thoughts, the verb forms often move into the past.

<table>
<thead>
<tr>
<th>direct speech/though</th>
<th>reported speech/though</th>
</tr>
</thead>
<tbody>
<tr>
<td>simple present</td>
<td>simple past</td>
</tr>
<tr>
<td>I do it.</td>
<td>He said he did it.</td>
</tr>
<tr>
<td>present continuous</td>
<td>past continuous</td>
</tr>
<tr>
<td>I’m doing it.</td>
<td>He said he was doing it.</td>
</tr>
<tr>
<td>present perfect</td>
<td>past perfect</td>
</tr>
<tr>
<td>I’ve done it.</td>
<td>He said he’d done it.</td>
</tr>
<tr>
<td>simple past</td>
<td>past perfect</td>
</tr>
<tr>
<td>I did it.</td>
<td>He said he’d done it.</td>
</tr>
<tr>
<td>past continuous</td>
<td>past perfect continuous</td>
</tr>
<tr>
<td>I was doing it.</td>
<td>He said he’d been doing it.</td>
</tr>
<tr>
<td>past perfect</td>
<td>past perfect</td>
</tr>
<tr>
<td>I’d done it.</td>
<td>He said he’d done it.</td>
</tr>
<tr>
<td>will/would</td>
<td>would</td>
</tr>
<tr>
<td>I’ll/I’d do it.</td>
<td>He said he’d do it.</td>
</tr>
<tr>
<td>can/could</td>
<td>could</td>
</tr>
<tr>
<td>I can/could do it.</td>
<td>He said he could do it.</td>
</tr>
<tr>
<td>must/have to</td>
<td>had to</td>
</tr>
<tr>
<td>I must/have to do it.</td>
<td>He said he had to do it.</td>
</tr>
<tr>
<td>am going to</td>
<td>was going to</td>
</tr>
<tr>
<td>I’m going to do it.</td>
<td>He said he was going to do it.</td>
</tr>
</tbody>
</table>

When the reporting takes place some time after the direct speech, we may need to change expressions of time and position or place. Here are some examples:

<table>
<thead>
<tr>
<th>today</th>
<th>that day</th>
</tr>
</thead>
<tbody>
<tr>
<td>yesterday</td>
<td>the day before</td>
</tr>
<tr>
<td>tomorrow</td>
<td>the following day</td>
</tr>
<tr>
<td>here</td>
<td>there</td>
</tr>
<tr>
<td>this</td>
<td>that</td>
</tr>
<tr>
<td>these</td>
<td>those</td>
</tr>
</tbody>
</table>

Reporting verbs and patterns

Reporting verbs are followed by a number of different verb constructions. Here are three common patterns.

1 reporting verb + verb + -ing

She admitted being wrong.

admit, deny, mention, recommend, suggest

Some verbs need a preposition before the verb + -ing.

He was blamed for losing the match.

accuse someone of, blame someone for, congratulate someone on, insist on

2 reporting verb + to + infinitive

They refused to give up.

agree, decide, offer, promise, refuse, threaten, warn

3 reporting verb + object + to + infinitive

She told him (not) to see a doctor.

advise, ask, beg, invite, persuade, recommend, tell, warn
**FUNCTIONAL LANGUAGE**

**Job interviews**

I know I have a tendency to + infinitive
I take pride in my ability to + infinitive
I think this job would give me the chance to + infinitive
I'm usually good at + noun/-ing form
I've been working in ...
I've worked on various projects where ...
The job involves + noun/-ing form
To start with, I worked as ...

a volunteer at ...
attend conferences
coordinate the work of ...
develop (your) skills in ...
get carried away
give talks
meet a deadline/a schedule
set priorities
the communications sector

**WORD LIST**

**Reflexive verbs**

adapt yourself /a dap't /
content yourself /kən'tent /
deceive yourself /dik'si:v /
destroy yourself /dɪ'stroy /
distinguish yourself /dɪsthɪŋgwɪʃ /
edanger yourself /dɪ'dznər /
express yourself /ɪk'spres /
proud yourself /praud /
remind yourself /rɛ'mind /
sacrifice yourself /sækˈrafsɪs /

**Collocations with give**

give (sb) a call /gaɪv ə 'kɔl /
give (sth) a clean /gaɪv ə 'kli:n /
give a damn /gaɪv ə 'dæm /
give a hand /gaɪv ə 'hænd /
give (sb) a headache /gaɪv ə 'hed'hɛk /
give (sb) problems /gaɪv 'prəbləmz /
give a lecture /gaɪv ə 'lɛkʃə /
give a lot of thought /gaɪv ə lət əv 'θɔt /
give (sb) a piece of your mind /gaɪv ə 'pi:s əv jo 'mænd /
give (sb) a second /gaɪv ə 'sekənd /
give a speech /gaɪv ə 'spɪʃər /
give (sth) a try /gaɪv ə 'trai /
give a warning /gaɪv ə 'wɔrnɪŋ /
give consideration /gaɪv kənˈsɪdərəʃən /
give permission /gaɪv prəˈmɪʃən /
give priority /gaɪv prəˈraɪətɪr /
give (sb) the benefit /gaɪv ə ˈbɛnɪt əv /of the doubt /əv ˈdaut /
give the impression /gaɪv ðə imprefʒən /

**Job responsibilities**

coordinate v * /koʊˈɔrɪdəʊn/ 
facilitate v * /fəˈsɪli teɪt/ 
laize v /laɪz/ 
oversee v /əʊvərˈsi/ 
participate v ** /pɑr tɪsɪˈpæt/ 
promote v *** /prəˈməʊt/ 
seek out v /sik əʊt/ 
track v * /træk /

**Other words & phrases**

access v /ˈækses/ 
administer v /ədˈmɪnɪstreɪt/ 
aid n U ** /eɪd/ 
altruism n U /æltruizəm/ 
altruistic adj /æltruɪstɪk/ 
ambasador n C * attach importance to (sth) /ətʃɪn ɪmˈpɔrtəntz ət/ 
beau n C ** /beɪə/ 
beg v ** /bɛɡ/ 
food /fɔd/ 
transfusion n C /trænsˈfjuːzən/ 
bracelet n C /breɪslet/ 
study case n C /ˈstʌdi ˈkeɪ/ 
charity shop n C /ˈtʃærəti ʃɔp/ 
City adj /ˈsɪti/ 
countless adj * /ˈkaʊntliəs/ 
delegation n C ** /dɪˈɡɛlʃən/ 
detriment n C /dɪˈtrɪmənt/ 
do good deeds /dəu ˈgʊd ˈdidz/ 
donate v * /ˈdəʊnət/ 
donor n C * /ˈdɒnər/ 
ecosystem n C /ˌɛkəˈsɪstəm/ 
elders n pl * /ˈɛldəz/ 
film crew n C /fɪlm ˈkruː/ 
fluff n /flʌf/ 
forseeable adj /fɔrˈsiːəbl/ 
fund v n C *** /fʌnd/ 
for U * /fɔːr/ 
geranium n C /dʒəˈreɪəniəm/ 
grant n C *** /ɡrænt/ 
grassroots n pl /ɡrɑːstrootz/ 
grower n C /ɡroʊər/ 
hang up v /hæŋ ʌp/ 
homeless adj * /ˈhəumliːs/ 
honour v ** /ˈhəʊnər/ 
in a flash /ɪn ə ˈflæʃ/ 
inmit /ˈɪnmit/
**VOCABULARY: geographical features**

1 Complete the phrases with a word from the box.

<table>
<thead>
<tr>
<th>Bay</th>
<th>Canal</th>
<th>Cape</th>
<th>Desert</th>
<th>Falls</th>
<th>Straits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gulf</td>
<td>Mount</td>
<td>Ocean</td>
<td>Peninsula</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 _____ Everest  6 the Pacific _____
2 Niagara _____  7 the Persian _____
3 the _____ of Bengal  8 the Sahara _____
4 the _____ of Gibraltar  9 the Sinai _____
5 the _____ of Good Hope  10 the Suez _____

2 Work in pairs. Discuss these questions.

- How many more examples can you find for the words in the box in exercise 1?
- Which of these places have you visited? Which would you like to visit?

**READING**

1 Work in pairs. Look at the map (drawn in 1507) and answer the questions.

1 How many mistakes can you find on it?
2 If you wanted to sail a ship around the world, what would be the shortest route to take?
3 How would the route have been different for ships in the 16th century?

2 Read the article about the Chinese explorer, Zheng He, and answer the questions.

1 What is the connection between Zheng He and Christopher Columbus?
2 In what ways was Zheng He's achievement more impressive than that of Columbus?
3 What was so special about Zheng He's ships?
4 What evidence does Gavin Menzies have to support his claims?
5 Why is there so little evidence of Zheng He's voyages?

3 The author of the article uses a variety of words and expressions in order to avoid repeating the word sailed. How many can you find?

* made the long, dangerous journey; travelled; ...

4 Work in pairs. Discuss these questions.

- Why do you think this book is so controversial?
- Do you know of any other claims about explorers reaching America before Columbus?

**GRAMMAR: the & geographical names**

1 Underline all the geographical names in the article about Zheng He. Add one more for each example in the grammar box.

Do not use *the* before the names of countries, continents or cities unless the name includes the word *states, republic, kingdom or union.*

America, Europe, China, (1) _____.
the EU, the UK, (2) _____.
There are a few exceptions: the Sudan, the Gambia.
Use *the* before the names of oceans, seas, rivers, deserts and groups of mountains or islands.
the Pacific, the Thames, the Sahara, the Philippines, (3) _____.
Do not use *the* before the names of individual mountains, islands or lakes.
Tenerife, (4) ______.

3 See Language Reference page 114

2 Look at the highlighted place names. Add *the* where necessary.

J

Join us on a two-week voyage. Sail from the Azores to Menorca in two action-packed weeks. Enjoy open sea-sailing across the Atlantic from San Miguel to mainland Europe. Follow the coast of southern Portugal and southwest Spain to Cadiz, the oldest city on the Mediterranean. Set foot on dry land for the first time in five days and enjoy a special Spanish welcome. Enter Med through the Straits of Gibraltar, with incredible views of the Rif Mountains in Morocco on one side and the unspoilt beaches of western Andalusia on the other. Dock at Gibraltar for a few days of well-earned rest before continuing to the Balearic Islands. Your trip will end at Mahon, Menorca's world famous natural harbour – the second deepest in the world.

3 Work in pairs. Imagine you have won a two-week holiday on a luxury cruise ship. Draw up an itinerary for your cruise.
Nobody disputes the Chinese fleets' capacity for long sea voyages at that time. The famous Chinese explorer, Zheng He, and his dragon ships travelled on more than one occasion from China as far as the east coast of Africa. His early voyages are well documented. History books tell how his ships set sail from Nanjing on the River Yangtze, cruised through the Japanese Sea to Canton and Thailand, before sailing on to Malaysia where there was a supply post. Chinese artefacts and settlements in Sri Lanka and the east coast of Africa support claims that he sailed across the Indian Ocean, calling in at Calicut in South India before reaching Mogadishu in Somalia.

Zheng He's ships were huge, larger than many modern warships, and some of them carried over 1,000 people. They took everything that they thought they would need to start new colonies and to trade with other nations. There were interpreters in seventeen different languages, skilled craftsmen and hundreds of women to populate the new settlements. There was also a wide variety of Chinese plants and flowers, animals for breeding and parts of the ship could be flooded to create giant fish tanks.

On his sixth voyage, Zheng He took his fleet even further, according to Menzies. In his controversial book, 1421, The Year China Discovered The World, Menzies describes how Zheng He's fleet rounded the Cape of Good Hope, set course westwards across the Atlantic and reached the coast of Brazil sometime in December 1421. The starting point for his theory is a 1424 map of Europe and the Atlantic that he says shows both Puerto Rico and Guadeloupe nearly 70 years before 1492, when Columbus first landed in America. Menzies argues that the 1424 map was drawn up by Zheng He and was later used by Columbus on his voyages across the Atlantic. Menzies used reconstructions of 15th-century night skis to plot Zheng He's course across the Atlantic and he gives evidence of Chinese settlements on both the east and west coast of the United States.

Menzies' claims do not stop there. His book goes on to describe how the dragon fleets continued their voyage, sailing south along the coast of Argentina and navigating the Straits of Magellan almost a hundred years before Magellan himself did. From there Zheng He headed west, discovering Antarctica and New Zealand and reaching Australia 350 years before Captain Cook.

Unfortunately, when Zheng He returned from his voyage, the political climate in China had changed. Long sea voyages were now seen as an unnecessary luxury and the building of ocean going vessels had become a crime punishable by death. All papers relating to Zheng's voyage were destroyed and there is no direct historical evidence of it ever having happened.

However, this does not deter Menzies and his followers. They claim that ancient maps, Chinese artefacts and computer simulations all help to support their theory. They are adamant that Zheng He's fleet not only sailed to America but also circumnavigated the globe almost 100 years before their European counterparts.
LISTENING

1 Work in pairs. Look at the map and discuss this question.

In what ways is this map different from a traditional world map?

2 2.24 Listen to two friends discussing the map. Match the five magnified areas A–E to the reasons why they've been highlighted.

   1 he went on holiday there
   2 he'd like to go on holiday there
   3 his in-laws live there
   4 his wife's there at the moment
   5 it's where Gavin's mother lives

3 2.24 Listen again and choose the correct answers.

   1 Gavin got the map in London / on the internet.
   2 Mark tries to change his prejudices / turn the map around in his head.
   3 Stuart McArthur's geography teacher told him to change / publish the map.
   4 Gavin's mother lives in Melbourne / on Koh Tao.
   5 Gavin went to Thailand on his own / with some friends.
   6 Gavin thinks that the Algarve is a bad / good place for a holiday.
   7 Gavin's wife, Bel, is coming home for a couple of days / weeks.
   8 Gavin does not plan / plans to visit New Zealand very soon.

4 Work in pairs. Discuss these questions.

- What maps have you got at home (atlases, road maps, wall maps, street maps etc)?
- How often do you use them? What do you use them for?
FUNCTIONAL LANGUAGE: vague language

1 Find and underline ten vague expressions in the text.

My girlfriend's really into, like, mountain climbing and stuff like that, so every year she spends, you know, a couple of weeks or so in the Alps or somewhere. And for six months, more or less, before she goes, she goes running and lifts weights and so on. It kind of worries me when she's up a mountain or something, but I'm sort of getting used to it now.

2 Complete the text with expressions from exercise 1.
More than one answer is possible.

Her favourite place is called, (1) ______, Mount McKinley (2) ______, where she went a couple of years ago (3) ______. It's in Canada or Alaska (4) ______ - I've always been (5) ______ hopeless at remembering names of mountains and places (6) ______. I (7) ______ enjoy looking at her photos, (8) ______, and listening to her stories, (9) ______, but it's (10) ______ all she talks about.

2.25 Listen to the recording to compare your answers.

3 Work in pairs. How much can you remember about the conversation between Gavin and Mark? Use the vague expressions from exercise 1 to help you.

SPEAKING

1 Look at the map and choose five areas that you would like to magnify and circle them.

2 Work in groups. Explain your choices to the others in your group.

VOCABULARY: binomials

1 Find the following expressions in tapescript 2.24 on page 161 and explain what they mean.

1 sick and tired 4 to and fro
2 bits and pieces 5 short and sweet
3 pick and choose

2 Complete the binomial expressions with a word from the box.

blood bred forget hard now out tested white

1 I was born and ______ in this country.
2 I always put my own flesh and ______ before my friends.
3 I prefer black and ______ explanations and I don't like ambiguity.
4 I always want to deal with problems here and ______.
5 I always buy things that are tried and ______.
6 I know that I'll never be down and ______
7 I find it difficult to forgive and ______.
8 I think about things long and ______ before I make decisions.

3 Work in pairs. Are the sentences in exercise 2 true for you?
**Positive psychology**

**Reading**

1. Work in pairs. Discuss these questions.
   - Would you describe the people in your country as generally happy or unhappy?
   - What are they happy or unhappy about?
   - In which countries in the world are the people happiest? Why?

2. Read the article and choose the best title 1–3.
   1. In search of happiness
   2. It's a wonderful world
   3. The growing difference between rich and poor

3. Match the summary sentences 1–7 to the paragraphs A–E. Two of the summaries are not needed.

**A**

For the last 50 years, the world's richest countries have grown wealthier and wealthier. Average salaries have more than doubled, but although we are much more affluent, it seems that we are not necessarily any happier than we were before. A new survey, published by the World Database of Happiness, gives statistical information, in the form of league tables, about people's perceptions of their own happiness in different countries around the world.

**B**

By and large, there is usually a correlation between a nation's wealth and the happiness of its people. The United States and members of the European Union score higher than most countries in the Developing World, but money is not the only deciding factor. The Colombians and Mexicans, for example, are much happier than the populations of many European countries that are much richer than them. Among the richer nations, some, like the Danes and the Swiss, are much happier than others, like the Greeks or the Belgians, but in almost all of these countries that are getting richer and richer, people are no more satisfied with their lives now than they were two generations ago.

**C**

For politicians, understanding what it is that makes us happy is crucial. The statistical information in the World Database of Happiness is a useful starting point and the new science of positive psychology (the science of happiness) is also helping our leaders decide how best to shape the future of our countries.

**D**

Unable to find happiness at home, it is not surprising that many people look to find it elsewhere. The advertisements of national tourist boards on TV and in glossy magazines, show pictures of happy, smiling faces, pretty resorts and euphoric carnivals. Cheap travel has made it possible for most people in rich countries to buy a week or two of happiness each year, but it is only a very temporary solution. Returning to our jobs and our worries after a fortnight in the sun, our lack of happiness may be felt even more acutely. Happiness, after all, is relative.

**E**

In an attempt to tackle the 'happiness' problem, world leaders at the recent World Economic Forum in Davos took part in a workshop which explored the meaning of happiness. Various factors were discussed, and there were contributions from business leaders, university professors and pop singers. Unfortunately, the workshop failed to reach any practical conclusions. They did, however, agree on one thing: although governments will find it very difficult, if not impossible, to create happiness, they can remove some of the obstacles that stand in its way. But, even if they hadn't found the key to true happiness, there were plenty of smiling faces at the end of the day. It seems that the participants had all enjoyed taking part in the search.

4. Find words in the text that match the definitions 1–7.

   1. rich enough to buy things for pleasure
   2. ways of understanding or thinking about something
   3. a connection or relationship between two or more things that is not caused by chance
   4. extremely important because it has a major effect on the result of something
   5. attractive, exciting and fashionable
   6. extremely happy
   7. make an attempt to deal with a problem

5. Work in pairs. Discuss this question.
   - In what ways could the government of your country improve the happiness of the people? Choose the three most important ways.
GRAMMAR: articles

Use *the* before a noun when it is clear what is being referred to, because
- it is defined immediately afterwards. (1) _______
- it has already been mentioned. *It is not surprising to learn from the survey...*
- it is unique. (2) _______

Use *a/an* before a singular countable noun when it is not immediately clear what is being referred to, because
- it is mentioned for the first time. (3) _______
- it is not important which particular thing is being referred to. (4) _______

When talking about things in general
- do not use an article with plural and uncountable nouns. (5) _______

> See Language Reference page 114

1. Complete the examples 1–5 in the grammar box with the highlighted phrases in the text.

2. Choose the best way to complete the sentences.

1. Happiness is *the* / Ø memory of *a* / Ø friends.
2. Happiness is drinking *a* / Ø glass of *the* / Ø champagne on *a* / Ø hot summer afternoon.
3. Happiness is reading *the* / Ø book you have been waiting to read *the* / Ø whole day.
4. Happiness is getting *a* / Ø good score in *an* / Ø important exam.
5. Happiness is having *a* / Ø fridge full of *the* / Ø food and *the* / Ø drink.
6. Happiness is *an* / Ø understanding look from *the* / Ø person you love.

3. Work in pairs. Do you agree with the sentences in exercise 2? Make up six more sentences that begin ‘Happiness is...’

Pronunciation: *the*

1. 2.26 Listen to the recording. What is the difference between the pronunciation of the word *the* in groups A and B?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>the database</td>
<td>the advertisements</td>
</tr>
<tr>
<td>the reasons</td>
<td>the EU</td>
</tr>
<tr>
<td>the research</td>
<td>the importance</td>
</tr>
<tr>
<td>the survey</td>
<td>the other factors</td>
</tr>
<tr>
<td>the world</td>
<td>the United States</td>
</tr>
</tbody>
</table>

2. Look at the words in the box for twenty seconds, then close your book. Work in pairs and try to remember as many of the phrases as possible.

<table>
<thead>
<tr>
<th>the Americans</th>
<th>the Estonians</th>
<th>the Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Argentinians</td>
<td>the French</td>
<td>the Slovaks</td>
</tr>
<tr>
<td>the Austrians</td>
<td>the Germans</td>
<td>the Spanish</td>
</tr>
<tr>
<td>the Brazilians</td>
<td>the Hungarian</td>
<td>the Swiss</td>
</tr>
<tr>
<td>the Czechs</td>
<td>the Indians</td>
<td>the Thais</td>
</tr>
<tr>
<td>the Dutch</td>
<td>the Irish</td>
<td>the Ukarinians</td>
</tr>
<tr>
<td>the Egyptians</td>
<td>the Italians</td>
<td>the Uruguyans</td>
</tr>
</tbody>
</table>

3. What generalizations can you make about the likes and dislikes of the nationality groups in exercise 2?

*The Americans enjoy baseball.*
*The Argentinians like football.*

Speaking

1. Work in groups. How important are the following for your own personal happiness? Put them in order from 1 (most important) → 7 (least important).

☐ family relations
☐ job satisfaction
☐ political freedom
☐ security in your country
☐ social activities
☐ health
☐ social & gender
☐ equality in your country

2. Choose three countries where you would all like to live. Consider the categories in exercise 1 and share what you know about these countries. Where do you think you would be happiest?
Perfect locations

Speaking & Vocabulary: 
Describing landscape

1. Match the phrases 1-7 to the photos A-D.
   1. a bare rocky ridge
   2. a deep narrow gorge
   3. a fertile wooded valley
   4. gentle rolling hills
   5. a jagged snowy peak
   6. a sheltered sandy cove
   7. a tall steep cliff

2. Which of the adjectives in exercise 1 can you use to describe the landscape features a-e?
   a. estuary
   b. field
   c. forest
   d. plain
   e. mountain

3. Work in pairs. Discuss these questions.
   1. Which country do you think the photos were taken in? Why?
   2. What kind of film do you think could be made in these locations?

4. Work in pairs. Choose three different locations in your country to make each of the following films.
   1. a science fiction film set in a distant planet
   2. a horror film set in a very isolated place
   3. a romantic comedy set in a beautiful location
   4. a James Bond film

5. Work in groups. Compare your ideas and explain the reasons for your choice. Choose the best ideas and present them to the rest of the class.

Listening

1. 2.27 Listen to an interview with a location scout. Put the topics in the order that she discusses them.
   - her current project
   - her future plans
   - how she does her research
   - the Azores
   - the work of a location scout

2. 2.27 Listen again and choose the best way to complete the sentences.
   1. It is more / less stressful to be a location manager than a location scout.
   2. She does a lot of research at home after / before travelling to the different places.
   3. For the film of *Gulliver’s Travels*, she needs to find one area / four different areas.
   4. The ideal location is often quite close to / a long way from a town.
   5. Cappadocia has hardly changed / has changed a lot since Star Wars was filmed there.
   6. The *Lord of the Rings* films have helped the film / tourist industry in New Zealand.
   7. The Azores is a good location because the islands have a wide variety of landscapes / they are good for sailing.
   8. The Canary Islands are not suitable because they don’t have the same variety as the Azores / they are too well-known.

3. Look at the phrases in tapescript 2.27 on page 162. What do the words in bold refer to?
   1. That side of the job is so stressful.
   2. That sounds like a tall order.
   3. It’s not too important.
   4. We think the Azores will give us all that.
   5. If the director goes for it.

4. Would you like to work as a location scout? Why or why not?
**GRAMMAR: so & such**

1. Look at tape script 2.27 on page 162 and complete the examples in the grammar box.

   Use *so* and *such* to make adjectives, adverbs and nouns more emphatic.

   Use *so* with an adjective or an adverb.

   With an adjective: *so* (1) ________.

   With an adverb: *everything has to be done so* (2) ________.

   Use *so* + much, many, few or little with nouns, so much: *There’s so much* (3) ________.

   so many: (4) ________

   so few: (5) ________

   so little: (6) ________.

   Use *such* with a noun phrase. Notice the position of *a/an* with a singular noun.

   *such a/an* (7) ________

   You can also use *such* with uncountable and plural nouns.

   With an uncountable noun: *it’s such* hard (8) ________

   With a plural noun: *such awful people*

   Use *so/such* ... *that* to express a consequence.

   So (9) ________ visit the islands that they’re practically unknown.

2. Complete the text with *so* or *such*.

   **It was (1) ________ important to find the right location, and the director was delighted that the scouts had found (2) ________ a perfect spot. It took over a month to get everything ready because (3) ________ many people were involved, and everybody could hardly wait to get started after (4) ________ a long wait. But on the day that filming started, it began to rain. In fact, it rained (5) ________ much that thousands of dollars of equipment were washed away in the water. It was (6) ________ a shock because it never normally rains in the Almeria desert, but everybody had worked (7) ________ hard for nothing.**

3. Rewrite the sentences so that the meaning stays the same.

   1. It was such a remote location that they had to be flown in by helicopter.

      The location was ________ that ________.

   2. The spot is so beautiful, it would be perfect for a film set.

      It’s ________ that ________.

   3. There were such a lot of people working on the set and they had to rent an entire ski resort to house them.

      There were so ________ that ________.

   4. They were so surprised when the owner turned up and said they couldn’t film there.

      It was ________ when ________.

   5. Hardly any tickets had been sold for the film’s first night, so they cancelled the showing.

      So ________ that ________.

4. Choose the correct word to complete the phrases.

   1. I was so / such surprised ...

   2. It was so / such a relief ...

   3. I’d never seen so / such many people ...

   4. I had so / such little time, I thought I’d never make it ...

5. Work in pairs. Choose one of the phrases in exercise 4 and tell your partner about something that happened to you recently starting with that phrase.

**DID YOU KNOW?**

1. Work in pairs. Read the information and discuss these questions.

   Only 150 years ago, the San Fernando Valley in North Hollywood was a rural farming area, but it is now home to some of the world’s most famous film studios: Walt Disney, NBC TV, Warner Brothers and Universal. California’s year-round good weather, natural light and a wide variety of locations make it ideal for early film-makers. As a result, the scenery of Los Angeles and Southern California is better-known than anywhere else in the world. Universal Studios has become a major tourist attraction, although some of the other studios give a better idea of how films are made.

   - What are the most well-known film or TV studios in your country? Where are they?
   - Have you ever visited a film studio or film set? What did you see and do there? If not, would you like to visit one? Why or why not?
GRAMMAR

Articles

We use *the* before a noun when it is clear what is being referred to, because:
- it is defined immediately afterwards.
  *The* location they chose was very remote.
- it has already been mentioned.
  *The* researchers carried out a survey of job satisfaction.
  ... *It* is not surprising to learn from *the* survey, ...
- it is unique.
  *She* works closely with *the* director and *the* producer.

We use *a/an* before a singular countable noun when it is not immediately clear what is being referred to, because:
- it is mentioned for the first time.
  *I’m* going to tell you a story about a little girl and three brown bears.
- it is not important which particular thing is being referred to.
  *Police* officers arrested a demonstrator outside the World Economic Forum.

When talking about things in general:
- do not use an article with plural and uncountable nouns.
  *the women* live longer than *the men*.
  *the* time is precious

the & geographical names

We do not use *the* before the names of countries, continents or cities unless the name includes the word states, republic, kingdom or union.
- America, Europe, China, Britain
  *the USA, the EU, the People’s Republic of China, the UK*

There are a few exceptions: *the Netherlands, the Hague, the Vatican, the Gambia*

We use *the* before the names of oceans, seas, rivers, deserts and groups of mountains or islands:
- *the Pacific, the Mediterranean, the Thames, the Sahara, the Himalayas, the Canaries, the Philippines*

We do not use *the* before the names of individual mountains, islands or lakes.
- *Mount Kilimanjaro, Tenerife, Lake Constance*

so & such

We use *so* and *such* to make adjectives, adverbs and nouns stronger or more emphatic.

<table>
<thead>
<tr>
<th>+ adjective</th>
<th>+ adverb</th>
<th>+ (a/an) noun</th>
<th>+ (a/an) adjective + noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>big, small, cheap, expensive</td>
<td>well, badly, nearly, slowly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>many/few/much/little</td>
<td>many/few people, much/little advice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If we want to express a consequence, we follow the *so/such* phrase with *that* + clause. We can omit *that* in informal situations.

*They were so cheap (that) I bought ten. (= I bought ten because they were very cheap.)*
*He drives so slowly (that) we’ll never get there. It was such a nice day (that) we decided to go to the beach.*
**FUNCTIONAL LANGUAGE**

**Vague language**

kind of sort of
like
you know
more or less
and so on
and stuff like that
or so or something or somewhere

**WORD LIST**

**Geographical features**

bay n C ** /bēz/
canal n C ** /kænəl/
cape n C /kap/
desert n C ** /dezər/ 
falls n pl /faʊlz/
gulf n C /gɑːf/ 
mount n C /maʊnt/ 
ocean n C ** /ˈoʊʃn/
peninsula n C /pɛnɪnˈsюllə/ 
strait n C /ˈstreɪt/

**Binomials**

bits and pieces /bɪts ən ˈpiːsiz/
black and white /blæk ən ˈwɛit/ 
born and bred /bɔrn ən ˈbred/ 
down and out /daʊn ən ˈaʊt/ 
flesh and blood /fleʃ ənd ˈblʌd/
forever and a day /fɔrˈevər ən ˈdeɪ/ 
here and now /hɪər ənd ˈnɔʊ/ 
long and hard /lɒŋ ənd ˈhɑːrd/ 
pick and choose /pɪk ənd ˈjuːz/ 
short and sweet /ʃɔrt ənd ˈswét/ 
sick and tired /sɪk ənd ˈtaɪrd/ 
to and fro /tゥ ənd ˈfroʊ/ 
tried and tested /trɪd ənd ˈtestɪd/

**Describing landscape**

a bare rocky ridge /ə ˈbeər ˈrəʊki ˈrɪd/ 
a deep narrow gorge /ə ˈdip ˈnəʊrəʊ ˈgɑːdʒ/ 
a fertile wooded valley /ə ˈfɪtər ˈwʊdɪd ˈvælɪ/ 
gentle rolling hills /ˈdʒentl ˈroʊlɪŋ ˈhɪlz/ 
a jagged snowy peak /ə ˈdʒædʒd ˈsnoʊi ˈpek/ 
a sheltered sandy cove /ə ˈʃɛltərd ˈsændi ˈkоʊv/ 
a tall steep cliff /ə ˈtɔːl stɛp ˈklɪf/ 

**Other words & phrases**

vessel n C ** /ˈvesl/ 
veteran adj /ˈvetərən/ 
wash away v /wɔʃ ˈweɪ/ 
well-earned adj /wel ərnd/ 
workshop n C ** /ˈwɜːkʃɔp/ 
adament adj /ˈedəment/ 
affluent adj /ˈæfləunt/ 
artefact n C ** /ˈɑːrtəfækt/ 
a tall order /ə tɑːl ˈɔrdr/ 
Aussie n C /ˈaʊzı/ 
breed v ** /briːd/ 
buzz n U /bʊz/ 
by and large /bɪ ənd ˈlɑːrdʒ/ 
circumnavigate v /ˈsɜːrkənˈnevɪɡeɪt/ 
colony n C ** /ˈkɒlənɪ/ 
controversial adj /kəntrəˈvɜːsɪəl/ 
correlation n C * /ˌkɔrərəˈleɪʃən/ 
counterpart n C ** /ˌkʌntərˈpɑːrt/ 
crawling adj /ˈkrɔːlɪŋ/ 
crucial adj *** /ˈkrʌʃəl/ 
Dane n C /deɪn/ 
deter v /dɪˈtɜːr/ 
dispute v * /diˈspʌt/ 
down under n U /daʊn əndər/ 
dragon n C /ˈdrɑːɡən/ 
drag n C /epi/ 
estuary n C /ˈɛstʃʊər/ 
euphoric adj /ˌjuːfəˈhɑːrɪk/ 
fiord n C /fɔːd/ 
fleet n C ** /fliːt/ 
flood v ** /flood/ 
footage n U /ˈfʊtɑːdʒ/ 
glossy adj * /ˈɡlɒsɪ/ 
Itinerary n C /ˈɪtərəˈneɪtɪ/ 
league table n C /ˈliːɡ ˈteɪbl/ 
magnify v /mæɡˈnaɪfɪ/ 
mainland adj /meɪnˈlænd/ 
maze n C /meɪz/ 
navigate v /ˈnævɪɡeɪt/ 
ocean-going adj /ˈoeʃnˈɡoʊɪŋ/ 
out of the way /aʊt ʌv ðə ˈweɪ/ 
paramount adj /ˈpærəmɔːnt/ 
pending adj /ˈpɛndɪŋ/ 
perception n C ** /ˈpɜːrˌsepʃən/ 
pipe dream n C /ˈpɪp driːm/ 
plain n C ** /plein/ 
plot v * /ˈplɔt/ 
Pom n C /pɒm/ 
populate v /ˈpɒpjʊleɪt/ 
repulse v /rɪˈpʌls/ 
round v ** /raʊnd/ 
rural adj *** /ˈrjuːəl/ 
satire n U /ˈsætər/ 
set sail v /sɛt ˈseɪl/ 
setting n C *** /ˈsetɪŋ/ 
settlement n C ** /ˈsetəlment/ 
sizable adj /ˈzaɪzəbl/ 
skilled adj ** /ˈskaɪld/ 
space n C * /spɑːs/ 
step back v /step ˈbæk/ 
submarine n C * /ˈsʌbmaɪərn/ 
supply v *** /ˈsəplaɪ/ 
temporary adj *** /ˈtɛmpərəri/ 
unspoil adj /ənˈspɔɪl/ 
upside down adv * /ˈʌpsайд ˈdəʊn/
COCOS ISLAND

One small Pacific island became a treasure bank for a string of pirates and a magnet for treasure hunters. But even after 300 years, Cocos Island has not yet yielded up all its secrets. Cocos Island, 500km (300 miles) off Costa Rica, Central America, has been used by at least three pirates for hiding treasure. Treasure hunters are still drawn to the island, hoping that some of its riches can still be found.

In the 1680s, the English pirate Edward Davies used Cocos as a base for his ship, the Bachelor’s Delight. He would attack passing ships and raid coastal towns before returning to the thickly-wooded island to store his treasure. No one knows if he collected it all before his mysterious disappearance in 1702.

In 1819, a Portuguese pirate named Benito Bonito carried out a raid on the Mexican port of Acapulco, making off with a cargo of gold and silver coins. He too headed for Cocos Island, hiding his treasure in an area known as Wefer Bay.

Two years later, Bonito was killed in a fight, leaving only a confusing map to indicate where the treasure might be.

The biggest haul of all was left by a Scottish sailor, William Thompson. During a revolution in 1821, the government of Peru hired him to carry their most valuable treasures to Panama to keep them safe. Thompson promptly stole them and buried them on Cocos Island.

The rulers of Peru forced him to take them back to the spot where he had buried the treasure, but he escaped and hid on the island until they had left. He was rescued by a passing ship, and planned to come back to collect the treasure. But he never made it. On his deathbed, he told a friend, John Keating, where the loot could be found.

1. string       5. hoard
2. yielded up   6. scoured
3. haul         7. clasped
4. loot

Do you know of any stories of buried treasure in your country?
Many attempts have been made to track down the Cocos Island treasure – some more successful than others. In 1880, Benito Bonito’s map fell into the hands of a German sailor, August Gissler, who realized that the island on the map must be Cocos. Gissler spent nearly 20 years searching the island. All he found was one single doubloon (a Spanish gold coin), and he died in poverty.

In 1846, John Keating, who had been given William Thompson’s treasure map, set sail for Cocos with a companion named Boag. They found the cave Thompson had described, with a hoard of treasure which included a life-size solid gold statue. But when they returned to their ship, the crew demanded a large share of the loot and threatened violence. Keating and Boag jumped overboard and swam to the island to escape. The sailors searched in vain for the treasure, then sailed away, leaving the two men behind. Boag died, but Keating escaped on a passing whaling ship. No one knows what he took with him, but he lived the rest of his life a wealthy man, returning to Cocos several times before his death in 1882. He left his widow clues about how to find the treasure cave, but she was never able to decode them.

Other treasure hunters have scoured Cocos, but with little success. However, in 1966, a French team found fifteen gold bars and some gold coins. Nearby lay two skeletons, one with an axe clamped in one hand and a knife between its ribs, the other with a large hole in its skull. Two treasure hunters had obviously killed each other in their desperation to grab the loot for themselves.

**Grammar: Passives Review**

1. Underline the passive verbs in the sentences.
   1. Cocos Island, 500 km off Costa Rica, Central America, has been used by at least three pirates for hiding treasure.
   2. Treasure hunters are hoping that some of its riches can still be found.
   3. Two years later Bonito was killed in a fight.
   4. Many attempts have been made to track down the Cocos Island treasure.
   5. He was rescued by a passing ship.
   6. On his deathbed, he told a friend, John Keating, where the loot could be found.

2. Work in pairs. Look at the text and find the sentences in exercise 1.
   1. Look at the rules of use in the grammar box and discuss why the writer used the passive rather than the active.
   2. Rewrite the sentences with an active verb.

---

**Saxon Treasure Found in Garden**

1. Someone found a priceless hoard of 3,000 Saxon coins yesterday as a woman was digging in her back garden.
2. Someone had packed the coins into a wooden box which broke as she was digging it out of the ground. The coins are in the care of a local museum where museum workers are cleaning them in a special laboratory. (4) Someone will then take them to the museum in York for further examination. A legal expert said that even though Mrs Barrett found the coins on her property, (6) the local authorities could still rule them as the property of the state.

---

**Hidden Treasure Found in Children’s Park**

Use a passive form when you want to bring the object of the verb to the front of the sentence:
- in order to emphasize the object of the action or the action itself (rather than the subject of the active verb).
- because the subject of the verb is unknown, unimportant or obvious from the context.

Use be + past participle to form the passive.

*The treasure is hidden somewhere on the island.*

*He may have been killed in a fight.*

---

**See Language Reference Page 124**
Bounty hunter

SPEAKING & VOCABULARY: idioms (money)

1 Work in pairs. Can you think of any stories to illustrate the proverbs below?
   
   Money is the root of all evil.
   Money makes the world go round.
   There’s one law for the rich, another for the poor.

2 Put the idioms in the box into two groups: (a) being rich, (b) being poor.
   
   hard up have money to burn in the red
   in the lap of luxury live hand to mouth
   on the breadline worth a fortune
   be without a penny to your name

3 Replace the words in italics with the appropriate form of the expressions in exercise 2.
   
   1 What would you do if you had more money than you needed?
   2 Who would you turn to for help if you had absolutely no money?
   3 Is it good for children to grow up living in an extremely wealthy environment?
   4 Do you know anyone who is short of money at the moment?
   5 What would you miss most if you were really poor and only just had enough money to survive?
   6 Would it worry you if you were in debt?

4 Work in pairs. Ask and answer the questions in exercise 3.

5 Work in pairs. Can you think of three ideas to add to the list below?

   TOP TEN WAYS TO MAKE MONEY
   
   • Go out with a metal detector
   • Speculate on the stock exchange
   • Inherit a fortune
   • Marry into money
   • Become a model, actor or pop star
   • Write a bestseller
   • Dig for gold
   • ____________
   • ____________

Which way is ...

   • the quickest?
   • the hardest work?
   • the most unlikely?
   • the one you’d choose if you could?

LISTENING

1 2.29 Listen to a story about Domino Harvey and answer the questions.
   
   1 What is a bounty hunter?
   2 Why is it surprising that Domino Harvey became a bounty hunter?
   3 How did Domino Harvey become famous?

2 2.29 Listen again and tick the information that is mentioned.
   
   1 It is sometimes possible to borrow money to stay out of prison in the US.
   2 Bounty hunters are illegal in most countries.
   3 Domino was badly affected by the death of her father.
   4 Her mother went to live with a restaurant owner.
   5 She followed a training course to become a bounty hunter.
   6 She worked for a time as the manager of a night club.
   7 She was arrested for possessing drugs.
   8 She was found dead in her bath.
   9 In the film of her life, the role of Domino was played by Keira Knightley.

3 Complete the sentences with the missing words.
   
   1 If the bounty hunter manages to catch _______ with the robber, he will collect the reward money.
   2 Domino’s time was running _______.
   3 All the money and the glamour could not make _______ for the loss of her father.
   4 Tony Scott tracked Domino _______ and persuaded her to sell her life story.
   5 If you don’t turn _______ for your court appearance, you lose the money.

Check your answers in tapescript 2.29 on pages 162–163.

4 Work in groups. Discuss these questions.

• Do you think that bounty hunting should be legal or not? Why?
• Have you seen the film of Domino’s life? If so, what do you remember about it? If not, do you think it would make a good film?
PRONUNCIATION: sentence stress

1. 2.30 Listen to an extract from a trailer for the film, Domino Harvey. Mark the stressed words. The first sentence has been done for you.

My name is Domino Harvey. I am a bounty hunter. You’re probably wondering how a girl like me arrived here. What I say will determine whether or not I spend the rest of my life in prison. Let’s start at the beginning.

2. 2.30 Listen again and read the text at the same time as the recording.

GRAMMAR: passive reporting structures

We can use passive reporting structures to report opinions and facts without naming the source. Here are two common reporting structures.

<table>
<thead>
<tr>
<th>It</th>
<th>is</th>
<th>said</th>
<th>+</th>
<th>that</th>
<th>clause.</th>
</tr>
</thead>
<tbody>
<tr>
<td>was</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>thought</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>believed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reported</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>known</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rumoured</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is believed that she took a course in acting.

<table>
<thead>
<tr>
<th>He</th>
<th>is</th>
<th>said</th>
<th>+</th>
<th>to</th>
<th>+ infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>was</td>
<td></td>
<td></td>
<td></td>
<td>be + verb + -ing</td>
</tr>
<tr>
<td>etc</td>
<td>etc</td>
<td></td>
<td></td>
<td></td>
<td>have + past participle</td>
</tr>
</tbody>
</table>

Domino was said to be a very difficult child.
She was reported to be feeling unhappy.
She was said to have worked with the Ford agency.

See Language Reference page 124

2. Rewrite the sentences 1–6 in the poster using the verbs in the box and the passive reporting structure He is (said) to...

believe know report rumour say think

JAMES T GREENBERG

Wanted in connection with the murder of a police officer in Pennsylvania.

Considered armed and extremely dangerous.

1 he uses a number of different names
2 he is carrying a knife
3 he is extremely dangerous
4 he has a tattoo of a dragon on his left arm
5 he may be working as a barman
6 he may be travelling with a young woman and two small children

Do not approach.

A reward of up to $100,000 is being offered for information leading directly to the arrest of James T Greenberg.

3. Work in pairs. Imagine that you work for a magazine that reports gossip about celebrities in your country.

- Choose a celebrity that people are interested in reading about. Invent a news story about this person that will encourage people to buy your magazine.
- Use passive reporting structures to report your story.
- Work with other students and compare your stories. Whose story is (a) the most believable, (b) the least believable, (c) the best story to help sell the magazine?
**Speaking & Vocabulary:**

**Phrasal Verbs 2**

1. Match the phrasal verbs in bold in questions 1–8 to the definitions a–h.

1. Have you ever been given something by mistake and then had to **hand it back**?
2. Have you ever been **ripped off** by a shop assistant or taxi driver?
3. Have you ever been **turned away** from somewhere because you were wearing the wrong clothes?
4. Have you ever **fallen for** a little lie?
5. Have you ever **got your own back on** someone who had done you a bad turn?
6. Have you ever **got away with** doing something bad?
7. Have you ever **made up** an excuse for being late?
8. Have you ever regretted **giving away** personal information?

a. believed that a trick, a lie or a joke was true
b. cheated (e.g., when someone charges you too much money for something)
c. escaped without punishment
d. invented
e. punished someone for something they have done to you
f. refused entry
g. returned something
h. telling information or facts that you should keep secret

2. Work in pairs. Test each other's memories. Take it in turns to ...

- cover the definitions and look at the questions. Can you remember the definitions?
- cover the questions and look at the definitions. Can you remember the phrasal verbs?


---

**Reading**

1. Read the headlines and explain the connection between them.

   - **Police arrest internet scam gang**

2. **Tougher penalties for online crime**

3. **Scam victims fight back**

2. Read the article and choose the best headline 1–3 from exercise 1.

3. Read the article again and put the sections in the correct order.

4. Find the idioms 1–4 in the article and choose the correct definition, a or b.

   1. take the bait
      - a. accept what is offered
      - b. refuse what is offered
   2. putting up a fight
      - a. not trying to achieve something
      - b. trying hard to achieve something
   3. play someone at their own game
      - a. do to someone what they have done to you
      - b. make a lot of money
   4. give them more teeth
      - a. make them less powerful
      - b. make them more powerful

5. Work in pairs. Discuss these questions.

- Have you ever received emails asking you for money? What did you do?
- Do you know of any other scams, email or otherwise?
- What punishment do you think scammers should get?

1. It is estimated that scam victims in the US are ripped off to the tune of 200 million dollars every year. Many of them are fooled by an email that has got through their anti-spam system. It informs them that they have been singled out to receive a very large sum of money. All they have to do is send their postal addresses and bank details to a ‘government official’ in some distant country. Those who take the bait exchange emails for a few days before being told that the money is almost ready for transfer to their account. The only slight problem is that the small sum of US$80 is needed for bank charges. Hundreds of optimists around the world have the US$80 transferred to the

   □ago that she would never see her money again, other victims have been more fortunate and have had their money handed back. In the US, internet service providers claim to be winning the war on scam after seeing a drop of 75% in the last two years. The war may not be over, but it has most certainly begun.
GRAMMAR: causative

1. Choose the correct form to complete the sentences. Check your answers in the article.

1. They have the money to transfer / transferred to the other side of the world.
2. He got the directors to agree / agreed to help.
3. He had his photograph to take / taken.
4. They had their arms to tattoo / tattooed.
5. They got the wouldn’t-common to pay / paid.
6. They had the emails to trace / traced.
7. They got the government to introduce / introduced tougher laws.

2. Complete the sentences with a phrase from the box.

the Bahamas  his money  his portrait
his personal fashion assistant  his yacht
buy tickets for the World Cup Final  caviar
his clothes  iron his newspaper

1. He has ______ served for breakfast every day.
2. He has ______ designed by ______.
3. He gets his secretary to ______ every morning.
4. He has had ______ painted five times.
5. He is going to get his PA to ______.
6. He’s having ______ repaired.
7. He’s had ______ sent to ______.

3. Work in pairs. How many more ways can you complete the sentences in exercise 2?

Compare your ideas with another pair of students.
Who has the funniest or most interesting ideas?

Use
- have something done
- get someone to do something
to talk about actions that you ask or persuade someone else to do for you.

I had my camera repaired.
I’m having my shoulder tattooed next week.
I got my company to pay the bill.
I’ll probably get a friend to help me.

SEE LANGUAGE REFERENCE PAGE 124
SPEAKING

1 Work in pairs. Discuss these questions.
   - How many different banknotes exist in your country?
   - What colours are they?
   - What denominations are there?
   - What do the pictures show?

2 Work in groups. Look at a specific banknote or coin and share your ideas to answer the questions.
   1 When and where was it made?
   2 Has it travelled far?
   3 Who had it before you?
   4 What will you spend it on?
   5 What will the next person do with it?

3 Work with a student from another group. Exchange your ideas from exercise 2.

LISTENING

1 Work in pairs. Look at the pictures on these pages for thirty seconds. Then close your books and describe the pictures in as much detail as possible.

2 ⚤ 2.31 Listen to an extract from a radio programme and put the topics in the order in which they are mentioned.
   - counterfeit dollar bills
   - the meaning of the pyramid symbol
   - burning dollar bills
   - how to trace a dollar bill
   - large denomination bills
   - the manufacture of dollar bills
   - the translation of the Latin inscriptions

3 ⚤ 2.31 Listen again and explain the significance of the numbers in the box.

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>six months</td>
</tr>
<tr>
<td>$540</td>
<td>$5 note</td>
</tr>
<tr>
<td>8,000</td>
<td>$10 note</td>
</tr>
<tr>
<td>over 50</td>
<td>$50 note</td>
</tr>
<tr>
<td>1776</td>
<td>Independence Year</td>
</tr>
<tr>
<td>five</td>
<td>$5 bill</td>
</tr>
<tr>
<td>70</td>
<td></td>
</tr>
</tbody>
</table>

4 Work in pairs. How much can you remember about the images in the US Great Seal?

FUNCTIONAL LANGUAGE: generalizing

1 Identify and underline the expressions in the sentences that show the speaker is making a generalization.

1 Generally speaking, people are thinking more about their coffee than the money in their hand.
2 They mostly last less than two years.
3 As a rule, it can be sold for more than four times its face value.
4 For the most part, the work was done by Jefferson.
5 By and large, the stories are more entertaining than probable.
6 Americans generally prefer dollar bills to dollar coins.
7 On the whole, most British people can understand most Americans.
8 Broadly speaking, the dollar has remained strong against other currencies.
9 I think that, in general, it's best to travel with dollars in your pocket.

2 Work in groups. How many generalizations can you make about the topics in the box?

- banks
- criminal gangs
- the police
- spam
- presidents
- the Secret Service
- tattoos

Do you agree with the generalizations of the other members of your group?
Vocabulary: US & UK English

1 Work in pairs. Do you know the British English word that is being defined in the sentences below?

1 A game with eleven players and a round ball that is kicked. It is called soccer in the US.
2 An object for controlling how much water comes out of a pipe. It is called a faucet in the US.
3 An underground tunnel for people to cross a street. It is called an underpass in the US.
4 The piece of paper that tells you how much you must pay. It is called a check in the US.
5 A purple vegetable that is called an eggplant in the US.
6 The side of a street where people can walk. It is called the sidewalk in the US.
7 Fingers of potato that are fried and served hot. They are called fries in the US.

2 Work in two groups, A and B.

Group A: You are going to write definitions for three British English words. Turn to page 148 for help.
Group B: You are going to write definitions for three British English words. Turn to page 147 for help.

3 Work in pairs with one student from Group A and one student from Group B. Read your definitions to your partner. Does he/she know the words?

Did you know?

1 Work in pairs. Read the information and discuss the questions.

The first credit card appeared in the US in 1950, but it was first thought of in a nineteenth-century novel by Edward Bellamy. The Diners Club card of 1950 was soon followed by American Express. Diners Club cards were originally accepted in fourteen New York restaurants, but can now be used to pay in 24 million locations worldwide. Shops and restaurants have to pay a fee of 2 or 3% of every transaction to the credit card company, and the customer pays about 13% interest.

American Express now has an annual profit of billions of dollars and is one of America's top 30 corporations. However, the average American owes over $8,000 to the credit card companies. On average, they also receive seven offers every year to extend their credit or apply for an extra card. One million American credit card holders declare themselves bankrupt every year. The situation in the UK is very similar where most people, including teenagers, have at least two cards.

• What are the most popular credit cards in your country?
• What sort of things do people buy, and not buy, with them?
• Is it easy to get a credit card?
• Should teenagers be allowed to have credit cards?
• Would you ever cut up a credit card? Why or why not?
GRAMMAR

Review of passive voice

We use a passive form when we want to bring the object of the action to the front of the sentence. There are a number of possible reasons for doing this:

• in order to emphasize the thing or person affected by the action. 
  The gold had been buried on a desert island.
• because the agent of the action is unknown, unimportant or obvious from the context.
  Its location was marked on an old map.

If we want to name the agent, we use by. We name the agent when it is important or unusual, or because we want to make this information more noticeable.
  The map had been drawn by Blueheard himself.

Use be + past participle to form the passive.

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th>object</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>has/have</td>
<td>the house</td>
<td>painted</td>
</tr>
<tr>
<td>she</td>
<td>is/are having</td>
<td>the TV</td>
<td>tattooed</td>
</tr>
<tr>
<td>they</td>
<td>is/are going to have</td>
<td>it</td>
<td>repaired</td>
</tr>
<tr>
<td>etc</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Passive reporting verbs

We can use passive reporting structures to report opinions and facts without naming the source. Here are two common reporting structures.

<table>
<thead>
<tr>
<th>verb</th>
<th>object</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>is/is being</td>
<td>was/was being</td>
<td>buried</td>
</tr>
<tr>
<td>had been</td>
<td>shown</td>
<td></td>
</tr>
<tr>
<td>am/was/were</td>
<td>have</td>
<td>taught</td>
</tr>
<tr>
<td>were</td>
<td>have been</td>
<td>taken</td>
</tr>
<tr>
<td></td>
<td></td>
<td>etc.</td>
</tr>
</tbody>
</table>

It is believed that his father was a fugitive.

<table>
<thead>
<tr>
<th>he</th>
<th>is</th>
<th>said</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>she</td>
<td>was</td>
<td>thought</td>
<td></td>
</tr>
<tr>
<td>etc</td>
<td>etc</td>
<td>etc</td>
<td>etc</td>
</tr>
</tbody>
</table>

His father was thought to be a fugitive.

Causative

We use the causative to talk about an action that you ask, persuade or arrange for someone else to do for you. She’s having her jewels valued.

We do not normally need to say who does the action, because this is usually understood from the context. We use by if we want to say who does the action.
  She usually has it done by experts from an auction house.

FUNCTIONAL LANGUAGE

Generalizing

Sentence starters
Broadly speaking.
Generally speaking.
As a rule.
For the most part.
By and large.
On the whole.
in general.

Generally speaking, they arrive quite late.

Before the main verb
mostly.
generally.

They generally arrive late.
WORD LIST

Idioms (money)

be hard up /bi ˈhɑrd ʌp/
be in the red /bi ˈɪn ðe ˈred/:
be on the breadline /bi ˈɒn ðə ˈbredlaim/:
be without a penny /bi ˈwɪtət a ˈpɛni/:
be a fortune /bi ˈfɔrtʃən/:
be a matter to /bi ˈmætər to/:
live hand to mouth /lɪv hænd tə maut/:
live in the lap of luxury /lɪv ɪn ðə læp əv ləkˈʃən/:

Other words & phrases
alive and well /əˈlaɪv ən ˈwɛll/:
all-seeing adj /əl ˈsɪznɪŋ/:
axe n C *:
and the like /ənd ðə ˈlaɪk/:
bail n C *:
bait n C:
bankrupt adj *:
billfold n C *:
bondsman n C *:
bounty hunter n C *:
cargo n C U *:
clasp v *:
codeword n C *:
common /ˈkɒmən/:
counterfeit adj /kəʊntəˈfaɪt/:
deactivate v /dɪˈæktrɪktɪv/:
deathbed n C *:
decode v /dɪkˈdəʊd/:
deface v /dɪfes/:
denomination n C *:
desperate n C *:
do(sb) a bad turn /də ɑː tɜːn/:
doubloon n C *:
drink on v /drɪŋk ɒn/:
force v *:
excess n U *:
expel v /ɪkˈspel/:
face value n U *:
false adj n C *:
fall apart v /fɔl ˈɑːpərt/:
fell into the hands of (sb) /fəl ˈɪntə ðə hændz əv/:
fishpond n C *:
foil v *:
fruitive n C *:
give (sb) /dɪv/:
mother teeth /ˈmʌθər ˈtiːð/:
grab v *:
haul n C *:
hoard n C *:
inscription n C *:
lives savings n U *:
jet set n U *:
loot n U *:
magnet n C *:
metal detector n C *:
on the trail of /ɒn ðə ˈtreɪl əv/:
overboard n C *:
overdose n C *:
play (sb) at their own game /pleɪ (sb) ət ðəz ən ˈgeɪm/:
provider n C *:
put up a fight /pʊt ʌp ə ˈfaɪt/:

Phrasal verbs 2

fall for /fɔl ˌfɔr/:
get away with /ɡet əˈweɪ wið/:
get your own back on (sb) /ɡet ɪˈzɔr ˈbaŋk ɒn/:
give (sth) away /ɡɪv əˈweɪ/:
hand (sth) back /hænd ˈbæk/:
make (sth) up /meɪk ʌp/:
rip (sb) off /rɪp əf/:
turn (sb) away /tɜrn əˈweɪ/:

US & UK English

bathroom ** /ˈbɑːθrʊm/:
toilet ** /ˈtoʊlɪt/:
check ** /tʃek/:
bill *** /bɪl/:
eggplant /ˈæɡplænt/:
aubergine /ˈɔubɜrʒi:n/:
faucet /ˈfɔʊsɛt/:
tap ** /tæp/:
fries /frɛz/:
chips ** /tʃips/:
garbage can /ˈɡærbɪdʒ ˈkeɪn/:
dustbin * /ˈdʌstbɪn/:
gas station /ˈɡæs stɛˈʃən/:
petrol station /ˈpɛtrəl stɛˈʃən/:
pants * /pænts/:
trousers ** /ˈtraʊzərz/:
sidewalk /ˈsaɪdweɪk/:
pavement ** /ˈpɑːvəmənt/:
soccer * /ˈsɒkər/:
football *** /ˈfʊtbɔl/:
sto√ * /ˈstoʊɪ/:
kooka /ˈkʊka/:
subway /ˈsʌbweɪ/:
underground /ˈʌndəgraʊnd/:
underpass /ˈʌndəpɑːs/:
subway /ˈsʌbweɪ/:
undershirt /ˈʌndəʃɜːrt/:
vest /ˈvest/:

Abbreviations for word lists

n noun
v verb
adj adjective
adv adverb
prep preposition
sb somebody
sth something
C countable
U uncountable
pl plural
s singular

*** the most common and basic words
** very common words
* fairly common words
**Writing**

### Speaking

1. Work in pairs. Read the two quotes and answer the questions.

   A: I've travelled widely in a number of countries outside the UK.
   B: I've been abroad a few times.

   Which person, A or B, is probably exaggerating the truth?
   Which answer would it be best to give when applying for a job? Why?

2. Think of an exaggerated truth for each of these sections in a CV.
   1. Languages spoken
   2. Computer skills
   3. Job responsibilities
   4. Personal qualities
   5. Work experience

### Reading

1. Look at the job adverts and the CV. Which job do you think Antonia is interested in? Why?

   **Professional footballer seeks personal assistant.**
   Duties will include accompanying him on trips abroad. Knowledge of at least three major world languages essential. Previous experience of a similar post preferred. Apply with CV and covering letter to applications@dreamjobs.com

   Small, dynamic TV production company seeks youthful, enthusiastic office assistant. The successful candidate will have a degree in media or film studies, and a keen interest in sport. Apply with CV and covering letter to jobs@TV3.com

---

**Curriculum Vitae**

**Antonia Piper**
0156 238784
toniap@newmail.ac.uk

**Personal Profile**
An enthusiastic, energetic undergraduate, I am experienced in coordinating and supporting the work of others as well as motivating myself to work alone. I am currently looking for a short-term placement within the sports and leisure industry.

**Education**
2007–present  BSc Sports Science Newham University

**Work Experience**
- **Part-time editor**, Newham University, 2007–present
  As part of my degree in Sports Science I am currently working ten hours a week as sub-editor of the sports page for The Word, the Newham University weekly newspaper. My duties include writing articles, editing the work of fellow students, and liaising with local and national press agencies.

- **Secretary**, Newham University Film Society 2007
  As secretary of the film society I initiated a student discount system with a local DVD rental firm and organized local sponsors for a student film production which was subsequently shown at the local film festival.

  Initially I worked as a part-time cashier and following a brief training period I was promoted to shop assistant. My duties included opening the shop, arranging the window display and informing customers about promotional campaigns.

**Skills**
- Fluent Spanish, conversational French, intermediate Italian
- Webpage design
- Full driving licence

**Interests**
- Independent film: I try where possible to attend both local and national film festivals.
- Amateur dramatics: I was an active member of my school drama club prior to entering university.
- Football: captain of the university women's football team.

**References**
Ms Gill Stallcott
Senior Lecturer
Faculty of Sports Science, Newham University, Newham
G.stallcott@newmail.ac.uk
0156 257889
2 Look at the CV again. Which of the following pieces of information 1-6 has Antonia included in her CV? In which section?
1 her university studies  
2 voluntary work  
3 the kind of job she’s looking for  
4 the languages she speaks  
5 date of birth  
6 the sports she’s interested in

2 Add capital letters to the CV extract where necessary.
- skills
- fluent german and working knowledge of hungarian
- full driving licence
- interests
- journalism and writing
- i work as a voluntary reporter for the newsdesk at newham fm radio station one or two nights a week, filing reports on local news and events.
- i have contributed articles to the arts and culture section of the newham gazette, a local weekly newspaper.
- references
- dr j.k. smithers, old vicarage
- professor james tann, newham business school
- 12, orchard lane, newham university
- newham

3 Read the information sheet about writing a good CV. Has Antonia followed all the advice given? Answer Y (yes), N (no) or D (don’t know).

How to write a good CV
- Use headings and bold to make your CV easier to read.
- Use bullet points to make lists more attractive.
- Write your education and work experience with the most recent events first.
- Include a brief description of any work experience, highlighting your responsibilities and achievements.
- Include the names of at least two referees. One should be your present employer or tutor where possible.
- Never tell lies or exaggerate on your CV. You will get caught out.
- Remember to check your spelling and punctuation.

3 Find nine spelling mistakes in the CV extract below.

Extra Information
I worked as a voluntary secretary for a local children’s charity for a brief period, supporting the work of field workers and child carers alike.
I have attended various web design courses and have my own web page and blog which I update whenever possible.
I was assistant to a local independent candidate during the recent local government election campaign.
I hold a full driving license.

4 Find words or expressions in the CV that mean:
1 I have experience of ...  
2 helping other people with their work  
3 My job involved ...  
4 My aim is to find ...  
5 I took an active part in ...  
6 at the moment  
7 at first  
8 after that

5 Look at the CV again and underline any other useful phrases or expressions.

LANGUAGE FOCUS
1 Find examples in the CV for each of the rules for using capital letters.

Use capital letters
- to begin a sentence.
- for names of people and their job titles.
- for names of places (street names, towns).
- for names of organizations.
- for languages, nationalities and countries.
- for titles of books, films, etc.
- for headings and subheadings.

WRITING
1 Write a CV for yourself. Look back at the information sheet about writing a good CV. You can invent information if you like.

REMEMBER TO ...
- use capital letters where appropriate.
- check your spelling.
- use bullet points, underlining and bold to make your CV attractive and easy to read.
- use formal language (eg no contractions).
- include short, concise descriptions of work experience and interest where necessary.
2 | Writing

A composition

**Speaking**

1. Work in pairs. Which of the things in the box do you associate with India?

   - computer technology
   - elephants
   - movies
   - nuclear weapons
   - palaces and temples
   - poverty
   - space rockets
   - the Taj Mahal
   - traditional religious ceremonies

2. In what ways do you think that the following are different in India from your country?

   - an average family home
   - a popular festival
   - a typical market
   - a typical meal
   - people's clothes

**Reading**

1. Read the composition and choose the best title 1–3.

   1. Indian information technology
   2. Poverty in contemporary India
   3. The face of modern India

2. Read the composition again. Match the paragraphs 1–3 to one of the summaries a–f below. Three of the summaries are not needed.

   a. an example of an appropriate image of contemporary India
   b. examples of modern tourism in India
   c. examples of traditional images of India
   d. information about population growth in India
   e. reasons why India is still an agricultural society
   f. reasons why traditional images are unsatisfactory

When most people think of India, they probably imagine a brightly-coloured land of exotic animals, temples and markets, and of people washing their clothes in the river. India would seem, from these images, to be a very traditional society that has little or nothing to do with the industrialized twenty-first century.

These images, however, do not do justice to the incredible variety of the country – geographically the seventh largest in the world with a population of over one billion people. Although it is undeniable that the lives of many Indians, especially in the countryside, have hardly changed for hundreds of years, India, as a whole, has been transformed in the last twenty-five years. It is a world leader in computer technology, has its own space programme and is a nuclear power. In Bollywood, India has the world's largest film industry.

For all these reasons, it could be argued that the usual images of India give a very false impression. Perhaps a better symbol of contemporary India would be HiTec City in Hyderabad, a state-of-the-art business park and convention centre in the south of the country, and home to such multinational giants as Microsoft, General Electric and HSBC. The ultra-modern architecture and facilities of HiTec City may come as a surprise to many, but as a reflection of the second fastest-growing economy in the world, it is fair to say that it represents contemporary India better than photos of tigers, elephants or the Taj Mahal.
LANGUAGE FOCUS

1 Divide the composition into three paragraphs.

Traditional tourist images of Wales usually show dragons, mining valleys and male voice choirs. The dragon is a national symbol and features on the Welsh flag. Coal mining was, for many years, the country’s main industry and the Welsh are understandably proud of their singing traditions. Most people would agree, however, that these images do not reflect contemporary Wales. The dragon, of course, is a mythical beast; the coal mines have nearly all closed down and male choirs are not the most popular form of music among the majority of Welsh people. It seems to me that a more accurate image of modern Wales would include large wind farms or computer factories, but these might not be very appealing to potential tourists. Wales has spectacular mountains where visitors can take part in a wide range of outdoor sports, so a more attractive alternative would be photographs of paragliding, hill-walking or whitewater rafting.

2 Read the information in the box and underline the topic sentences in the compositions about India and Wales.

Useful language

It is common to begin paragraphs with a topic sentence which introduces the main topic of the paragraph. The rest of the paragraph develops the idea of the topic sentence.

3 Match the topic sentences 1–4 to the beginnings of the paragraphs a–d.

1 Images of traditional costumes such as these could easily be replaced with something more modern.
2 Many of the most well-known images of the country show members of the royal family.
3 Picturesque villages may appeal to visitors to the country, but they are misleading.
4 These images, however, belong more to the past than to the present.

a Most of the monuments were built in the nineteenth century. Few people now wear traditional costumes.
b The king is probably the most popular. Royal palaces are also very common.
c First of all, very few people these days actually live in houses like these. In fact, most of the population live in flats very similar to any other large city.
d An up-to-date photo of the city centre would be one possibility. This would, at least, show how people dress.

4 Mark the expressions for giving opinions 1–9 for the ones in the India composition, W for the Wales composition and N for neither.

1 It could be argued that …
2 It is fair to say that …
3 It is generally recognized that …
4 It is reasonable to say that …
5 It is undeniable that …
6 It seems to me that …
7 Many people feel that …
8 Most people would agree that …
9 There is no doubt that …

5 Work in pairs. Complete the phrases in exercise 4 with nine different pieces of information about your country.

WRITING

1 Work in small groups.
- Think of at least six different images that are often used to advertise your country.
- Decide which of these images are old-fashioned.
- Think of two or three images that show a more contemporary aspect of your country.
- Choose the best of these images and explain your reasons.

2 Use your ideas from exercise 1 to write your composition.

REMEMBER TO …

- organize your composition into three logical paragraphs.
- begin each paragraph with a topic sentence.
- use a variety of phrases from Language focus exercise 4 to introduce your ideas.
- use formal language.
3 | Writing  A review

**Speaking**

1. Work in pairs. Which sentences 1–5 are true for you?

1. I prefer to watch stuff at home on DVD, but I go to the cinema from time to time.
2. I like to know about the latest films and I probably watch three or four movies a week.
3. The films they make these days aren’t as good as they used to be.
4. I like watching movies but I forget about them as soon as I’ve seen them.
5. I prefer to go to the cinema with a friend.

2. Which of the following ingredients influence your opinion of a film (1 = very important, 2 = quite important, 3 = unimportant)?

- the action
- the cast and the acting
- the direction
- the plot or the script
- the setting

**Reading**

1. Which of the reviewers 1–6 liked the film?

1. An extraordinary story of two people who struggle to communicate.
2. Scarlett Johansson is absolutely stunning, but the film is about as exciting as watching paint dry.
3. Beautifully-shot and lovingly-directed, this won’t appeal to everybody, but it’s a pleasant way to spend the evening.
4. Scarlett Johansson doesn’t have to say much, but she’s one of the finest actresses of her generation.
5. With 17th-century Delft as a stunning backdrop, we see the details of the life of a beautiful young servant.
6. Johansson is very pretty, the camerawork is very pretty and the film is pretty boring. Another costume drama for cinema-goers who don’t mind if nothing much happens.

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**Movies Today**

Nominated for three Oscars when it was released in 2003, *Girl with a Pearl Earring* tells the story of the Dutch painter, Vermeer, and the creation of one of his most famous paintings. It is an adaptation of a novel by Tracy Chevalier of the same name. The subject of the portrait, *Girl with a Pearl Earring*, is Vermeer’s servant, Griet, who gets to know the artist while sitting for the picture.

The role of Griet is played to perfection by Scarlett Johansson, who also starred in the memorable *Lost in Translation* of the same year. Colin Firth (*Bridget Jones’ Diary*, *Love Actually* and *Nanny McPhee*), is excellent in the role of Vermeer, and Tom Wilkinson is convincingly revolting as Vermeer’s patron, Van Ruyven, who wants to buy Griet.

What is most memorable about *Girl with a Pearl Earring* is its hypnotic beauty. The scenes are shot in lovingly recreated Delft of 1665 and the light and the detail come straight out of one of Vermeer’s paintings. The cast are dressed in lavish costumes by the Dutch designer, Dien van Stralen, and the camerawork of Eduardo Serra is exquisite. *Girl with a Pearl Earring* received 20 mixed reviews, but it has stood the test of time well.

The film appeals to more adult tastes and carries a PG-13 certificate.
2 Match the quotations in exercise 1 to the categories in Speaking exercise 2.

3 Read the review and answer the questions.
   1 Is it generally positive or negative?
   2 What aspects of the film did the reviewer like?

4 Read the review again and put the questions in the order in which they were answered.
   [ ] What are best features of the film (acting, direction, script, soundtrack, etc)?
   [ ] What do you remember most about the film?
   [ ] What is the plot about?
   [ ] What kind of people does the film appeal to?
   [ ] When was it released?
   [ ] Where is it set?
   [ ] Who are the main characters?
   [ ] Who stars in it?

**LANGUAGE FOCUS**

1 Complete the sentences with a preposition.
   1 Tom Hanks is perfect in the role ______ the professor.
   2 Audrey Tautou is extremely convincing ______ a code-breaker.
   3 She gives a performance that is worthy ______ an Oscar.
   4 The film is set ______ Paris.
   5 The film tells the story ______ an attempt to solve a mysterious murder.
   6 It’s an adaptation ______ a book by Dan Brown.

2 Think of a film or TV programme that you liked. Replace the words in italics with information about that film or programme.

   1 Lost in Translation was directed by Sofia Coppola. It was made in 2003.
   2 The film stars Scarlett Johansson and Bill Murray.
   3 It is set in Tokyo and tells the story of an aging film star and a young woman who find themselves together.
   4 Scarlett Johansson is excellent in the role of the young wife who is looking for her role in life.
   5 Most of the action takes place in the hotel bar.
   6 What is most memorable about Lost in Translation is the performance of Bill Murray.
   7 The film appeals to people who want more than Hollywood entertainment.

3 Which tense is used in reviews to give details of the plot?
   Griet gets to know the artist while sitting for the picture.
   Vermeer's patron, Van Ruyven wants to buy Griet.

4 Expand the notes. Use present simple and any other words that you need.

   **Lost in Translation: plot summary**
   Charlotte / meet / Bob / Tokyo hotel. They / both bored. They / spend / few days together / he / talk / about / his wife / children. She / talk / her husband / photographer. They / become / good friends / important experience / their lives.

**WRITING**

1 Work in pairs. Think of a film or TV programme that you have both seen. Look at the questions in Reading exercise 4 and prepare your answers together.

2 Decide the best order in which to organize the information and your opinions about the film/TV programme.

3 Work with another pair of students. Tell them about the film/TV programme.

   Have they seen the same film/TV programme?

   Yes
   
   No

   Do they share your views?

   Would they like to see it?

   What information in your review appeals to them most?

4 Write your review.

   **REMEMBER TO ...**
   - organize your review into appropriate paragraphs.
   - use a selection of phrases from Language focus, exercise 4.
   - use appropriate verb forms to talk about the film.
   - look twice at the prepositions you have used.
From: Kay Green
To: Polly
Subject: keeping in touch

Hi Polly, how are you doing? I can’t believe it’s been three months since we last spoke! It sounds like things are going really well for you. The new job sounds superb. And your new man ... I can’t wait to meet him!

Me and Bruce are going to be in your neck of the woods in about a month’s time. The weekend of the 23rd. Are you going to be around? You’re not going to believe this, but we’ve signed up for a fell running race in the Lake District. 18 miles mostly uphill – and Britain being Britain, probably in the pouring rain. I know. We’re mad! It was all my sister’s fault. We were at a party at her house a couple of months back and we got talking to this guy who actually runs the whole thing. He was dead enthusiastic about it all and well, the next thing we knew we’d signed up to do it too!

So, anyway, we’ve become complete fitness freaks. We’re down in the gym practically every night. We’re going on a trial run in Wales next weekend and there’s a group of us going up to the lakes on the 23rd. We’re going to rent a house for the weekend. Do you fancy coming to stay? It’s got an open fire and a great little pub right next door! Check out the photos.

We’d love to see you ... and Nick, of course! What do you reckon? We’ve booked the house already so there’s no need to make a decision right away. I really hope you’ll be around and if you decide to come and join us for the weekend that’d be great!

Right, got to go now. It’s my turn to make supper!

A huge hug and speak soon
K
**LANGUAGE FOCUS**

1. Rearrange the words to make sentences.
   1. phoned was sorry out I'm when I you.
   2. today you phone I'll on later.
   3. ringing got now, the go phone's I've to.
   4. moment from all that's me the for.
   5. know soon me let write and again.
   6. long been sorry haven't touch for so in I.
   7. doing hi, are you how?
   8. great thanks they're photos, for the!

2. Look back at the sentences in exercise 1 and decide which you would use to open an email (O) and which to close it (C).

3. Choose the correct word to complete the invitations below.
   1. What about meet / meeting up sometime over the weekend? We could go out for a drink or something.
   2. Would you like to do / doing something at the weekend?
   3. I was wonder / wondering whether you might like to meet up sometime.
   4. Do you fancy come / coming along with us? It'll be great fun.
   5. What do you reckon to go / going out for a meal tonight? We could try that new Greek restaurant.
   6. Mr and Mrs Smythe Hamilton request / requesting the pleasure of your company at their daughter's wedding.

4. Decide which invitations in exercise 3 are:
   a. very informal (VI).
   b. neutral (N).
   c. formal (F).

5. Work in pairs. Invite your partner to do something this evening. Make any necessary arrangements.

**WRITING**

1. Work in pairs. A friend you haven't seen or spoken to for almost a year has just emailed you with his/her news. You're going to write a reply. Decide which of the following you will include in your email and in what order.

   - comment on your friend's news
   - invite your friend to come and stay with you
   - suggest going out together one evening
   - suggest a visit to your friend's home
   - promise to phone your friend very soon
   - send your regards to your friend's family
   - encourage your friend to write back soon
   - attach a photo
   - explain your news and plans
   - ask your friend for more details about his/her news

2. Make notes on ...
   - any changes in your life over the last twelve months.
   - what you're doing at the moment.
   - any plans you've got for the near future.

   **Useful language**

   Have you heard the latest?
   You know I was thinking of ... well ...
   Did I tell you about ... ?
   We've been thinking of ...
   I don't know if you know, but ...
   We've got some great news!

3. Write your email. Remember to thank your friend for his/her email and to suggest meeting up very soon.

   **Remember to ...**
   - open and close the email appropriately.
   - thank your friend for his/her email.
   - use informal language (eg contractions) and a friendly tone.
   - use appropriate verb forms to tell your news and describe your plans.
Speaking

1. Work in pairs. Use the words in the box to make up a story about a rescue.
   - canyon
   - paramedics
   - walking
   - water
   - coyotes
   - collapse
   - hero

2. Work with a different partner. Compare your stories. How similar are they?

3. Choose one of your two stories and write a dramatic headline for it.

Reading

1. Read the story. Then work in pairs and make up a suitable headline.

2. Work in pairs. Answer the questions without re-reading the story.
   1. Where was Renée Zellweger?
   2. Who was she with?
   3. What were they doing?
   4. What did they see?
   5. What did Renée do?
   6. What did her friend do?
   7. What did the paramedics say?
   8. What did the witness say?
   9. How did the story end?

Read the story again to check your answers.

3. Match the words in bold to the three women in the story, R (Renée Zellweger), P (her personal trainer), W (the walker).

   1. ... they saw her when she fell into the canyon
   2. ... talking to her and offering her water, while her friend called for help.

4. Work in pairs. Roleplay an interview between a journalist and Renée Zellweger about the experience.

Oscar-winning Renée Zellweger

became a true life heroine when she saved a walker in LA’s remote Runyon Canyon.

Renée and her personal trainer were taking a walk when they saw a fellow hiker collapse and slide off the path into the canyon below.

Renée immediately ran to the walker’s rescue. She scrambled down the steep side of the canyon, risking her own safety to help the women.

‘Renée and her friend were about 50 yards behind the lone woman hiker. Luckily, they saw her when she fainted and fell into the canyon,’ said a witness.

The actress stayed with the injured walker, talking to her and offering her water to drink, while her friend called for help.

The paramedics praised the Hollywood star’s quick thinking, saying that anything could have happened. The canyon is known to be full of coyotes, and without water the woman could have fallen into a coma or even died.

The Hollywood heroine made light of the situation and, once she had made sure the woman was in good hands, she continued with her workout as if nothing had happened.
LANGUAGE FOCUS

1 Look at the story in the reading section and find three expressions used...
   - to refer to Renée Zellweger.
   - to refer to the person she rescued.

2 Work in pairs. Replace the words in italics in the story below with phrases from the box.
   - Mr Ford
   - the lost teenager
   - the stupid boy
   - the 13-year-old
   - the heroic superstar
   - the Hollywood actor
   - handsome Harrison
   - the Utah schoolboy
   - Indiana Jones himself
   - the unlucky lad

Harrison Ford flies to the rescue
Harrison Ford volunteered to fly his own helicopter to rescue a boy scout who had got lost on a camping expedition in Yellowstone National Park. After a search with dogs failed to find the boy scout, two air rescue teams were called in. Harrison Ford, better known for his heroics as the archaeologist, Indiana Jones, was piloting one of the helicopters which searched the Wyoming forest throughout the night. Harrison Ford and his team eventually found the boy scout early the next morning. He was cold and tired but very excited when he found out that not only was he going to ride in a helicopter, but that he had been rescued by Harrison Ford.

3 Read the explanation in the box and punctuate sentences 1–5.
   1 he’s a real live hero said one fan
   2 it was like something from the movies one onlooker said
   3 was that really who I think it was asked the young woman
   4 she’s just as beautiful in real life as she is on screen commented one of the people who witnessed the rescue
   5 I just couldn’t stop thanking him the boy’s mother said

Use speech marks (‘ ’) to indicate speech. All punctuation (commas, full stops, exclamation marks etc) goes inside.
   "Thank you," he said.
   "I can’t believe it!" she screamed.

The reporting verb and subject are often inverted.
   ‘She saved her life,’ said one paramedic.
   ‘Is that Renée Zellweger?’ asked a passer-by.

But not when the subject is a pronoun.
   ‘She’s a real live heroine,’ said she.

WRITING

1 Work in pairs. Look at the pictures and discuss what is happening. Use the questions below to help you.
   1 What are the men in the first picture doing? Where are they?
   2 What is the connection with the second picture?
   3 What’s happening in the second picture?
   4 What do you think happened between the second and third picture?

2 You are going to write a short news story about what happened in the pictures. Which of the following will you do and in what order?
   - describe how the story ended
   - report an eyewitness account
   - set the scene
   - comment on the heroic action
   - summarize the story
   - describe how the story developed
   - describe the main event

3 Write the story. Remember to include a headline and a quote from one of the people concerned or a witness.

REMEMBER TO...
   - use a variety of expressions to talk about your heroes and victims.
   - use adjectives to make the description more lively.
   - use correct punctuation with quotations.
   - divide your story into clear paragraphs.
Writing  A report

**Speaking**

1. Think of a film or TV documentary you've seen recently which showed some spectacular scenery. Use the questions to prepare to tell a partner about it.
   1. What was it about?
   2. What was the scenery like?
   3. Was the scenery central to the film or was it just a backdrop?
   4. Do you know where it was filmed?
   5. Is this information important in order to understand the film?

2. Work in pairs. Tell your partner about your film, then answer these questions.
   - Have you seen the film or documentary your partner described?
   - If yes, did you enjoy it too?
   - If not, would you like to see it? Why or why not?

**Reading**

1. Complete the film location report with the headings a-e.
   - Accommodation
   - Description
   - Facilities
   - Other important information
   - Transport locations

2. The producer of the film made some notes as she was reading the report. Put the questions in the order in which she wrote them.
   - Could we get permission to build a small road?
   - Do the local people have experience of this kind of work?
   - How cold is it up there in the winter?
   - How much would it cost per night for the entire team?
   - What sort of training are they thinking of?

3. Work in pairs. If you were film producers, which of the questions in exercise 2 would be most important to you?

**Preliminary location report: ROCCA CALASCIO**

**Introduction**

The purpose of this report is to provide basic information about the suitability of Rocca Calascio as a location.

1. The ruined castle of Rocca Calascio is dramatically situated in the Gran Sasso mountains of central Italy. It stands at the top of a mountain 1,400 metres above sea level and is surrounded by other snow-covered peaks. The castle overlooks the picturesque village of Calascio and has spectacular views of the valleys below.

2. Although Rocca Calascio lies above the snowline in the winter, it can easily be reached by car at any time of year. Road connections are good and Rome, with its two international airports, is only a short drive away.

3. The village of Calascio offers only very limited accommodation with no email or internet facilities. However, the neighbouring town of L'Aquila, with a good range of four and five-star hotels, could easily accommodate all the staff and cast.

4. The village and castle have both power and water supplies provided by the local council. There are no roads leading through the village or up to the castle so all equipment will need to be carried by hand.

5. One of the conditions for obtaining permission to film is that we work closely with the local employment office in recruiting extras and catering staff. We will also be expected to cooperate with the local film school in L'Aquila offering training sessions for both students and teaching staff.

**Conclusion**

Despite some practical difficulties, I would recommend that we include Rocca Calascio on our short list of possible locations and commission a fuller report.
**LANGUAGE FOCUS**

1 Put the phrases below into two groups: (a) beginning a report, (b) ending a report.

   1. My own view is that Rocca Calascio would (not) be an appropriate location.
   2. This report outlines the advantages and disadvantages of ...
   3. The information below provides essential information about ...
   4. The purpose of this report is to examine the suitability of ...
   5. Taking everything into consideration, Rocca Calascio would (not) seem to be suitable for our purposes.
   6. To sum up, it may be concluded that ...

2 Complete the text with words from the box.

   - drive
   - neighbouring
   - offer
   - overlooks
   - situated
   - stands
   - surrounded
   - views

The village of Beynac

(1) **is** on the River Dordogne in the south-west of France. The castle
   (2) **stands** on a rock which (3) **overlooks** the village and has breathtaking (4) **views** of the river valley.

Beynac is (5) **situated** by beautifully unspoilt countryside, but the major cities of Bordeaux and Toulouse are only a short (6) **drive** away. The village of Beynac and the (7) **neighbouring** town of Sarlat (8) **offer** a wide choice of accommodation and restaurants.

3 Work in pairs. Think of a village that you know. Describe its location using the language in exercise 2.

4 Choose the correct word to complete the sentences.

   1. Although / Despite / However Rocca Calascio lies above the snowline, it can easily be reached by car.
   2. The village of Calascio offers only limited accommodation. Although / Despite / However, L'Aquila could easily accommodate all the staff.
   3. Although / Despite / However some practical difficulties, I would recommend that we include Rocca Calascio on our short list of possible locations.

5 Work in pairs. Insert the name of a village or small town in your country in the yellow box. Then complete each sentence in three different ways.

   1. **[village name]** is extremely picturesque, although ...
   2. It is popular with tourists in the summer. However, ...
   3. Despite the fact that ..., it ...

**WRITING**

1 Work in groups. A film company is looking for a range of interesting locations in your area. They have asked you to write a report on one of them. Follow the steps below to help you prepare your report.

   1. Decide on a location and the kind of film it would be suitable for.
   2. Choose five adjectives that describe the location.
   3. Write a sentence describing the location to someone who's never seen it before.
   4. Make notes on its precise location and distance from major towns and airports.
   5. The type of accommodation in the area.
   6. Facilities that will be useful to the film crew (electricity, running water, etc).
   7. Any other information that might be important.

2 Use your ideas from exercise 1 to write the report.

**REMEMBER TO ...**

- use clear headings and subheadings.
- explain the purpose of the report.
- recommend the location.
- suggest any follow-up action.
- use any useful expressions from the Language focus section.
- check your spelling and punctuation.
Communication activities

10b Speaking exercise 1 page 98

#9 You go and help the woman. She is badly hurt and needs to go to hospital. She explains that she is terrified of ambulances and asks you to call a taxi instead. Turn to card #26 on page 140 if you agree to call a taxi. Turn to card #19 on page 141 if you decide to call an ambulance anyway.

1c Speaking exercise 1 page 10

An easy guide to analyzing signatures

Size
Large: people who have a lot of confidence in themselves – they are probably quite outgoing and sociable.
Small: quieter, more introverted people

Slant
To the right: good communicators, friendly and warm
Vertical: independent people who are happy to do things on their own
To the left: emotional, sometimes passionate, often shy

Legibility
Hard to read: active and energetic, but sometimes selfish
Easy to read: organized, careful, possibly lacking in self-confidence

Pressure
Heavy: hard-working and serious, possibly defensive with a tendency to overreact
Light: kind and gentle, interested in other people

Other features
Looped letters: imaginative and creative, possibly a little romantic
Underlining: ambitious and sometimes impatient

2b Speaking exercise 1 page 23

Student A

9d Functional language exercise 2 page 93

Student C

Take it in turns to read out your sentence openers. One of your partners will have the matching sentence ending.

Openers:
3 Fewer and fewer young people are joining the armed forces
6 In spite of the fact that they are often teenage idols,

Endings:
e even though they have to work pretty hard and put up with a lot of attention from the press,
f although tax inspectors are hardly the world's most popular people either!

10b Speaking exercise 1 page 98

#3 You don’t lend her your phone, but she says that she understands. However, she asks you to accompany her to the train station, which is about one kilometre away. She explains that she is frightened of meeting the men who robbed her. Turn to card #8 on page 148 if you agree to accompany her. Turn to card #7 on page 143 if you refuse to accompany her.
10b Speaking exercise 1  page 98

#4 You hand her your phone. She dials a number, but she gets no reply. She then asks you to accompany her to the train station which is about one kilometre away. She explains that she is frightened of meeting the man who robbed her. Turn to card #8 on page 148 if you agree to accompany her. Turn to card #7 on page 143 if you refuse to accompany her.

4A Functional language exercise 3  page 37

Group A

- Fear of crossing bridges
- Fear of speaking in public
- Fear of electricity
- Fear of vegetables

Choose a phobia from the list. Complete the sentences below for your phobia in as many ways as you can think of.

1. Sufferers of this phobia have to __________, otherwise __________.
2. They need to __________ so that __________.
3. They always __________ in case __________.

4b Speaking exercise 1  page 43

Student C

C

5A Speaking exercise 1  page 47

Group A

- committed suicide
- doctors cut off her leg
- got married to the painter, Diego Rivera
- had a bus accident
- had affairs with other people
- the Mexican Revolution took place
- was questioned by the police

5B Speaking exercise 2  page 49

Student A

Underline the answers to the questions.

What is your role?

Which work of art do you think the company should buy? Why?

Your position in the company:

DIRECTOR OF FINANCE

The managing director of the company has decided that it would be a good idea to put some art in the reception area of your office. You have been given a budget of $25,000.

The short list

- The glass sculpture
- The bricks
- The horse

Your point of view

<table>
<thead>
<tr>
<th>Extra information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>It would not be safe to put the glass sculpture in the reception area.</td>
</tr>
<tr>
<td>The managing director told you that he didn't like the bricks.</td>
</tr>
<tr>
<td>The horse looks like something you buy from a cheap souvenir shop.</td>
</tr>
</tbody>
</table>
**10B Speaking exercise 1  page 98**

#26 You call a taxi which arrives very quickly. In the taxi, the woman suddenly smiles. She is clearly very well! She explains that she is making a reality TV programme called *How Kind Are You?* and she shows you the camera that is on the front seat and pointing at you. She asks you if you would like to take part in the programme next week in the studio. What do you say?

**6A Speaking exercise 1  page 56**

Student A

Charlie Chaplin blacklisted
Film star and director, Charlie Chaplin, has been refused entry to the US following an investigation into his political activities. The House of Un-American Activities Committee asked Chaplin to ...

**Stars pull out of Oscars ceremony**
A small group of Hollywood celebrities have refused to take part in this year’s Oscars ceremony in protest at the American government’s foreign policy. The group, which includes Will Smith, Angelina Jolie and Tom ...

**Spice girl stars in election programme**
Former Spice Girl, Geri Hallywell, has agreed to star in a new promotional broadcast for Britain’s ruling Labour Party. In the film, Hallywell serves tea to a ...

**10B Speaking exercise 1  page 98**

#25 You agree to deliver the envelope. When you arrive at the address, you see that it is a TV production company. The receptionist explains that they are making a reality TV programme called *How Kind Are You?* and that a hidden film crew has been filming you for the last few hours. She asks you for permission to use the film and says that the company will pay you £100. What do you say?

**6B Grammar exercise 3  page 59**

Actress Winona Ryder
in the Beverley Hills Municipal Court

Charles and Diana on tour in Canada

**6B Pronunciation exercise 3  page 59**

Student A

Ask your partner these questions.
1. There are two major political parties in the USA, the Republicans and the ... ?
2. What do we call a person who has studied economics?
3. What adjective do you use to describe the political party that is in government?

**2d Speaking exercise 1  page 23**

Student B
You call an ambulance anyway. The woman becomes very upset and explains that last year, her husband died in a car accident with an ambulance. She begs you to call a taxi. Turn to card #26 on page 140 if you agree to call a taxi. Turn to card #27 on page 147 if you decide to wait for the ambulance.

- suffered from depression
- got married
- had over 30 operations on her leg
- got pregnant
- fell in love with the Russian Communist leader, Leon Trotsky
- drank and took drugs
- got divorced

Underline the answers to the questions.

What is your role?

Which work of art do you think the company should buy? Why?

Your position in the company:

DIRECTOR OF MARKETING
The managing director of the company has decided that it would be a good idea to put some art in the reception area of your office. You have been given a budget of $25,000.

The short list | Your point of view
---|---
The glass sculpture | ☺
The bricks | ☻
The horse | ☻

Extra information:
- The managing director is going to retire next year (this is a secret that nobody else knows). You will almost certainly get his job.
- Charles Andrews has offered to share the $25,000 with you if his work is bought.
- The glass sculpture is not safe for the reception area and the horse is too small – nobody would see it.
**7B Speaking exercise 1**  page 69

**Student A**

**Solar Phone Charger**

Made by the Dutch firm, Soldius, this solar charger can power up a mobile phone in a couple of hours. It is compatible with all the major phone manufacturers and the company is developing a version that will work with MP3 players, laptops and cameras.

---

**8A Speaking & vocabulary exercise 4**  page 76

**Student A**

**Roleplay 1: calling in sick**

You are calling in sick from home. You've got a sore throat, a bad cough and a temperature. You feel guilty about phoning in sick because it means you'll miss an important meeting. You spent most of last night preparing documents for the meeting. Offer to send your work by email.

**Roleplay 2: at the chemist**

You are the customer. You've been bitten by an insect of some sort. The bite is red, swollen and painful. Show it to the chemist and ask for their advice.

**Roleplay 3: at the doctor's**

You are the doctor. You think there is probably nothing seriously wrong with your patient. You do not want to prescribe any medicine if possible. Suggest simple home remedies instead.

---

**10b Speaking exercise 1**  page 98

**#11 You tell the caller to wait and run after the woman. You hand her the phone. After a short conversation in a language you don't understand, Bimpanda explains that someone is coming to get her. She asks you to wait until they arrive. Turn to card #15 on page 144 if you agree to wait. Turn to card #20 on page 145 if you decide not to wait.**

---

**10b Speaking exercise 1**  page 98

**#23 You go to find out what has happened. The woman is unconscious and you think she has had a heart attack. You call an ambulance but you think it is too late. How do you feel?**

---

**7c Speaking exercise 1**  page 71

**Group A**

**Here is a step-by-step model for how to run a coaching session**

**Stage 1:** find out what your client is worried about, or what change they would like to make in their lives

**Stage 2:** encourage your client to explain exactly what his/her short term goals are

**Stage 3:** explore the problems and barriers blocking the client's way

**Stage 4:** explore practical options and set realistic time limits

**Stage 5:** encourage your client to commit to their goals - help them visualise how their lives will be happier if they succeed.

Think of at least one useful question to ask at each stage. Think of three things you can say to encourage your client to stick to his or her goals.
How much of a hypochondriac are you?

1. You're feeling a bit under the weather. Do you (a) decide to wait for a day or two to see if you feel better? (b) take some of your favourite medicine? (c) go to see a doctor?

2. You hear on the news that there is a new flu bug going around. Do you (a) quickly forget what you have heard? (b) find out more about it on the internet? (c) immediately think you will catch it?

3. You've been feeling unwell, but the doctor gives you a clean bill of health. Do you (a) believe the doctor? (b) ask the doctor to give you some medicine anyway? (c) go to another doctor for a second opinion?

4. You discover a large black spot under your arm. Do you (a) try to clean it with soap and water? (b) make an appointment to see the doctor? (c) know you are at death's door?

5. You are watching a TV drama series that is set in a hospital. Do you (a) have no idea what the doctors are doing most of the time? (b) watch with interest and learn some new medical facts? (c) know exactly what the doctors are doing all the time?

6. You go to the doctor's because you have a stomach bug. It's very important for you to know (a) how quickly you will feel better. (b) which medicine you should take. (c) the scientific, technical name for the infection.

---

**Student A**

You need to use the following four words or phrases in a conversation with your partners. Use suitable language to help you change the subject.

- aromatherapy
- sore throat
- train station
- cinema tickets

Start the conversation with this phrase:

'Have you seen the new Brad Pitt movie yet?'

---

**Student B**

**Star raises $6 million for Democrat cause**

Hollywood star, Barbra Streisand, has helped to raise $6 million to help the Democrats fight the next election. Streisand said that she would do anything ...

**Rock fans walk out of protest concert**

Dozens of Pearl Jam fans walked out of one of the group's concerts in Denver, Colorado after the lead singer took the opportunity to protest against US president ...

**Live 8's message to world leaders**

Concerts in ten cities around the world have brought together the world's top musicians as part of a campaign to encourage world leaders to fight world ...
**10b Speaking exercise 1  page 98**

### #17
You hang up. In the distance, you can see that the woman has fallen over. Turn to card #23 on page 142 if you decide to go and see what has happened to her. Turn to card #22 on page 143 if you decide to ignore the woman.

---

**6b Pronunciation exercise 3  page 59**

**Student B**

Ask your partner these questions.
1. What do you call the study of thought and ideas?
2. What name do we give to a person who works in politics?
3. Who is responsible for making laws in the UK?

---

**10b Speaking exercise 1  page 98**

### #15
You wait with her. After 30 minutes, nobody has arrived. Turn to card #16 on page 147 if you decide to carry on waiting. Turn to card #20 on page 145 if you have had enough and decide to leave her.

---

**5b Speaking exercise 2  page 49**

**Student C**

Underline the answers to the questions.
1. What is your role?
2. Which work of art do you think the company should buy?
3. Why?

---

**7b Speaking exercise 1  page 69**

**Student C**

**Solar bricks**

Strong enough to support the weight of a heavy truck, these polycarbonate plastic bricks contain solar panels and a light source. Just one hour of sunlight will power the bricks for three nights, and they can be used for walls, roads and pathways. They could even do away with the need for street lighting.

---

**9b Functional language exercise 2  page 93**

**Student A**

Take it in turns to read out your sentence openers. One of your partners will have the matching sentence ending:

**Openers:**
1. Traffic wardens are at the top of most people's hate lists.
4. More and more young people want to become accountants and bankers.

**Endings:**

a. despite large increases in salaries.
b. they do come pretty high up on the list of the most respected professions.

---

**10b Speaking exercise 1  page 98**

### #1
You decide to give her the money. While you are getting your money, she explains that she urgently needs to make a phone call. She asks if you will lend her your phone. Turn to card #4 on page 139 if you agree to lend her your phone. Turn to card #3 on page 138 if you don't want to lend her your phone.

---

**10b Speaking exercise 1  page 98**

### #28
You carry on walking. After a few minutes, you are stopped by a man with a microphone and a film crew. They explain that you have been taking part in a reality TV show and that you are on live TV. How do you feel?
10b Speaking exercise 1 page 98

#12 You hang up, but the phone rings again almost immediately. It is the same caller, begging you to speak to the woman. The woman is now 300 metres away. Turn to card #11 on page 142 if you decide to run after the woman. Turn to card #17 on page 144 if you decide to hang up again.

8d Functional language exercise 3 page 82

Student B

You need to use the following four words or phrases in a conversation with your partners. Use suitable language to help you change the subject.

- new coat of paint
- runny nose
- babysitter
- postcard

Student A will start the conversation.

10b Speaking exercise 1 page 98

#20 You feel a little guilty because you could have been more helpful, but enough is enough. That evening on the TV news, you see a report about the woman. She is interviewed and she explains how she was robbed. But she adds that the worst thing about the experience was that absolutely nobody would help her. That would never happen in my country, she says. How do you feel after watching the news and interview?

3c Speaking exercise 1 page 31

#10 You carry on walking, but every now and then you turn around to have a look. Nobody else in the street has helped the woman and now a little dog has got the woman’s dress between its teeth. It is pulling and tearing. Turn to card #9 on page 138 if you decide to go and help the woman. Turn to card #28 on page 144 if you decide to carry on walking.

10b Speaking exercise 1 page 98

#5 You refuse her offer and begin to walk away. You suddenly realize that she looks like someone you have seen in a film. Is she a famous actress? Turn to card #1 on page 144 if you decide to call the woman back and offer her the money. Turn to card #6 on page 148 if you still want to walk away.

10a Speaking exercise 1 page 103

Group A

Look at the job description below and prepare five questions to ask the candidates. Remember for reasons of fairness you must all ask the same questions. Look at the areas below to help you.

- present job
- relevant past experience
- qualifications
- plans for the future
- personal qualities important for the post
- strengths and weaknesses
- specific responsibilities
- knowledge of the geographical area

Post: Regional Training Officer

NewStart is a non-profit organization that provides basic skills training (literacy, numeracy and computer skills) for people who cannot access formal or private training.

Main responsibilities:

- Actively seek out new sponsors amongst local businesses
- Establish contacts with local press and media
- Prepare and distribute promotional materials
- Represent the organization at conferences and promotional events
- Liaise with the central offices of the organization
- Coordinate and publicize courses
- Recruit and train new volunteers
- Manage the day-to-day running of the training centre

Some teaching may also be required.
4A Functional language exercise 3  page 37

Group B

- Fear of phones
- Fear of flying
- Fear of the number 13
- Fear of stairs

Choose a phobia from the list. Complete the sentences below for your phobia in as many ways as you can think of.

1 Sufferers of this phobia have to ________, otherwise ________.  
2 They need to ________, so that ________.  
3 They always ________, in case ________.

7B Grammar exercise 3  page 68

Student B

Choose one of the questions below and spend two minutes preparing what you are going to say.

Speak for 30 seconds without pausing or repeating. Do not tell your partner which question you are answering.

How much free time do you have next week?  
What are you looking forward to in the next few days?  
How much money do you expect to spend tomorrow?  
When and where is your next holiday?  
What will be the worst thing that happens to you tomorrow?  
How will tomorrow be different from today?

Repeat the activity with a different question.

10B Speaking exercise 1  page 98

#21 You continue to wait. After a long, long time, a large black limousine arrives. The driver gets out and gives the woman a beautiful fur coat. She thanks you, gets into the car and says goodbye. The car leaves before you realize that she still has your money. How do you feel?

10B Speaking exercise 1  page 98

#18 You agree to wait. Before getting on the train, she thanks you for waiting with her and asks if you can do one more thing for her. She takes an envelope out of her pocket and asks you to deliver it to an address which is a fifteen-minute walk away. Turn to card #25 on page 140 if you agree to deliver the envelope. Turn to card #20 on page 145 if you decide that you do not want to deliver the envelope.

8A Speaking & vocabulary exercise 4  page 76

Student B

Roleplay 1: calling in sick
You are the boss. There is a very important meeting this morning. It’s essential that all members of staff attend. You suspect that some of your staff are taking time off sick when they don’t really need to.

Roleplay 2: at the chemists
You are the chemist. There has been a plague of tiger mosquitoes in your area. The local health authorities have asked chemists to report any unusual insect bites. You need to take the name, age and nationality of the patient and details about where and when they were bitten as well as a contact address or phone number.

Roleplay 3: at the doctor’s
You are the patient. You haven’t been sleeping well recently. It’s beginning to affect your work and your boss has started to comment on your lack of energy. You’ve tried all kinds of home remedies but they don’t work. Ask the doctor to prescribe you some sleeping pills.

7C Speaking exercise 1  page 71

Group B

You must each choose a different problem from the list below.

- You aren’t enjoying your university course and want to leave university. You know your parents won’t approve.
- You want to get fit to take part in a local sports event.
- You need to save money, but you can’t stop shopping.
- You hate your job and you want to find a new one.
- You don’t get on very well with your mother-in-law and this is making your partner unhappy.

Decide …
1 exactly how much of a problem it is and why it is a problem.
2 what you want to do about it.
3 what is stopping you from doing anything about it at the moment.
12d Vocabulary exercise 2  page 123

Here are the four words you need to write a definition for. Remember, don’t use the British English term.

1 vest (UK)
undershirt (Am)

2 underground (UK)
subway (Am)

3 trousers (UK)
pants (Am)

4 dustbin (UK)
garbage can (Am)

10b Speaking exercise 1  page 98

#16 You wait for one hour, and still nobody has arrived. Turn to card #21 on page 146 if you decide to carry on waiting. Turn to card #20 on page 145 if you have had enough and decide to leave her.

8d Functional language exercise 3  page 82

Student C

You need to use the following four words or phrases in a conversation with your partners. Use suitable language to help you change the subject.

- foot massage
- new neighbours
- flu
- lottery ticket

Student A will start the conversation.

10b Speaking exercise 1  page 98

#27 You wait for an ambulance, which arrives very quickly. But when the ambulance comes, the woman stands up with a smile on her face. A film crew gets out of the ambulance, and the woman explains that you have been taking part in a reality TV show. How do you feel?

2c Vocabulary exercise 1  page 21

mad  /mad/ adj  *  *  *
1 very silly or stupid: crazy. * stark raving mad = extremely crazy
2 [never before a noun] informal angry. * hopping mad = extremely angry
3 to become mentally ill 4 to become extremely excited and happy
5 to become extremely angry because you are so bored, upset etc.
6 to become extremely angry
7 very quickly and with great ef fort 8 a lot 9 in a way that you cannot control or stop.
10 informal very much in love with someone
11 informal very enthusiastic about something
12 on (on) Br E extremely enthusiastic about something

10b Speaking exercise 1  page 98

#2 You make an excuse and say that you cannot lend her the money. She then offers to give you her gold ring in exchange for £5. Turn to card #1 on page 144 if you agree to the exchange. Turn to card #5 on page 145 if you refuse her offer.
**10b Speaking exercise 1 page 98**

#6 You walk away, but after a few seconds you hear a scream. You turn around and see the woman on the pavement. She has been knocked over by someone on roller-blades, who has not stopped. Turn to card #9 on page 138 if you decide to go and help the woman. Turn to card #10 on page 145 if you decide to carry on walking.

**9d Functional language exercise 2 page 93**

Student B

Take it in turns to read out your sentence openers. One of your partners will have the matching sentence ending:

**Openers:**
1. I think that everyone would agree that footballers have a pretty good job
2. Although police officers are not always seen as the friendliest of people,
3. Most pop stars are hardly respected at all.
4. Even though these are not considered to be glamorous or interesting jobs.

**Endings:**
1. petrol station (UK) gas station (Am)
2. waistcoat (UK) vest (Am)
3. toilet (UK) bathroom (Am)
4. cooker (UK) stove (Am)

**7b Grammar exercise 3 page 68**

Student A

Choose one of the questions below and spend two minutes preparing what you are going to say.

Speak for 30 seconds without pausing or repeating. Do not tell your partner which question you are answering.

What plans do you have for the weekend?
What will the rest of today be like for you?
What do you imagine your retirement will be like?
How many different people will you speak to in the next twenty-four hours?
How will your appearance change in the next ten years?
What are you sure that you will do tomorrow?

Repeat the activity with a different question.

**12d Vocabulary exercise 2 page 123**

Group A

Here are the four words you need to write a definition for. Remember, don't use the British English term.

1. petrol station (UK) gas station (Am)
2. waistcoat (UK) vest (Am)
3. toilet (UK) bathroom (Am)
4. cooker (UK) stove (Am)
**3D Pronunciation exercise 4 page 33**

1. Student A must think of a word that starts with the consonant cluster in the first block and say the word in the block.
2. Student B then chooses one of the blocks below and says a word starting with those letters.
3. Student A then chooses a block either next to or below the previous block and says a word.
4. Continue until you have reached the last block. The student who says the word in the last block is the winner.

**7A Speaking exercise 1 page 66**

1. Eat one less meat meal each week.
2. Only buy fruit that is in season.
3. Switch your TV, DVD and hi-fi off standby mode at night.
4. Wash up in a bowl or bucket and save the water to flush the toilet.
5. Give your newspaper to someone else when you’ve finished reading it.
6. When you’re waiting for your bath or shower to run warm, use a bucket to catch the cold water and use it to water your plants.
7. When it’s hot, use a hand-held fan rather than an electric one.
8. Buy a second-hand bike and a bike trailer so you can cycle to the shops.

**10B Speaking exercise 1 page 98**

**#13 You continue walking without offering your coat. After a while, she tells you that she is feeling cold and asks if she can borrow your coat. Turn to #14 on page 148 if you decide to lend her your coat. Turn to #24 on page 138 if you decide not to lend her your coat.**

**10d Speaking exercise 1 page 103**

Group B

Look at the job description below and the handwritten notes. Look back at the advice on page 102 and prepare for the job interview.

**Post: Regional Training Officer**

NewsStart is a non-profit organization that provides basic skills training (literacy, numeracy and computer skills) for people who cannot access formal training.

**Main responsibilities:**

- Actively seek out new sponsors amongst local businesses
- Establish contacts with local press and media
- Prepare and distribute promotional materials
- Represent the organization at conferences and promotional events
- 2 present job - basic skills trainer at the local further education institute - attended the national basic skills training conference in Glasgow last year
- Liaise with the central offices of the organization
- Coordinate and publicize courses

**Part of present job**

- Recruit and train new volunteers
- Manage the day-to-day running of the training centre
- 4 volunteer literacy trainer with the organization for six months three years ago - know how the courses and the centre works

Some teaching may also be required.
18 Listening exercise 2  1.1
J = Jayne  H = Harry  D = Dave
H: So, are you ready for the big day, then? When are you going? Tomorrow, isn't it?
D: Yeah, that's right . . .
J: What's happening tomorrow then?
H: Dave's got his paintball championship finals.
J: Paintball championship? I didn't know such a thing existed . . .
H: Yeah, Dave's three-time national champion . . .
J: National champion? You, Dave? You dark horse! How long have you been doing that then?
D: Er, well, I haven't been doing it for that long really; I started a couple of summers ago.
J: So, paintballing eh? I didn't know you were into war games . . .
D: It isn't a war game.
J: Uh-oh - have I touched a raw nerve there? Are you sensitive about it?
D: No, I don't think so, not especially, it's just that it's always the same - you mention paintballing and people think you're Rambo or something . . .
J: And it isn't true I mean, isn't the whole point of it to dress up and play soldiers? You know, shooting each other with paint, re-enacting famous battle scenes and all that? Sounds like a war game to me.
D: No, it doesn't have to be. It's no more a war game than chess - or draughts.
J: Sorry, you've lost me there. What are you saying?
D: It's a game of strategy. You have to think ahead and plan how best to eliminate the other side.
H: Yeah, and don't loads of companies use it now for team building and stuff like that?
D: Yeah, that's how I got into it actually. We went on a team building weekend, you know, getting to know each other better . . . it was great fun.
J: What - shooting at each other? I can think of better ways of getting to know your workmates! I mean come on - those are real guns you're using out there. They may be gas-powered and they may be shooting paint pellets, but they're real and the whole idea is to shoot and kill, or worry, so I say eliminate other players. I mean, who started it off? Wasn't it designed for training soldiers?
D: No, it wasn't actually. The paint markers were designed for branding cattle, if you must know.
H: Really? I didn't know that.
J: Yeah, they used them in the States to shoot paint at the cattle.
H: Not what you'd call a military action, eh Jayne?
J: Possibly not, but it doesn't really matter what their original use was - they're being used now to shoot at people. I mean, you must have heard that story about the madman driving around shooting people out of his car!
H: Oh yeah, in um Barry or somewhere wasn't it? What happened? Did anyone get hurt?
J: No, luckily enough, he was only shooting paint at them . . . but that's pretty frightening - I mean they thought they were being shot at by a real gun . . . and it can be dangerous. Those paintballs can hurt.
D: So what are you saying? Are you saying the sport should be banned because there are a few nutters out there who take things too far?
J: Yes, I am, I do think it should be banned. I think it's dangerous, paintballs are dangerous weapons. They are not toys. What happens if someone gets killed one day?
D: So, would you call for a ban on baseball in the same way because some people use baseball bats in fights?
J: Yeah, but baseball bats are supposed to be used for hitting balls - not people - unlike paintballs. Paintballing is not a sport, it's violent, it's dangerous and it glorifies . . .
H: Hey, Jayne, don't you think you're going a bit too far? Dave doesn't strike me as being a blood-crazed maniac. He's just a normal sort of bloke who likes to let off steam at the weekend. He's not about to go out and shoot somebody, is he?
J: OK, OK, sorry Dave, I got a bit carried away. I didn't mean to get personal.
H: Maybe you should give it a go sometime. I heard Bill's arranging a trip for his 30th birthday. You should sign up. You might change your mind!
J: No way! You must be joking! I think I'll just get him a card instead!

10 Listening exercises 1 & 2  1.3-1.7
1: I've always had a thing about football, not that I'm any good at it, mind, and at school we used to hang around in the playground every day and everyone would have their pet and we'd go through them, 'go, got, got, need, got, got, need' and so on, and then we'd do swaps and try to collect the whole set. And then when I left school, I just sort of carried on because I still had some missing, and what I couldn't hear was just, you know, going up without getting the whole set. I don't know why really, it's just one of those things . . . I've got all the World Cups since 1960 in Italy - those are the ones I'm most proud of. If I ever have a kid myself, I know he'll enjoy looking at my collection in years to come.
2: My friends like to joke that my husband is the star attraction in my collection because he's got a shining eye. I don't mean that in a nasty way, but it's true that he does look a bit like one. What he doesn't know is that they call him Kermit, you know, from The Muppet Show. But, um, let me see, I've got about a thousand altogether, we always buy a few when we go on holiday. Slovenia's good, we've been there twice, because they're very popular there, little clay models painted green, but there are some beautiful ones in the Far East, made of precious stones. It's a good thing we've got quite a big house because I wouldn't know where to put them all otherwise.
3: We all used to wear them at university, but it's a thing of the past now. I mean, you do get some kids wearing them, but it's not like it used to be. In those days, you used to get all the students coming in with their traditional hats, you know, the old man from the university, the big hat, all that. Nowadays, it's just a few who still wear them, and then it's not really a thing anymore. I mean, you don't see them that often anymore.
4: It started off as a bit of a joke, really. I just wanted something to liven up the garden and I bought my first one at a car boot sale. And then I really got attached to it. I gave him a name, actually, I give them all names now, and then I thought he was looking a bit lonely there on the lawn on its own, and then's when a gentleman friend of mine gave me another, and then, well, one thing led to another, and before I knew it I had about thirty of them, all different. What I didn't realize at first was how many different kinds there are, but now I only really get special ones, because they can be quite expensive, so I don't buy as many these days.
5: I read the other day that Bratz are the in-things these days. They've been voted People's Choice Toy of the Year three years running in America, but what people see in them is beyond me. They're just plain ugly for one thing. I guess we didn't have much choice, although some girls had Sindy's. I was lucky because I had two sisters so when we played together, we had an incredible wardrobe and hundreds of accessories. Our parents used to disapprove. I never quite knew why, but it was all these hours dressing and undressing them that probably made me decide to be a fashion designer. And now, well obviously I don't play with them any more, but you can learn a lot from looking at them. Did you know that there are versions designed by Versace and Armani? Some of them are worth a fortune! I'd love to be invited to design an outfit for her myself one day.
2a Listening exercises 3 & 4

1.11

P - Presenter  J - Jean  T - Tom

P: Following the arrest yesterday of four urban fox lovers on the steps of the town hall, in today's Face to Face we will be finding out more about the urban fox problem. In the studio with us this morning, we have Jean Baker, chairperson of the Residents' Association which is calling for action against the growing numbers of foxes plaguing our town, and Tom MacFarre, spokesperson and founder member of Urban Fox Lovers, the organisation responsible for the protest outside the town hall. Jean, if I could turn to you first. Following a series of attacks on household pets your association is calling for a cull on urban foxes in your area. Could you tell us more about why you think this is necessary?

T: Sorry, could I just clear up one thing before we start? I don't know who the four people who were arrested were, but I'm absolutely certain they were not members of Urban Fox Lovers. They had nothing to do with us. I just wanted to make that clear from the start.

P: Jean?

J: Yes, thank you. The fight outside the town hall was certainly very unfortunate, but if you ask me, what we need to do now is put it behind us, sit down calmly and discuss what can be done to tackle the growing problem of urban foxes. And, let's face it, they are a serious nuisance. Quite simply, there are too many of them, 35,000 at the last count. To be perfectly honest, we think it's about time we did something to control their numbers.

T: Kill them, you mean.

P: Tom, please, we'll turn to you in a moment. Jean, you were saying?

J: Yes, well, although we respect the views of the Urban Fox Lovers, we are absolutely convinced that measures need to be taken to control all fox numbers. There are a number of reasons for what we're saying. In our area alone, we have had a large number of attacks on domestic animals. We know that a hungry fox will break into hutch and eat pet rabbits and guinea pigs. We also have reason to believe that foxes are also attacking cats and small dogs. Personally, this is what upsets me - and many other people I know - the most. On top of that, there are minor irritations, like the problems with rubbish bins, for example. Foxes are forever turning over the bins to look for food, which is both messy and extremely unhygienic, and they keep digging holes in gardens round here to bury their half-eaten food.

T: I'm sorry, but I really must butt in here. Frankly, this is absolutely ridiculous. Cats will rip open rubbish bags more often than foxes and cats and dogs are always digging holes everywhere. Do you want to control their numbers, too?

J: True, but the difference is that people choose to have dogs and cats and they don't choose to have foxes. Foxes are pests, like rats or mice, and all we are asking is for the local council to take steps to control them like other pests.

P: OK, I see your point, Tom?

T: Sorry, but foxes are not pests. They actually help keep down pests - they kill and eat rats, and mice, too. Our cities would actually be much dirtier if it wasn't for the foxes. And, on top of that, there are a lot of people who like seeing foxes in their gardens. People who will actually put food out for the foxes, you know, to encourage them to come into the garden.

P: Yes, but I really don't think everyone agrees with you there, Tom. I may be wrong, but not everyone actually wants foxes in their gardens...

T: Well, if they don't want them to come in, they can always keep them out! There's no need to kill them to keep them out! There's all sorts of things you can do instead, put special chemicals down on the grass, put up foxproof fences, that sort of thing. I mean, it's not difficult.

J: And what about the attacks on other animals? Or children?

T: Oh, come on! You don't really believe that. Do you? I don't believe for a minute that foxes will attack children. It's totally absurd! Foxes do everything they can to keep out of people's way. But in any case, you miss the point completely. The whole idea of a cull is a waste of time. Foxes control their own numbers and if you start killing them, other foxes will just move in to take the place of the ones you kill, and you'll end up having to kill them too. So, it's not only cruel, it's pointless. So, I'm sorry, but Jean's marvellous plan to kill all the foxes just doesn't add up.

J: We are not suggesting that we get rid of foxes altogether - and you know that. All we are saying is that their numbers have got out of hand, and that because there are so many of them, it's because there are so many of them that they are becoming more aggressive and we need to do something about it. We've got to draw a line somewhere.

T: But what you're suggesting just won't work!

J: I'm sorry Tom, but basically we think it's time to do something about this problem, and it is a problem, even you must see that...

T: No, I don't see it. As far as I'm concerned there is no problem.

J: We can't just allow their numbers to keep on growing. We're animal lovers, too, but when we are constantly seeing our pets attacked, it's simply time that something was done about it.

P: Jean, sorry, but I think it's time now to hand things over to our listeners. We have our first caller on the line from...

2b Pronunciation exercises 1 & 2

1.12

Frankly, it's about time Tom faced facts. // Urban foxes are not only a nuisance // they're a real menace! // The authorities need to do something now. // before homeowners start taking the law // into their own hands!

2b Listening exercise 2

1.14

P - Presenter  B - Beth

P: In today's On the job we're looking at working with animals. Later on in the programme we'll be paying a visit to London Zoo to talk to some of the keepers there, but first of all we're going to be talking to a dog trainer from the Guide Dogs for the Blind Association to find out what it takes to become a guide dog trainer. Good morning Beth, thanks for joining us this morning.

B: It’s a pleasure to be here.

P: So, Beth, how did you first get involved in training guide dogs?

B: Well, first of all, I got interested in the puppy walking side of things, cos there was someone I knew who did it.

P: Puppy walking?

B: Yes, a neighbour of mine used to take in pups for the Guide Dog Association. She had the job of doing basic training with the pups, getting them used to walking on a lead, to noisy and crowded places, that kind of thing. It's important that when they start their guide dog training they're already used to busy roads and traffic and don't get scared by loud noises. So, anyway, we got talking and I volunteered to take on a pup and it all just grew from there. About a year later I was training as a guide dog trainer.

P: So, what did you do before?

B: I used to be a postwoman - ironically - as some dogs really hate postmen!

P: So, is life very different as a dog trainer?

B: Yes, it definitely is! I don't think it could be any different.

P: What's the most rewarding part of the job?

B: I think training the people rather than the dogs. Sometimes it's hard work. But when it works out it's great. I once trained a man with quite severe mental problems who didn't actually speak to me for about two weeks!

P: That must have been difficult!

B: Yes, but then the bubble burst and from then on we got on fine... he really benefited from getting a guide dog.

P: What's the most difficult part of the job?

B: Well, sometimes partnerships just don't work out, for whatever reason. Maybe the dog and the owner just don't get along and a change has to be made. We train about 750-800 people a year and it's inevitable that things don't always work out, but I still hate to see a partnership falling apart.

P: So, what advice would you give someone who wants to become a trainer?
B: Well, find out what it's all about first—and remember it's not just about dogs, it's about people too. It took me some time to get used to that side of things.

P: Do the owners need to have had previous experience of owning a dog?

B: It isn't essential, but it helps. No, it's actually far more important that the owners are able to make something of it. They're used to getting around with a white stick, for example, and that they have some idea of what a dog can do for them. A dog can replace their eyes, but they can be an enormous help in making day-to-day life much easier and happier.

P: How long does it take for the dogs to get used to their owners and their new homes?

B: It depends, but it's usually very quick—two or three days. Some partnerships hit it off straight away, others take longer to get to know each other. All the dogs need a breaking-in period, so they get used to their new owners' routines, the ways they usually take, the walks they usually go on. Dogs pick things up very quickly, but I often think that a dog and owner really get together after two years when the dog is about four years old.

P: What's the hardest thing for the dogs to learn?

B: To deal with traffic, especially bicycles—they can be pretty unpredictable.

P: I've seen people out and about with their guide dogs and I'm always amazed at how quickly and smoothly they get around...

B: Um, yes, one of the basic things the dogs need to be able to do is judge their owner's size and to match that with possible obstacles. They need to be able to decide if, for example, an overhanging branch is too low for their owner's head, or a gap in the crowd is too narrow. It's amazing to see how they get so good at it, and how quickly the two of them get used to picking their way through a crowd, both from the street and a crowded shop. Going back to one of your earlier questions, maybe that's the most rewarding thing—seeing a dog and its owner working as a team and feeling that they really don't need me anymore. That's a great feeling—feeling that a job well done.

P: Well, thank you for joining us today and good luck to you and your guide dogs. And if you want to know more about becoming a guide dog trainer, get in touch with the Guide Dogs for the Blind Association on www.guidedogs.org.uk

M: I really don't think your parents are terribly bothered what I look like. You're the only one who gets upset about it.

W: I don't get upset. I just don't like the looks we get when we're in a posh restaurant and you're wearing that dirty old dress.

M: What? The one you gave me for my birthday?

W: Yes, that horrible old grey thing. The one I gave you about five years ago. Although by the look of it, it could have been about ten years ago. In fact, the next time I see it, I'm going to throw it in the bin.

M: I like it. I'm very attached to it. And you don't dare throw it in the bin.

W: Oh, come on, Philip, be reasonable. Here, I got this catalogue from Next. There are some really nice jackets in here. I'll only take a minute to look through. There's bound to be something that you like.

M: If I really must.

W: Here, what about this, for example? That would suit you.

M: Yeah, OK.

W: You like it?

M: I'm all right, I suppose.

W: Or something a little more modern-looking, perhaps. What about this one?

M: Both jackets look exactly the same to me, except that this one is brown, which is probably my least favourite colour. I prefer the black one.

W: Do you want to order it?

M: If you want.

W: Right. Decided. Now, what are you going to wear this evening?

M: This evening? Well, after what you just said, I think I'd better wear my fleecy tonight. Which is probably the last chance I'll get to wear it.

W: You know, I had a funny feeling you'd say that.

2

M: Brrrr.

W: Yeah?

M: You got any plans for tomorrow?

W: No, nothing special. Why?

M: Oh, I just thought you might like to go out and do a bit of shopping. You know, see what they've got in the sales.

W: What? With you, you mean?

M: Yeah, why not?

W: Well, it's just the first time you've ever wanted to go shopping with me.

M: Just a thought. Thought we might get you something to wear for that dinner tomorrow night.

W: Oh well, if you're offering. Come to think of it, I was having a look in the window of Next the other day. There was a pair of black linen trousers that would go well with my white jacket. Nice. Quite cheap.

M: Oh right. Trousers. Um, I was thinking maybe, I mean, you've got loads of trousers, haven't you?

W: Yes, and...

M: No, well, it was just that maybe you know, you could wear something a little more feminine-looking, maybe.

W: You mean a little black skirt like all the other wives that are going to be there? You want me to go for the Desperate Housewives look?

M: No, I don't mean that. But, I mean, you know, you've got great legs. What's wrong with a skirt?

W: Nothing wrong with skirts. Just I feel more comfortable in trousers, that's all.

M: Well, it was just a thought. Look, forget I said it.

W: But you can still buy me the trousers I liked, if you want.

M: Only if you promise to see what they've got in the way of skirts and stuff. Maybe try one or two on?

W: You know what? I think perhaps I might just go to the shops tomorrow with Petra. But it was sweet of you to offer.

3

1.7

1: Because I met a photographer, who was a friend, and he was always taking pictures, and I was eighteen and I had just arrived in New York, I'd left school and I'd come to New York to go to college, and he took pictures of everyone, of me, and one day he said, 'Oh, you're really photogenic! You could be a model, and I'd never thought of, about it before, and then he sent some of my photos to an agency, and they said they'd like to meet me, so I had an appointment to meet the people at the agency, and they took some more photos, because you have to put a book together, you know, a book of photos, with photos, and they sent the book to the clients, and, you know, it just sort of started from there.

2: I started with some photo shoots, and then I did a few catwalk jobs, really, really not my kind of thing. I'm too shy, I just don't have the right kind of mentality, you have to be psyched up for that work, and besides I'm not tall enough, you have to be a bit taller than me, and you have to do not only relaxed, but also kind of like an actress, but I did a few and realized it wasn't my kind of thing, so I was offered a few jobs, the first one was for a hair spray, and then, yeah, the hair spray and, oh, I nearly forgot, I did an advertisement for brandy, and then quite quickly, I got more work, and they sent me to Milano, in Italy, and Greece, other trips to Europe, as well as work in New York and the west coast, but in Greece, there was an agency that was interested in me, so I was in Greece for a month, and they worked me really hard, work every day, mostly magazines.

3: Ern, most of all, the travel. I had a lot of work with foreign agencies, a month in Italy, a month in London, and I liked that, and they give you an apartment and money to live on, and, in addition, you live well and I had an independence, I didn't have to live at home, you know, living as a student. What else? The money, the money was good, I could make two or three
4: The biggest drag is you have to be so passive, you can't show any initiative, you have to do exactly what the photographer and the client want you to, the less you exist as a person, as a human being, the better it is, you can't have any personality, you have to be obedient, it's really passive. And, on top of that, some of the photographers, you know, they really want you to know who's the boss, and you can have a rough time if you don't do exactly what they want. One time, this guy wanted me to, this was in New York, and this photographer, a real big mouth, he wanted me to bite a necklace, a pearl necklace, and I thought it was so dumb and I just said 'Hey, I'm not gonna do that' and he went nuts, so you have to keep your cool. In fact, yeah, the biggest, the worst were the photographers, frustrated artists who'd prefer, who don't want to be doing advertisements, they can be a real drag.

5: Not in my private life, no, yeah, there was a curiosity, a lot of people thought that it was a weird world, everyone took drugs, yeah a lot of people had a lot of fantasies about what it was like to be a model, so there was a curiosity and people asked a lot of questions, but maybe it was mostly, it was people from back home, from Indiana where I grew up. They kinda looked at me like I was from another planet, sometimes, I guess. And then, some people treated me like an airhead 'cos I was a model, like, you know, as if, so you're a model, so you have to be real dumb.

6: I felt bad, half the time I'd arrive at a job and I thought they'd send me home, 'she's not what we're looking for,' I never had much confidence, I thought they wouldn't want me. I remember one time I was feeling very low, and I hadn't had time to wash my hair, and, what's more, I had this spot on my chin, and I was feeling beat because we'd been working non-stop for weeks, no, I've never really liked the way I look.

4b Listening exercises 1 & 2 1.26

K = Kay  J = Jay

K: Hi Jan, how are you doing?
J: Fine thanks. Kay and you?
K: Not too bad, can I get you a coffee?
J: Yeah, thanks.

K: How's Suzi getting on? Have you heard
from her recently? Has she picked up an
Italian boyfriend yet?
J: Not that she's mentioned! But yeah, she
seems to be getting on fine. She phoned
last night and said she's really enjoying it.
K: How long has she been out there now?

J: Almost three months. She's got another
three months to go on her contract, but
she's talking about extending.
K: Have you been out to see her yet? Here
you go Jan, here's your coffee.
J: Ooh, thanks, Kay. No, I haven't been
there out yet, but I'm planning to go next
month for a week or so, I haven't been
before, I'm really looking forward to it.
K: Oh, you'll love it.
J: Have you been there?
K: Yeah, a couple of times. Rome's beautiful,
it really is.
J: Yeah, so I've heard, Suzi raves about it.
K: Bet she's got a long list of places to take
you to when you go over...
J: Yeah, and you're not going to believe it,
but she's got me fixed up to do a gladiator
course.
K: A gladiator course? Did I hear that right?
J: Yes you did; female gladiators, it's the
latest thing, apparently.
K: That's so Suzi, but I can't believe she's
cocked you in too, sounds a bit scary to me.
J: Yeah, me too! But I think that's the whole
point, you know, confront your fears and
all that.
K: Yeah, I suppose once you've faced a real
live gladiator in the ring there's not much
can frighten you... I still think it's a bit
extreme though.
J: Yeah well it's supposed to be the latest
thing in stress-busting and confidence
boosting...
K: So what is it then, a whole week's course?
J: No, no, not that bad... just a weekend
- a two day intensive course, you learn
about sword fighting and dress up in
Roman costumes, eat Roman food and
stuff and apparently you get to fight in a
proper ancient Roman arena at the end of
it - a kind of mini-colosseum.
K: Where you face your fears and come out
stronger?” I suppose
J: Yeah, that kind of thing
K: But why? I mean, surely there are better
things to do in Rome? You know, see the
sights, enjoy the food, do some shopping
...
J: Yeah, but I can do all of that during the
week... and well, Suzi fancies it and it's
something different.
K: You can say that again!
J: Suzi's really into it. She's doing a course
at the moment, two nights a week. She
loves it. She said the first time she
actually fought in front of an audience
was fantastic. A real adrenaline buzz. And
she reckons it's done loads of good to her
confidence.
K: Does she need it? She's never struck me as
being particularly shy. In fact I've always
thought she was Miss Confident.
J: Not in Italy, it seems! They've got a totally
different concept of shy over there. In fact
it was her boss over there that suggested
she go. Said she was a bit too quiet, a
bit too timid and needed to be a bit more
assertive. So she stood up two months ago,
and she's been really happy with it from
the word go.
K: And has it worked?
J: I don't know. I'll have to see when I go
out there. But it sounds fun. And Suzi says
she's made loads of friends through it.
K: Suzi always makes loads of friends!
J: Yeah, well, I think the main reason she's
invited me to go is that she's got to take
her final test when I go out. She's got to
fight the resident Amazon - she's already
fought her a couple of times and she lost
on both occasions, apparently this woman
walked all over her. She's got to win this
time or she won't pass the course. I think
she wants some moral support.
K: Yeah, I can understand that, but can't
you go as a spectator? I mean, do you
really want to do the whole gladiator bit?
Sounds a bit violent to me.
J: Yeah, I do actually. It's something different
and anyway, I need a bit of confidence
building too. Especially after today...
K: Hmm, why's that?
J: Haven't I told you? I've just heard that
I've got to give a big presentation at work -
you know, in front of everyone! I've never
done anything like that before and the
thought absolutely terrifies me!
K: It would me too!
J: Thanks, that's a lot of help.
K: No, I mean, I'm sure you'll be fine, but
it is pretty daunting! So gladiator school,
hey? Well, remember to take plenty of
photos - I'd love to see the two of you
dressed up in your togs...
J: You never know, once you've seen all the
photos and heard all the stories, you might
be the next one signing up for the course.
K: No way! I'd rather not have my confidence
boosted thank you very much. I'm happy
even as I am!

4d Listening exercises 3 & 4 1.27

P = Presenter  C = Chick
K = Kathryn

P: In recent weeks we've been exploring the
weird and wonderful world of America's
Deep South, and our journey has taken us
through Florida, Georgia and Alabama.
Today we travel to the very heart of
Texas, and discover the terrifying world
of rattlesnake round-ups and rattlesnake
sacking. Later in the programme, I'll be
meeting a real-life rattlesnake mania from
the town of Sweetwater, home of the
'World's Largest Rattlesnake Round-up',
and we'll visit the Rattlesnake Sacking
Championships in the town of Taylor.
But first, I spoke to herpetologist, Chick
Ferragamo, who introduced me to my first
rattlesnake.
C: This one that you're looking at right now
is the Western Diamondback Rattlesnake, 'Crotalus atrox', and this is the one
that you'll see at the rattlesnake shows. He's about two foot in length, so he's still
young....
The rattle on the end of the tail is a
warning signal, but he's not gonna bite.
Don’t move and he’ll stay still, too. In principle anyway! You’re too big to go in his mouth. They generally swallow their prey whole.

He sure doesn’t look like you! You see that little drop of yellow on the fence? That’s the venom, and if that gets into your blood, you have about thirty, forty, minutes to get medical help. And that’s our work here. We keep the rattlers here to collect their venom, and then we use it.

K: This is the Nolan County Courthouse and this is where all the main action is happening. Right now we watch the snake handling shows throughout the day. They have food stalls serving fried-rattlesnake meat. Come on, I’ll treat you.

P: Well, erm, it has a, it has a certain organic charm, um, in that er, er, it fits...I think it looks quite nice, but, erm, but...

K: This is the Nolan County Courthouse and this is where all the main action is happening. Right now we watch the snake handling shows throughout the day. They have food stalls serving deep-fried rattlesnake meat. Come on, I’ll treat you.

P: Hmm, it’s quite nice. A bit like chicken. Mmm, thanks.

K: You’re welcome. Now if you’re ready, let’s get to the weigh-in.

P: Hunters have been bringing in snakes since the show opened yesterday morning, and although we’re only half-way through the three-day event, the guys here have already weighed over seven hundred kilos of rattlesnake.

K: We’ve been driving around Texas for over a month and we’ve done hundreds and hundreds of miles, but finally we’re here: the National Rattlesnake Sackin’ Championship in Taylor, Texas, and I have to say it’s something of a disappointment. In many ways, this is no different from what we saw in Sweetwater: snake handlers bring in their rattlers for the round-up, an art and crafts fair - no guns, knives and guns this time, but plenty of stalls selling fried rattlesnake, rattlesnake kabobs, barbecued rattler, or just plain baked rattlesnake. You could have a three-course meal and eat nothing but snake. I don’t know what I’d be expecting, but I’ve been surprised by the simplicity of the whole thing. But the people stand inside a sort of glass box with ten rattlesnakes. One of them holds a sack, and the other has a kind of stick. The idea is to pick up the snake in your bare hands and throw it in the sack. You have to do it as quickly as possible, and the fastest time wins. That’s it. The world record of seventeen seconds is held by Jackie Bigby, who also holds records for sitting in a bathtub with 81 rattlesnakes and holding nine rattlesnakes in his mouth. It takes all sorts, I guess. But for me, I have to say that I’m getting tired of the whole thing, tired of the show and thinking that, just maybe, there’s no point of it at all. A complete waste of money, and the appointment of the new curator has fuelled the debate. According to a statement from the management of the hospital, an artistic environment is a positive factor in attracting and keeping staff, as well as helping in quicker recovery rates for the patients. Critics of the hospital’s policy, however, were unimpressed. I spoke to Dr. Haddo-Peters, an independent art consultant and a curator herself, for an expert opinion on this controversy.

P: Lucy, thank you very much for coming along today.

L: You’re welcome.

P: We’re standing outside University College Hospital on the busy Euston Road with the controversial stone sculpture by artist John Aiken just in front of us. Lucy, could I ask you first of all your opinion of the sculpture? Is it a masterpiece or is it, as some have said, a load of rubbish?

L: It’s a masterpiece.
to smarten the place up, make it look nice, you know, but the smell of paint was really, that a couple of paints on the walls or a nice sculpture or whatever simply wasn’t going to make the slightest difference, I mean, really, who was going to think, for a second, that because they had an extremely valuable painting on the walls, that they were a decent, respectable company. Which they clearly weren’t. It turned out that they were breaking every regulation in the book. They should really have spent the money on smartening the whole place up.

5b Speaking exercise 4

1.32

There is no record of an artist with the name of Charles Andrews, although a man of that name was recently arrested by police in the south of Spain. It is possible that the dealer who is selling this pile of bricks is dishonest. There is a well-known sculptor called Carl André, who makes sculptures from bricks, but he has no connection to the bricks in the photograph. The sculpture of a horse is made of imitation brass and has been painted green so that it looks old. It was bought in a souvenir shop in Votteral and is absolutely worthless. Dioscoulos the Etruscan is an invented name. The most valuable work of art in this collection — in fact, the only object here that is worth anything at all — is undoubtedly the glass sculpture, 'Hanging Spirit' by Stephen Knapp. Stephen Knapp has been commissioned to create sculptures and other works for many public buildings in the US, and his work is exhibited in many galleries.

5d Listening exercises 1 & 2

1.34

P = Presenter  
J = Juliet

P: In this week’s Book Corner, we turn our attention to the winner of the National Book Foundation’s 50th anniversary gold medal. Voted one of the most influential people of the twentieth century by Time Magazine and named by Forbes Magazine as the world’s most powerful celebrity, she became the first-ever African-American woman billionaire and was honoured in the Hall of Fame of the National Association for the Advancement of Colored People. A tireless campaigner against child abuse, she fought for the National Child Protection Act which became law in 1993, and was named after her. Nominated for an Oscar for her role in Steven Spielberg’s The Color Purple, she is also the co-founder of a successful cable TV network. Her own TV talk show is the most successful in television history and is watched by over thirty million viewers in more than one hundred countries around the world. The show won so many Emmy awards that she asked for it not to be considered any more. In case you hadn’t guessed, we’re talking about Oprah Winfrey. Juliet Evans looks into the background.

J: Oprah was a talented child but no one thought her life would turn out such a success. Born in Mississippi, Oprah Winfrey was brought up by her grandmother on a farm, before she joined her mother in Milwaukee. The victim of abuse, Oprah ran away from her home and, at the age of thirteen, was sent to a juvenile detention centre. The centre, however, was full and Oprah was turned away. With nowhere else to go, Oprah went to live with her father in Nashville. Her father, Vernon, was strict, but, according to Oprah, he saved her life. As part of the regime, Oprah had to learn five new words every day, and each week she had to read a book and write a report on it.

After studying at Tennessee State University, Oprah worked as a TV reporter and newscaster, before taking over a Chicago talk show. The public took to her immediately and Oprah’s career took off. Within two years, her show was broadcast nationally and Oprah received the first of her many Emmy awards. In the mid-1990s, Oprah came up with the idea of a book club, of introducing a regular book slot on her show. Her idea was to encourage Americans to read more, but even she must have been surprised at its success. As part of the show, Oprah put forward a book which she had read and enjoyed and discussed it on the programme. She chose only contemporary writers and the media coverage that these novels received turned them into bestsellers overnight. For the publishing world, it was a godsend, but the writers were less impressed when Oprah suspended her book club in 2002, because, she said, not enough contemporary novels lived up to her expectations. A year later, Oprah’s book club returned, but this time with the classics. After describing Tolstoy’s Anna Karenina as ‘one of the greatest love stories of our time’, Oprah told viewers that the book’s 837 pages shouldn’t put them off. Such is the trust that she inspired in her viewers, Anna Karenina shot to number one in the New York Times bestsellers list. The Oprah Winfrey Book Club logo on the front cover of a novel is now enough to ensure huge sales for even the most unlikely of titles, such as a boxed set of three of William Faulkner’s novels.

Oprah Winfrey’s influence on the world of books would be colossal if it stopped there, but the book club has grown and grown. Other chat show hosts, such as Britain’s Richard and Judy, have taken up where Oprah left off. Inspired by Oprah’s example, hundreds of thousands of people, mostly women, have joined or set up their own reading groups, and meet up on a regular basis to discuss their book of the month. The craze has even inspired writers to use the idea of a book club for the plot of their novels. The June Austen Book Club and Angry Housewives Suffering from Boner’s, to name but two works of contemporary fiction, follow the lives of groups of women who belong to reading groups.

Not everyone has been impressed by the Oprah Winfrey book club phenomenon. One novelist, Jonathan Franzen, turned down the chance to have his book, The Corrections, featured on the Oprah Winfrey Show. Franzen was afraid that it might affect his reputation in literary circles, but he quickly regretted the comments he made. Franzen’s comments came across as pretentious and elitist, and his reputation nosedived anyway.

P: In the studio with me here, my guest is the author, Matthew Jones, whose latest novel will be published next week. I asked Matthew to evaluate the books on Oprah Winfrey’s list. A superstar she may be, but is Oprah any judge of books? Matthew?

6b Listening exercises 1 & 2

1.35

P = Presenter

P: The world has come a long way since Grover Cleveland, the twenty-second president of the United States, said, in 1906, that ‘sensible and responsible women do not want to vote’ and added that the positions of men and women in society had been determined by God. Cleveland would be horrified to know that, only one hundred years later, women not only had the right to vote but had been elected to the highest positions of power around the world. With the recent election of the first woman president in Africa, there are now few parts of the world where women have not been heads of state.

However, despite the progress, women remain extremely underrepresented in politics. Ninety-one per cent of the members of national parliaments worldwide are men. Even in countries like Sweden, with a very high proportion of women in politics, men still hold over fifty percent of the parliamentary seats.

In order to tackle the problem, many political parties and some national governments have introduced or are considering the introduction of quota systems. These systems vary, but the basic idea is simple. When political parties prepare their lists of candidates for elections, they include a balance of sexes. Some parties, such as the Greens in Germany, have lists that are fifty per cent men and fifty per cent women, although a lower figure of between twenty and forty per cent is more common. In Argentina and Belgium, for example, every third person on candidate lists for elections must be a woman.

But the quota system, sometimes referred to as ‘positive discrimination’, is not popular with everyone, and it’s not only men who are arguing against it. Later in the programme we’ll be asking you for your opinions, but first we’ll be hearing the views of two women, both members of the...
W1: Can I say first of all that what I want to see, what I think we all agree we need, is to see, to have more women in politics. I don’t think that’s really much disagreement about this. I think that probably all the major political parties wish they had more women standing, representing them. The more women we have, the more political parties can represent the electorate, and let’s not forget that there are more women out there than men, and some of the things that matter to me, some of the big issues like equal pay and childcare and health, for example, will get more attention if we have more women Members of Parliament. So we’re not really arguing about the end, the outcome, it’s about how we get there, and er, positive discrimination, the quota system, is clearly not the way to go about it. First of all, I’d like to say that, as a woman, I find the idea of quotas, as a woman, condescending and offensive. I think it was Oprah Winfrey who said that excellence is the best way to fight discrimination, and I think she was absolutely right. How would you feel if you were appointed to your job simply because you were a woman, or because you were black or whatever? That you got the job, not because you were the right person for the job, but simply because you were a woman. And, how would you feel, as a man, that you’re being told what’s wrong, just because your party or the government or whoever decides that it ought to be a woman in the job? Or as a voter and there’s someone you’d really like to vote for, and you find yourself saying if only he wasn’t a man! It simply doesn’t make any sense and quotas will simply alienate an awful lot of people. What we need, and when I say ‘we’, I mean both men and women, is to have people in positions of responsibility who are good at what they do. Excellence. And let’s face it, many politicians are bad enough as it is, without replacing them with people who are even less competent. We all want to see the end of discrimination but the quota system is just another kind of discrimination, and even if we call it ‘positive discrimination’, it’s still discrimination. Two wrongs do not make a right and this is not the way to make progress.

W2: People say that the quota system, a quota system that makes it possible for women to be elected to national or regional parliaments, people object to this system because they say that it is another form of discrimination, that we are replacing one kind of discrimination with another. You know, they say that we’ll be replacing a good man in a job with a stupid woman, but, I mean, really, there are so many stupid men in politics that if we have one or two stupid women, I really don’t think it’s any big deal. Is it? But seriously, I think this is missing the point and, in any case, I don’t think we should be using the term ‘positive discrimination’ anyway. ‘Positive action’ is a much better way of describing the quota system. It doesn’t discriminate against men – it simply gives women a fairer chance. And that is what this is all about. Quotas may not be perfect, they may not be ideal, and I can understand it when people say if only there were some other way of achieving equality. But the fact is that there isn’t. Nobody has suggested anything else that will work, and we know from experience from quite a lot of experience now, that quotas for women bring results. If you look at countries where there are large numbers of women in parliament, places like Denmark or Sweden, it is because the political parties there have introduced a quota system. I mean, if you ask yourself why the Germans elected a woman Chancellor, it’s because the political parties there also have a quota system. This is the only way we know to get more women into politics. We can’t go back now. The world of politics is changing because there are more women in it, and there are more women in politics because quotas have made this possible. I only wish that we’d introduced the system a hundred years ago when women got the vote.

A: It gets sent to the local paper and before anyone’s seen it, it’s in print and the damage is done. Someone complained to the government organization and they’re taking the whole thing very seriously. Sex discrimination… amongst other things…

D: What exactly did he put in it? ‘Attractive blonde receptionist required, 5 inch heels essential…’

A: Almost!

D: So go on, what did it say?

A: Well, first of all he used the adjective ‘young’. ‘Suit young graduate’ I think it was...

D: Uh oh… ageist, too. He obviously hadn’t read the memos about age discrimination...

A: … and then he goes and slips in a completely unnecessary ‘she’.

D: What do you mean? I don’t follow.

A: Look, here’s a copy... see, here she should also be…

D: Oh no, the idiot! I bet he didn’t even notice. Poor Frank. I mean, it’s not as if he did it on purpose… I feel quite sorry for him actually…

A: ‘Sorry for him! The man’s a liability!’

D: Yeah, I know that, but it really is a lot of fuss about nothing.

A: What, the government organization is taking us to court and you call it a lot of fuss about nothing. The company could face massive fines. What are you saying?

D: I know, I know, but what I mean to say was that we all know what’s he’s like, I mean, he’s not the most articulate person we know, is he? Whoever asked him to write the ad should really have written it themselves or at the very least they should have asked to see it before it got sent off.

A: So, basically you’re saying that he’s incompetent! That he can’t actually do his job without someone overseeing everything he does. I mean, he’s supposed to be a senior manager, he’s supposed to be supervising other people’s work, not having his work supervised!

D: Now, that’s unfair. That’s not what I said. He’s very good at his job. He’s an excellent engineer. He just isn’t very good with words, that’s all. I mean, yes, it was a big mistake… and a stupid one too. But it was a mistake and I really don’t think he deserves to lose his job over it.

A: I can’t believe it! And from you of all people! You’re forever complaining about his bad jokes and macho behaviour.

D: Yes, OK, OK, I know. He’s sexist. There’s no denying it. And something should be done about it. I’m not disputing that. But my point is that I don’t think someone should lose their job for making an honest mistake.

A: And what about being a sexist pig! Or for being totally unpc?

D: Yeah, well I’m not sure what the unions would say about that. Is it fair grounds for dismissal?

A: Sure as hell should be!
7.8 Listening exercises 2 & 3

2.1

N = Nell  B = Becky  W = Winston

N: Becky, hi!
B: Nell, darling! Have I come at a bad time?
N: No, come in, come in. I'll just move this out of the way. Mind all the dust and rubble and stuff. How're you doing?
B: Fine, fine. I was just passing and I thought I'd pop in and see how the work's going.
N: Yes, come in, come in. Do you fancy a drink? Or would you like to have the guided tour first?
B: The guided tour, I think.
W: Winston! It's Becky!

W: What?
N: I said it's Becky. I don't think he heard.
B: Wow! It looks like you're taking the whole house to pieces.
N: Yes, yes. We're putting it in solar panels. Winston's just knocking a hole in the wall to get the wiring through.
B: And you're doing that all by yourselves?
N: Can't you get a man to come in and do it for you?
W: Winston! Can you shut up for a minute? Ah, that's better. Winston! Where were we? Ah, yes, the panels. You get a grant from the local council. You pay for the panels, they pay for the installation, so if we do the installation ourselves we keep the cash.
B: Oh right, makes sense. And what else are you doing to this 'green home' of yours? Didn't you say you were putting it in for a competition or something?
N: Yes. It's called 'Ecotone of the Year'. Winston's got a few weeks' holiday and we're making the most of it to get as much work done as we can.
B: Well, you're not going to win any ecological competitions with all those old car tyres outside the front door.
N: Er, actually, we're going to use them to insulate the back wall. It's north-facing and really damp and it'll make a difference to our heating bills. With a bit of luck, we won't need any central heating at all.
B: And you're living here while all this is going on? You must be completely mad.
N: Um, it might sound mad to you but if we win they'll pay for all the work we've done, so it's worth giving it a go. The judging doesn't start till next spring and they take plans and work in progress into account as well so I reckon we'll be in with a chance.
B: So what does it all involve then, apart from the solar panels?
N: Well, first of all we're stripping the house down to its bare bones: brick walls and bare floorboards. It makes it easier to see what else we want to do. We've done most of it already, but there's still the bathroom left. We're doing that next week. Winston will have some fun smashing up all the tiles with his sledgehammer.
B: What, you mean you aren't going to recycle them?

N: Course we are. I'm going to build a mosaic wall in the kitchen!
B: You are kidding now, aren't you?
N: No, straight up.
B: And you and Winston are doing all this on your own?
N: Most of it, yes. Winston's hired one of those sanding machines, you know, for sanding the floorboards. He enjoys that. But he's going to need help with the wiring and the plumbing.
B: How long's it going to take, do you think?
N: You know, to do the whole lot.
W: We're reckoning on at least seven to eight months. But it could be longer. We don't really know when all the materials and fittings are going to be delivered. We don't know when the greywater tank is coming, for example.
B: Greywater? What's that?
N: That is the piece de resistance. We're going to have a special system installed that recycles all the water from the bath, the shower and the washing machine... that's the greywater. Dirty, but not too dirty... to flush the toilet.
B: Charming. So what other delightful features is your 'ecotone' going to have?
N: Well, we're going to change all the windows. The previous owners put in PVC windows with double glazing, we're going to replace them with wooden windows with triple glazing. And after that...
W: Do you know where the first-sold kit is, Nell? I've cut my arm.
B: You're bleeding!
N: Oh no, not again.
W: It's not my fault. There's something wrong with that drill.
B: Come on, let's all have a cup of tea.

7.0 Listening exercises 2 & 3

2.3-2.5

1 If the turn of the century was marked by the drive for super sizes, then the next twenty years will be marked by a demand for ever-decreasing sizes. Mini-portions will be more and more fashionable. Even the big fast-food chains will be bringing out their own mini-food, things such as mini-burgers and mini-pizzas... and all at mini-prices! And not only will the portions be smaller, but the food itself will also be fresher. Advances in packaging technology will mean that we will be able to keep food fresh and tasty out of the fridge for much longer. For example, new ultra-light materials will mean that thermos bags and bottles will be lighter, smaller and easier to carry, and we'll be able to take our pocket-sized sushi to work without worrying about it going off. As well as encouraging a taste for smaller portions, the interest in healthier food will also mean that we will be eating more and more organic food — approximately 60% of the food we eat will be organic — and less and less meat. And watch out for a huge increase in the consumption of all kinds of seafood. Seaweed, in particular, will be taking off as the number one health food product and we'll be eating seaweed supplements along with most of our meals.

2 As always there'll be a whole host of new fashion ideas. Teenagers will be buying interactive T-shirts which can screen their favourite movie, and their dad's be investing in kilts and sarongs as skirts for men become a definite fashion possibility. A whole range of clothes will be developed that can integrate electronics with fabrics. For instance, we'll be able to play our favourite music videos on our T-shirts or read the football results on the palm of our gloves. What's more, we'll be able to make phone calls without needing a phone, it'll be built into our jacket. Heat-sensitive fabrics will also be coming into their own with a hundred and one different uses, beachwear for children which will warn parents to get the kids out of the sun when it's too hot or sweatsuits that will show it's time to put on another layer when it's too cold, to name but a few. Besides being used for clothes, these fabrics will also find their uses in the house. Soft furnishings, like blankets and cushions, will be particularly useful for the elderly, flashing warning signals to grandma when she needs to turn the heating up in winter, or take a couple of layers off in summer.

3 Virtual reality will have revolutionized spectator sports, combining the joys of TV sports and actually going to the game. VR options will include, among other things, the possibility to change your seat at any time. For example, you want to see the action from behind the goal, just press a button and you're there, or maybe you want to see the players coming out of the tunnel, pay a supplement and you'll be standing there, rubbing shoulders with your sporting heroes. And besides that, and more excitingly, we'll also have the virtual ability to be on the field during the action, to watch the kicks from any angle, and much, much more. And if you're bored of watching the TV, then thanks to your virtual gym you'll have no shortage of fitness options in your own living room. You could take part in a virtual Tour de France on your exercise bike or run the London marathon. Virtual workouts will be all the rage. We'll still be running to keep fit, but in virtual scenery that our present day dreams are made of. Fancy a run along your favourite beach for example, or a cycle ride over the Pyrenees? It'll all be possible from the comfort of your own gym, thanks to VR helmets and special VR suits. And it won't only be workouts that are given the VR makeover. Virtual reality could also mean the end of traditional telephone calls with conversations being replaced by virtual walks. Imagine you are away from home on business, and your partner is home alone on a wet, winter's day. Thanks to the new virtual phones you could both meet up for a romantic walk on a virtual beach, enjoying the Pacific breeze and a spectacular sunset.
Listening exercises 2 & 3

2.6

N = Newsreader S = Sonia

N: Figures released in America today show that one in seven doctors are now refusing to deliver babies because they cannot afford the insurance policies they need to protect themselves if anything goes wrong. Insurance costs for doctors in the US have risen by up to 75% in the last five years and could rise further. Here in the UK, where doctors work for the National Health Service and do not require private insurance, the government has announced that it is putting aside nearly eight billion pounds to cover compensation claims in the next ten years. Our health correspondent, Sonia Razzell, reports.

S: A 30-year-old rugby player, Adrian Bowe, went to his doctor, complaining of headaches and a loss of vision in one eye. After examining the patient, the doctor decided that he must be suffering from a migraine attack. However, not long after, Mr Bowe collapsed, the victim of a stroke that has left him permanently disabled and requiring a wheelchair to leave his house.

Earlier this year, a judge ruled that the doctor was guilty of ‘clinical negligence’. With a correct diagnosis of Mr Bowe’s condition, the stroke might have been avoided. Mr Bowe is now entitled to compensation and this could run into millions of pounds.

The tragic story of Adrian Bowe is not an isolated case. Each year, Britain’s National Health Service considers up to 7,000 cases for compensation where operations have gone wrong, or doctors have made errors of judgement. Critics of Britain’s under-fire health service fear that the country may soon find itself in a similar situation to the United States where doctors are refusing to perform certain operations. They point to the increasing pressures that doctors are now working under. Shortages of staff and increased workloads have led to shorter consultation times and, say the critics, more and more errors are inevitable.

It is a suggestion that is rejected by others in the profession. A spokesman for one London hospital said that the increase in compensation claims cannot be the result of more medical errors, because the number of claims is not increasing. Courts are awarding higher compensation payments, but there is no evidence that doctors are making more mistakes. What is happening, he added, is that people seem to be forgetting that medical diagnosis is not an exact science.

He points out that Adrian Bowe’s symptoms could have been caused by a migraine and it is impossible for doctors to make the correct diagnosis. Similarly, a patient who is feeling under the weather, stiff and generally rundown, may be going down with the flu, but they might also be seeing the first signs of something much more serious. Computerized databases of symptoms and illnesses are now widely available, and these may result in better diagnoses, but doctors will always need to use their personal judgement and experience. Online databases are also being used by patients who think that their doctor may have made a mistake, but medical experts warn that such websites can lead to people who are in perfectly good shape worrying over nothing. One of these sites, wrongdiagnosis dot com, lists 145 illnesses, some of them very serious, which have no symptoms at all. Hypochondriacs may enjoy identifying a hundred possible explanations for why they feel at death’s door, but the only sensible course of action remains a visit to your GP.

The government’s decision to set aside nearly eight billion pounds for compensation claims may sound extremely high, but this represents less than 1% of the NHS budget. Britain is still a long way from the situation in the United States, and although we can expect to hear about more cases like Mr Bowe, there seems, for the moment at any rate, to be no reason to be alarmed.

Grammar exercise 3

2.8

I was bored with my job. Sometimes I had to answer as many as 300 calls a day. I wasn’t allowed to leave my desk, even to stretch my legs. Then the headaches started. One day I was talking to a customer on the phone and she mentioned that she was an acupuncturist. We arranged to meet. That evening changed my life! She cured my headaches and I didn’t have to pay her a penny. She also saved me from my dead-end job. Now I’m a fully trained acupuncturist. I still have to work long, hard days, but I don’t have to ask someone else what I can and can’t do. I’m my own boss and it’s great! I feel like a new person.

Listening exercises 2 & 3

B = Bob J = Jen

1. B = Bob J = Jen

B: By the end of the week? Ooh!
J: You still haven’t been to see a doctor, have you?
B: Why? What’s the point? He won’t be able to do anything to help...
J: At least he’ll be able to prescribe some painkillers.
B: Listen, I appreciate the concern, but I’d rather just put up with it, OK?
J: How about getting a massage then? I know a really good physiotherapist – he does these special lower back massages – they’re great – they really help – a couple of hours a week and you’ll be fine.
B: Tom went to him – he says he works miracles.
J: Oh, that reminds me – I need to call Tom. I promised I’d get back to him today...
B: OK, ignore me! But it’s for your own good.
J: Look, thanks for the suggestions but I’ve had this problem for years now – it comes and goes – I just live with it.

J: OK, have it your own way. Anyway, as I was saying, I reckon we can get the report done by the end of the week, or the beginning of next week at the very latest ...

2. M = Mike B = Bob

M: Hi Bob, how’s your back?
B: Don’t ask!
M: So, no football again this week then...
B: No, sorry mate. You’ll have to do your best without me.
M: You really should see someone about it you know. How long have you had it now? It’s been weeks since you last played.
B: I know, I know. It’ll sort itself out. It always does.
M: Look, I know I’ve said this before, but I know a really good osteopath. My mother swears by her. She does this spinal manipulation thing...
B: Sounds painful!
M: It probably is, but it works, I tell you, you really should try...
B: By the way, how’s your mum?
M: No, not really. I’m busy getting myself an appointment. I’ll be there in time, you’ll see.
B: Yeah, well, maybe... but I really don’t think it’ll work.
M: You are just so stubborn! I don’t know how Linda puts up with you!
3 L = Linda B = Bob

L: How long are you going to keep putting it off? It’s not fair, you know, you’ve got the only one who has to put up with it. It makes you irritable and moody – you get tired and snap at the kids... I’m sick and tired of telling you to see a doctor... and I’m sick and tired of your bad moods and your moaning and grumbling. I know, I know, it’s no fun having a bad back, you’ve only got to sit in my chair at home. Not to mention all the millions of times – but it’s no fun for us either. There are a hundred things you could do – take some painkillers for a start – buy a new chair for your desk – make an appointment with the osteopath – I know Mike’s given you her number.
B: Her number? So it was your idea was it? You put him up to it...
L: Yes, I did. And what’s wrong with that? I thought you might listen to Mike – seeing as you don’t listen to me!
B: Ah, yes, come to think of it, Mike did mention you when he gave me the number, I should have known.
L: Bob! I just don’t get you. I’m being serious here – and you’re not even listening! I have had enough. Do something about your back or...
B: Or...?
L: Or... I don’t know. I’ll have to put painkillers in your food or something!
B: Listen, I’m sorry, I really am. You’re right, I need to do something about it and I promise I will.
L: Hmm... I’ll believe that when I see it!
9B Listening exercises 5 & 6

2.16

And finally, we turn to an update on the story of the Tunbridge Wells superhero. The orange-suited Monkey Man has been involved in a number of incidents that have been reported as far away as Australia and New York. Helping old ladies cross the road, picking up litter and dutifully putting it in the rubbish bins, saving a young lady in danger from a group of aggressive youths, Monkey Man’s time has been devoted to improving the day-to-day life of the good citizens of Tunbridge Wells. But it seems that the press has got a lot of egg on its face. We can now reveal that the identity of the caped crusader of Tunbridge Wells is none other than Matt Lees, a 31-year-old hairdresser, who, along with two friends, Chris Shaw and Rachel Bishop, was responsible for the strange series of events. The three friends made everything up from the start. Beginning with a handful of letters to the local newspaper, they were pleased and more than a little surprised when the paper believed the letters. Mr Lees pretended to be Gladis Webb and also dressed up as Monkey Man. Rachel Bishop took photos of him in the street and pretended to be the Belgian tourist with the unlikely name when she sent the photo to the Kent and East Sussex Courier. National newspapers were so intent on publishing the story that they never checked the sources. If they had, they would have quickly discovered that none of the witnesses actually existed. Prankster Chris Shaw insisted that it was all a joke but said that it was interesting to see how the press could be so gullible. ‘You wonder what else they print,’ observed Mr Shaw.

And now over to Brian Moloney with all the latest sports news...

9D Listening exercises 1 & 2

2.17

S - Steve A - Amanda

S: Right, so it’s back to the studios to take a closer look at today’s news stories. So, Amanda, what have you got for us today?

A: Well, Steve, there’s a great survey that’s just come out to find the UK’s top ten most hated professions.

S: Most hated professions?

A: Yes, that’s right. Care to guess what comes in at number one?

S: I reckon number one has got to be tax inspectors.

A: Well, no, actually, you’re wrong. In fact, surprising as it may seem, they’re not actually in the top ten at all. Although you’re not going to be at all surprised to find out who the number one most hated profession is.

S: Well if it’s not tax inspectors, then I guess it must be traffic wardens.

A: Yes, that’s the one. It seems that despite admitting that traffic wardens are a necessary evil, there was still no doubt in people’s minds that they are the number one high street villains.

S: I can believe it. I can remember the last time I got a ticket. I was furious. I’d only gone in to the shop for five minutes, and there she was, writing out the ticket, and even though I said I was going to move the car straight away, she still booked me. I couldn’t believe it.

A: You and a thousand others like you, Steve! But it seems that the traffic wardens themselves aren’t too happy with the results. They claim that they’re only trying to keep our town centres free of unwanted traffic, and that, despite all the stories to the contrary, they are not vindictive and often give drivers a second chance if they say they’re moving on.

S: I can’t say I’ve ever seen that happen! So, who else is in the list? Lawyers? Journalists? Paparazzi?

A: No, actually, none of those made it to the top ten.

S: None of them? I find that hard to believe! So, who are the people we love to hate?

A: Well, there are quite a few I agree with, and I think you will too. Telesales reps, for example. And although I know it’s not their fault, and they’re only doing their job and all that, I absolutely hate being disturbed at home by cold callers.

S: Yeah, and the phone companies themselves are the worst. I don’t answer the phone anymore. Anyone who wants to get hold of me can text me or leave me a message!

A: Yes, and I don’t suppose anyone’s going to stand up and defend nightclub bouncers or estate agents either.

S: Are they there, then?
A: Yes, at numbers 2 and 3 respectively. Followed by motorcycle couriers and bus drivers.
S: There must have been a lot of stressed-out city drivers answering that survey.
A: Yes, and although I tend to agree with most of what’s on the list, there are some surprises too. Footballers, for example! I thought they were everybody’s heroes, not one of the top ten villains.
S: Yeah, well, they’re supposed to be heroes aren’t they, but in spite of their special hero status and all the perks and privileges of their job, they can be real arrogant, obnoxious thugs at times. I think that’s the thing. Despite the fact that they’re paid like gods, they often behave like pigs; swearing, spitting, starting fights. Hardly the stuff that heroes are made of.
A: Yeah, well then you’ll agree with the next one too Steve: reality TV show contestants.
S: Yeet Definitely. Famous for being famous.
What kind of a job is that? Not really a job at all. In fact I think I’d put them at number one.
A: Well they’re actually at number ten, after PR people and politicians.
S: Ah, I know! I’m sorry, is that very cynical of me? So what about the flip side? Do they say anything about the most respected jobs?
A: Sorry, said I’d call him if I saw the woman who bought it again.
S: Hang on, I’m getting to it. Give me a second. Anyway, so, this was, what, I don’t know a week or two ago, and we never saw the woman again, and then this morning, me and Moira were going through a pile of stuff from the recycling bin and Moira was saying how she’d been thinking about the man, the one who wanted his coat back, and how, maybe, she might give him a call, anyway, you know, she hadn’t seen the woman, but then, there, at the bottom of the pile of stuff, there it was.
M: What? The black coat?
W: Yes.
M: The same one?
W: Yes, it was. The very same black coat. Moira said she’d give us five hundred pounds for it.
M: Five hundred quid. That’s all right, innit?
W: Yes, not bad at all — but that’s not the funny bit about it.
M: Oh? So?
W: Well, the thing is, the next day, I walked in — smart, good-looking, expensive suit ...
M: Just Moira’s type?
W: A City type, merchant banker or something, but he seemed all embarrassed, sort of gave the impression that he’d rather be anywhere in the world than there, you know, in a second-hand clothes shop. He could probably have bought the whole shop if he’d wanted to. Anyway, after a minute or two, he came up to us and asked if we had any black leather coats. So Moira told him that we’d sold a really nice one just the day before, but we didn’t have any others. So then he asked us if we could describe the coat, which we did, and his face sort of lit up. “That’s my coat!” he said.
M: So why had he given it away?
W: Well, Moira asked him the same question. She, she said, I’d call him if I saw the woman who bought it again.
M: You’re not going to tell me that Moira and this man are, um ...
W: I’ll call him if I saw the woman who bought it again.
M: What? The black coat?
W: Yes.
M: The same one?
W: Yes, it was. The very same black coat. Moira was on the phone in a flash, and she told him that we’d found his coat, and that, if he wanted, she’d take it round to him.
M: And did she?
W: Well, yes, I think so, I mean, that’s what she said she was going to do ... but I haven’t heard from her since lunchtime, because, um, we gave the coat a quick clean, got rid of the fluff and stuff, and then I felt that there was something in one of the pockets. There was this envelope and when we opened it — inside there was two thousand pounds in twenty pound notes. Two thousand. Can you imagine? That’s more than we make in a week. So then Moira said, we said it was a bit risky having that much money in the shop and that she’d take it to the bank on the way to meeting the coat man. I haven’t seen her since.
M: What do you mean you haven’t seen her since? Wasn’t she supposed to come back to the shop?
W: Yes, but well, it wasn’t that busy and you ... they might have got talking or whatever, you know ... but anyway, that’s not the end of the story, because later on this afternoon, another man came into the shop, and he came straight up to the counter and asked me if we had any black leather coats. I just shook my head and said sorry, no, and he started to give me this long explanation about how his wife had given him this coat, but he really didn’t like it and the smell of the leather gave him a headache. Brrr, brrr, brrr, so he told her, his wife that it had been stolen from her office, but, in fact, he’d put it in the recycling bin. But then he realized that he’d left some money in the pocket and that’s why he wanted to get the coat back.
M: So did you tell him?
W: No, no I didn’t ... I took his number and I said I’d call him if I saw the woman who bought it again.
M: But what about the money? I mean, it’s his, isn’t it? He must be worried sick ...
W: I know, I know, but I was waiting to see what Moira thought. Oh, that must be her now. Hello Moira?

10b Listening exercises 1 & 2

2.20

W = Woman M = Man

W: An extraordinary thing happened at work today.
M: What? Moira turned up on time for once?
W: No — she was the usual fifteen minutes early ... no, the most respected professionals are members of the armed forces, followed by rescue workers, nurses, vets, teachers, ambulance drivers and firefighters.
M: Hmm, just as it should be. Right, all interesting stuff, thanks Amanda. If you’ve got any more, please drop us a line on somethingsay@radion.com

I = Interviewer A = Annette

I: Hello, come in, please sit down.
A: Thank you.
I: So, erm ... Annette! Can you tell us something about your work experience to date?
A: Erm, yes, well, I’ve been working in the communications sector since I left university. To start with, I worked as a volunteer at a local radio station, covering local news and human interest stories. More recently, I’ve been a press officer for a local homeless charity, Um, the job involves attending conferences, giving talks and, most importantly, taking part in the grassroots work of the charity, on the street, coordinating the work of the volunteers and setting up self help groups for the homeless people we work with.
I: I see, and why are you applying for this post? What would give you the chance to develop your skills in this area? Um, secondly because I want to keep working in the non-profit sector and I’m particularly interested in the grassroots development work, you know facilitating the local projects, and coordinating the work of the local volunteers. That’s an area that I would really like to learn more
about. When I was studying at university I took three months out to travel around Latin America and I was lucky enough to get involved in some voluntary conservation work in Costa Rica. I actually came across some volunteers who were working for the RRA.

I: Ah, so you know something about our work out there already?
A: Yes, I do and I was very impressed by what I saw.
I: I’m sorry, I interrupted you, you were saying?
A: Ern, yes, and thirdly because I would love to live and work in Central America. I fell in love with that part of the world when I was out there and I’ve always wanted to go back.
I: I see. Thank you. And what do you think you personally can bring to this job?
A: Well, as my CV shows, I’ve got quite a lot of experience of writing promotional materials. I’ve been running the press office single-handedly in my current position since our senior communications officer retired last year. I’ve worked on various projects where I had to coordinate the work of small groups of volunteer workers. I’m aware of – and interested in – the issues surrounding your work in Central America. And maybe most importantly I’m hardworking, keen and enthusiastic.
I: Fine, ern, what do you see as your strengths, Annette?
A: Well, I enjoy a challenge. When I started my present job I’d never written a press release before, but I soon learnt. I think I’m a quick learner and I take pride in my ability to meet tight schedules and deadlines. I think I work well under pressure and I’m usually good at setting priorities and keeping to them. I think this is probably important in this post as there are so many different responsibilities that need juggling.
I: Um, and what about your weaknesses?
A: Well, I know I have a tendency to get carried away sometimes and that I can sometimes spend far too long on one project to the detriment of others, so, as I said before, I always make sure I set my priorities and don’t waste time on tasks that can be dealt with later.
I: Are there any aspects of the job that worry you? Any aspect you think you may need extra help or support with?
A: No, not really. Um, although the context is new and the job is probably a lot bigger than anything I’ve tackled before, I don’t think I’ll have any particular problems. In fact I’m really looking forward to being able to improve my Spanish.
I: Ah, and your level of Spanish is pretty good then?
A: Yes, I think so. I’m certainly capable of getting by in most day-to-day situations.
I: Right, thank you Annette and now, let’s turn to some more practical issues, if we may...

118 Listening exercises 2 & 3

G = Gavin  M = Mark

M: What? You’ve added?
G: Yeah right. On this website I was telling you about your design your own map. You select the basic map you want to use as your background and then you pick and choose the places that are most important to you. And you magnify them.
M: Oh, right. Nice idea!
G: And each of the places you choose can be magnified as much as you like. Like here, on the Melbourne map, see the smaller circle inside?
M: Yeah...
G: That’s where my mum lives!
M: And what about the others?
G: Well, this is a beach on Koh Tao, turtle island, the best holiday of my life, just after finishing school, me and some mates, travelled around Thailand for a couple of months looking for the perfect beach... and this is it! Probably crawling with tourists by now. But at the time it was practically deserted, each of us had our own personal pool tree!
M: Not bad. Ever been back?
G: No, I think about it more or less every day, but it was a once in a lifetime holiday, couldn’t be repeated.
M: What’s this one then? You’ve actually highlighted something in Europe? Oh, I see, it’s your wife’s, Bel’s, parents’ place, isn’t it? Somewhere in the South of Portugal? The Alentejo or something isn’t it?
G: Yeah, that’s right. Zambujeira. Not a bad place for a holiday, either! You ever been?
M: No.
G: You should go.
M: More beautiful beaches?
G: Yeah, of course! And the surf’s not bad... well for Europe.
M: How’s Bel doing, by the way?
G: She’s loving it. Things are going really well for her. All the people in Washington are really great, and she’s doing a lot of travelling. To and fro between Washington and New York every couple of days...

S: Short and sweet, but better than nothing.
G: Yeah, I guess. OK, one more, what’s this then? I mean, I can see it’s New Zealand, but why’s it highlighted?
M: Ah, that’s a pipe dream.
G: What do you mean?
M: Well, I’ve always, always wanted to go there on holiday. I think maybe every Aussie I know wants to go! It’s beautiful, the whole island is just one big natural paradise. It’s got to be seen.

M: Planning on going there soon?
G: No, not unless I win the lottery!
110 Listening exercises 1 & 2

P: Hello and welcome to Talking Pictures. Today we've got Sophie Matthews in the studio with us. Sophie's a veteran location scout and she's going to let us in on some of the secrets of location hunting. Sophie, what exactly is a location scout?

S: Well, a location scout is someone who, as the name suggests, finds locations – for films, TV programmes or adverts. And it could be any kind of location: a street, a building, a historic setting, or a particular kind of landscape.

P: What kind of work do you usually do?

S: All sorts, I mean it very much depends on the kind of project you're working on. When I was starting out I used to do all sorts – and I used to work as a location manager as well – but that side of the job is no longer.

P: What's the difference?

S: Well, a scout finds the locations, and a manager makes sure the filming can happen.

P: And what kind of locations do you scout for?

S: I do all kinds, but I particularly enjoy hunting out natural landscapes.

P: And what exactly does that involve? A lot of travel?

S: Yes, it does and I really love the travelling. But I also do a lot of the research work from home – surfing the internet, watching travel documentaries, reading photography journals and travel magazines and then once I've got some clear ideas, I start travelling.

P: Do you work on your own?

S: Yeah, usually, just me and my camera. I get as much footage as I can of the locations I'm interested in and then take them back to see if they match the image in the director's head. That's definitely the most difficult thing to do. I mean, the script might just say 'rolling green hills' so off you go looking for rolling green hills. You reckon you've found exactly what the director wants, a wide green valley surrounded by wooded hills, and when you take the photos back to the studio, they say, 'where are the corn fields?' or 'I wanted some mountain peaks in the background' and then it's back to the drawing board.

P: So what are you working on at the moment?

S: I'm looking at locations for a new big budget adaptation of Gulliver's Travels.

P: Ah, Gulliver's Travels?

S: Yeah, it's going to be an epic – it's going to cover all four voyages – which means a lot of locations to find – and just to add a bit of spice, the studios have asked for them all to be within easy reach of each other!

P: That sounds like a tall order.

S: Yes, it is and there are so many factors to take into account: accessibility – film needs to be sent back to the studio for processing every day, so we need to be within easy reach of an airport, accommodation – there are so many people involved in the making of the film – it can be up to 100, 150 people all told and there has to be somewhere for them all to stay. So it's best if the location is within easy reach of a sizeable town. But for a big budget movie like this, it's not too important. The main challenge for us with Gulliver is translating the imaginary world into a real one on the screen. It needs to be spectacular enough to make a really strong first impression but spectacular scenery tends to be well known.

P: Though sometimes it's the film that puts the scenery on the map.

S: Very true, take Cappadocia in Turkey for example.

P: Yeah...

S: It's an incredible place – a maze of narrow valleys and gorges, full of incredible rock formations and caves. When the Star Wars producers first found it was a quiet little place – now it's a buzzing tourist resort. It was a perfect location, so out of the way, so untouched by the modern world – and that's so important. There were no roads, no power lines or modern buildings in the way. No incredible place, there's nowhere else like it in the world. That's the scout's challenge: to find somewhere that looks like it only exists in the film.

P: Like Middle Earth in the Lord of the Rings trilogy?

S: That's right. That's another excellent example – all the filming there was done on location in New Zealand – the director's home – and the scenery really is amazing – and so varied too.

P: And the films have done a lot to boost the tourist industry over there too, haven't they?

S: Yes, there are so many tour operators offering tours of Middle Earth, it's incredible.

P: So going back to Gulliver's Travels then. Have you come up with anything?

S: Yeah, we think we have. It's not totally decided yet and things could change but it's looking like the Azores. The Azores? Why the Azores?

S: For a number of reasons. First of all, the islands are so remote, so far from everywhere, it feels like a world apart already. Then they've got such a huge variety of scenery and landscapes. We've got golden beaches and gentle rolling hills, but they've also got dramatic cliffs and dark, dense forest. It's just such a magical place. And more importantly, so few people know it. I mean, so few people visit the islands that they're practically unknown. We had looked at the Canary Islands as another possibility, I mean, the Canary Islands have got the same variety of landscapes – if not more – but they're too well known – so many people go there on holiday, and there's so much footage of the islands on holiday programs and friends' photos that they're not such a good choice – when you're creating an imaginary world, it needs to be a world apart, the landscape needs to be out of the ordinary – something you're seeing for the first time – and we think the Azores will give us all that.

P: So, what's the next step?

S: Well, if the director goes for it, then I need to go back again, do some more detailed scouting and match places to scenes in the film, and then it'll be time for me to step back and let the location manager take over from there... and good luck to her!

P: And what about you? Back to your archea?

S: No, not at the moment. I haven't got any other projects pending so I'm going to do a bit of non-work-related travelling.

P: Anywhere interesting?

S: Yes, the fjords of Norway.

P: Plenty of scope there for more locations...

S: Yes, one day, you never know.

P: Well, thanks a lot for being with us today.

S: Sophie.

S: Thank you.

12A Grammar exercise 3

A priceless hoard of 3,000 Saxon coins was found yesterday as a woman was digging in her back garden. The coins had been packed into a wooden box which broke as it was being dug out of the ground. The coins are in the care of a local museum where they are being cleaned in a special laboratory. They will then be taken to the museum in York for further examination. A legal expert said that even though the coins were found on Mrs Barrett's property they could still be ruled as the property of the state.

12B Listening exercises 1 & 2

Ask most people what they know about bounty hunters and they'll probably think of a Clint Eastwood-like hero from a Hollywood cowboy movie. In the wild Wild West of Hollywood fantasy, the bounty hunter is the ultimate rogue, on the trail of a bank robber who is wanted dead or alive. If he manages to catch up with him, the bounty hunter will collect the reward money before identifying another desperado and riding off, once more, into the sunset.
In twenty-first century America, the ‘dead or alive’ posters have long gone, but it may come as a surprise to learn that bounty hunters are still alive and well. If you are arrested for many crimes in the US, you can remain free, until the time of your trial, if you pay bail or a sum of money to the court. If you’re too hard up to pay the money yourself, you can often borrow it from a ‘bail bondsman’. When you appear in court, the money is returned, but if you don’t turn up for your court appearance, you lose the money. This is where the bounty hunter comes in. If someone has borrowed money from a bail bondsman and then doesn’t appear in court, the bondsman will employ a bounty hunter to find the person and get the money back.

It’s an unpleasant job and one that is illegal in most countries. Bounty hunters are tough and cynical and many are ex-criminals themselves. When times are good, they have money to burn, but most of their lives are spent on the breadline. It is perhaps the last job in the world where you would expect to find someone like Domino Harvey. Domino was born in Britain. Her father, Laurence, was a well-known actor and her mother, Pauline Stone, was a model for Vogue. From birth, Domino wanted for nothing, living in the lap of luxury, but all the money and the glamour and the privileges could not make up for the loss of her father who died of stomach cancer when she was only four years old. Domino was suddenly worth a fortune and never needed to worry about money again. But, she was said to be a very difficult child. She was described as aggressive and ungrateful, preferring to fight with the boys, rather than play with dolls. By the time she was old enough to go to school, she had already been expelled from four of them.

Domino moved into an apartment in west London and worked briefly as a DJ and she designed and sold T-shirts in a market. Friends say that she was relaxed and happy and seemed to be enjoying her life but again boredom set in and she was soon looking for new sources of excitement. It has been reported that she started a career in modelling. She certainly had the looks for it, and her mother had all the necessary contacts. She was said to have worked with the Ford modelling agency, but when questioned, none of the staff there could recall ever having come across anyone with the name of Domino Harvey. It’s also believed that she took a course in acting – possibly with the intention of following in her father’s footsteps. But, once again, if this is true, there is no firm evidence for it.

In 1989, she moved to the States to join her mother, but instead of joining the Hollywood jet set, she embarked on a series of adventures. She is rumoured to have worked first as a ranch hand in San Diego and then as a volunteer fire fighter on the border of Mexico. It was during this period that she took a two-week course to become a bounty hunter. The instructor on the course, Ed Martinez, later became her partner. In their time together as bounty hunters, Domino and Ed are known to have caught more than 50 fugitives. While she was working with Ed Martinez, chasing criminals across California and beyond, news got to journalists in the UK of a beautiful teenage model who had decided to become a bounty hunter. An interview in a Sunday newspaper came to the notice of Tony Scott, a Hollywood producer. He tracked Domino down and persuaded her to sell him her life story. He was said to have paid more than $300,000 for it.

The film was finally released in 2005 but this was one Hollywood story that was to have a happy ending. Domino was reported to be feeling unhappy with the way her life had been portrayed in the film. She was thinking of making a documentary to tell the real story, but her time was running out. After a lifetime of excess, she was arrested for possession of drugs. Domino had no problems organizing a trial, but she never made it to court. At the age of 25, while she was under house arrest in her luxury home in the Hollywood Hills, Domino Harvey was found dead of a drug overdose.

### 12b Listening exercises 2 & 3

Next time you take a dollar bill out of your wallet, the chances are you won’t give it a second thought. Generally speaking, people are thinking more about the coffee they’re about to buy than the dirty piece of paper money they’re holding in their hand. They see dollar bills every day of their lives but never look at them. They probably don’t realize that the paper in their hand isn’t actually paper at all. Dollar bills are a mixture of 75% cotton and 25% linen, and if you burn a bill, you’ll see that it burns in a different way from paper. That’s not to say that I would recommend you burn the money in your hand. Burning, damaging or in any way defacing a dollar bill is a federal crime. The maximum penalty is six months in prison and the law is enforced by the American Secret Service. So look out.

Every day, the Federal Reserve prints more than 500 million dollars worth of bills. Most of them are single dollar bills and, they mostly last less than two years before they are replaced. In those two years, they can change hands hundreds of times and they can be folded eight thousand times before they begin to fall apart. If you want to know who had your dollar bill before you, you can check out a website called ‘Where’s George’. Users of the site post the serial numbers of dollar bills in their possession. These serial numbers are then used to track a dollar bill from owner to owner across the country.

Regular visitors to the ‘Where’s George?’ website sometimes specialize in particular denominations. Some folks are attracted to the rare two-dollar bill, but the best investment is anything over 100 dollars. Big bills haven’t been printed for over 50 years, and, as a rule, a ten-thousand dollar bill can be sold for more than four times its face value.

The reverse side of a dollar bill shows both sides of the Great Seal of the United States. The bold eagle is our national symbol and the thirteen stars, the thirteen arrows and the thirteen bars on the shield all represent the thirteen original colonies that declared America independent from Britain. On the other side of the seal, at the bottom of the pyramid, you can read the date 1776 in Roman numerals. 1776 – the year of the Declaration of Independence.

George Washington, whose portrait stares out at you from the middle of the bill, was, of course, the commander-in-chief of the revolutionary army that won the War of Independence and later became the country’s first president.

It’s easy to understand what these symbols are doing on our bills, but what is this broken pyramid and the strange eye in a triangle? It has been suggested that the pyramid and the eye are both symbols of the secret society of Freemasons. Others identify the all-seeing eye as a symbol of the Illuminati – another secret society of powerful men who are waiting for the opportunity to take control of the entire world. How did these secret societies manage to get their symbols on the Great Seal of the United States? Well, the Declaration of Independence was written by a committee of five men, but for the most part, the work was done by Thomas Jefferson. Thomas Jefferson, who became the third president of the United States, has his own portrait on the rare two-dollar bill. Jefferson, generally accepted to have been the most brilliant president this country has ever seen, was also accused of being a member of the Illuminati.

By and large, the stories that connect the symbols on the dollar bill to secret societies are more entertaining than probable. A simpler explanation for the pyramid is that it shows that the work of the country is not complete. The all-seeing eye is the Eye of Providence, or the Eye of Fortune, a symbol from ancient Egypt, and it simply means that fortune is smiling on the country. The Latin inscription Novus Ordo Seclorum means ‘New order of the ages’ and E Pluribus Unam means ‘From many, one’.

Whatever these things mean, just check that what you’re holding in your hand is the real thing. The Treasury estimates there to be 70 million counterfeit dollars in circulation. If your bill turns out to be a fake, you can always burn it. Burning a counterfeit bill is not a crime, but check the Secret Service aren’t watching you, just to be on the safe side.
1 Complete the text with appropriate auxiliary verbs.

Mushroom hunting (1) ______ been popular in some countries for a long time, but more and more people (2) ______ taking it up everywhere. Enthusiasts (3) ______ not need any special equipment, but care needs to (4) ______ taken with mushroom species that have not (5) ______ identified. Last year in the US, three people (6) ______ killed by eating poisonous mushrooms which they (7) ______ not correctly identified. In most cases, however, mushroom poisoning (8) ______ not lead to anything more than an upset stomach.

2 Match the openers 1–7 to the responses a–g.

1 Do you think it matters?
2 Everything was ready on time, I trust.
3 Had it all finished when you got there?
4 Has it been decided yet?
5 I expect it’ll be an interesting day.
6 It took you a long time, I imagine?
7 It’s going to be good fun, I think.

a Are you kidding? No, it won’t.
b No, it doesn’t. Of course not.
c No, it didn’t. Not really.
d No, it hadn’t. Not exactly anyway.
e No, it hasn’t. I’m afraid not.
f No, it isn’t. No way.
g No, it wasn’t. Not quite.

3 Choose the correct form to complete the questions.

1 How many people belong / do belong to a club of some sort?
2 What do most people / most people think of collecting football stickers?
3 What does make / makes the other people in your class laugh?
4 What sort of things do people / do people do on Sunday afternoons?
5 Which football team does have / has the most supporters?
6 Who does have / has the most original leisure interest in your class?
7 Who would your class / your class would vote for as ‘Person of the Year’?

4 Speak to other students in your class. Find out the answers to the questions in exercise 3.

5 Insert is in the sentences.
1 What he should do take up something active like running.
2 What he’s really crazy about golf.
3 What I can’t understand how anyone could be interested in celebrity gossip.
4 What I enjoy most the passion of the supporters.
5 What really worries me the fact that she’ll give anything a try.
6 What she will get into next anybody’s guess.

6 Complete the text with expressions from the box. More than one answer is possible.

after a while afterwards at first eventually finally later on to begin with

When Gonzalo said he believed in ghosts, I thought he was joking (1) ______. But he talked about them so much that, (2) ______, I realized he was serious. (3) ______, he even asked me if I would like him to introduce me to a ghost. I laughed and said ‘No way!’ but he was so persuasive that I (4) ______ agreed. He took me to a room at the top of his house. (5) ______, it was completely dark, but (6) ______ I could see a weird white shape in one corner. We waited in silence for ages and (7) ______ the ghost spoke, ‘I am the ghost they call ‘La Llorona’,’ she cried, ‘and I have come to warn you.’
1 Complete the text using will, won’t, keep and forever.
Every spring, hundreds of frogs (1) _______ march through our back garden at any time of day or night. And there’s no way of stopping them, they just (2) _______ coming. Their final destination is a pond in the field behind us. The problem is that there’s a road at the end of our garden and, of course, they’re (3) _______ getting run over. So we go out and carry them across to the other side. We’ve tried building bridges and tunnels but we know they (4) _______ use them. They’re (5) _______ hopping onto the road and we just (6) _______ helping them across!

2 Replace used to with would where possible in the text.
My great aunt Hilda (1) used to have a pet Chihuahua. The two of them (2) used to go everywhere together. They (3) used to be completely inseparable. My aunt Hilda (4) used to dress her up in doll’s clothes. The dog didn’t seem to mind, in fact she seemed quite (5) used to it. She (6) used to take it to expensive restaurants where the dog (7) used to eat from the same plate as her. The waiters didn’t like it at first, but then they soon got (8) used to it — and the big tips my great aunt Hilda (9) used to leave behind!

3 Rearrange the words to make phrases.
1 think personally I
2 me ask if you
3 be honest to perfectly
4 convinced am absolutely I
5 but may wrong be I
6 as concerned as I’m far

4 Work in pairs. React to the statement in six different ways using the six expressions in exercise 3.

Wildlife documentaries bore me — I never watch them.

5 Complete the sentences with a word from the box.
aggressive cold-blooded cuddly obedience inquisitive tame

1 Everybody loves puppies, they’re so cute and _______.
2 Cats are very _______ and sometimes their curiosity can get them into trouble.
3 Crocodiles are ferocious, _______ killers.
4 Whether a dog is docile or _______ depends completely on its training.
5 Pigs are not difficult to train and can be very _______, even more so than dogs.
6 The squirrels in our garden are very _______ and will even eat food from our hands.

6 Put the lines in the correct order to make a paragraph.
- a point of trying to clear things
- in when I’m talking and don’t want to face
- add up. That can be incredibly infuriating.
- When I have an argument I always make
- up as quickly as possible. But I draw the
- the fact that what they say just doesn’t
- line with people who insist on butting

7 Cross out the incorrect option in the sentences below.
1 He gets angry / gets mad / gets around when the dog chews his shoes.
2 More people need to get on with / get involved in / get interested in local charities.
3 If we need to get around / get along / get somewhere fast, we use a taxi.
4 The two of them get on / get along / get in touch really well despite the difference in age.
5 He gets somewhere / gets there / gets to the door before I’ve even put the key in the lock.
6 Anger therapy can help you learn how not to get really worked up / get aggressive / get interested.
3 | Review

1. Complete the advertisement with the relative clauses a-g.
   a. that has been well-chosen
   b. that is right for you
   c. that will never happen to us
   d. that you can get
   e. that you ever spend
   f. that you wear
   g. who can defend your case

2. In which relative clauses in exercise 1 can you omit the relative pronoun?

3. Complete the quotations with a relative pronoun where necessary.
   1. ... an individual ____ appearance was so repulsive I had to have my mirrors insured. (Miss Piggy)
   2. Her hat is a creation ____ will never go out of style. It will look just as ridiculous year after year. (Fred Allen)
   3. I wish I had invented blue jeans. They have expression, modesty, sex appeal, simplicity – all ____ I hope for in my clothes. (Yves Saint Laurent)
   4. My philosophy has always been to help women and men feel comfortable and confident through the clothes ____ they wear. (Giorgio Armani)
   5. Only men ____ are not interested in women are interested in women’s clothes. (Anatole France)
   6. Women’s clothes: never wear anything ____ panics the cat. (P.J. O’Rourke)

4. Choose the correct participle to complete the sentences.
   a. Anyone acted / acting as dumb as him deserves what he gets.
   b. His style consultant, blamed / blaming for a number of mistakes, will probably lose his job.
   c. I saw Sue at the party, looked / looking her best.
   d. She was unhappy about the photograph, taken / taking while she was on holiday by the paparazzi.
   e. The town was full of fans, had / having a look-out for celebrities.
   f. Two of the players, psyched / psyching up for the big event, were sent off after a fight.

5. Work in pairs. Look at the photo and think of at least five things that these football supporters did to prepare for the match. Write a short description of their preparations using the words in the box.
   as well as besides in addition on top of that what’s more

6. Complete the adjectives in the sentences with the beginnings in the box.
   clean second short well worn

   1. The internet is the best place to look for ____-hand books and DVDs.
   2. You don’t have to be ____-off to enjoy yourself on holiday. But it helps!
   3. Cheap, high street clothes can look scruffy and ____-out after only a couple of washes.
   4. Most catwalk fashions are very ____-lived and only look good on tall, skinny models.
   5. Parents are always happier if their daughters’ boyfriends are ____-shaven and well-dressed.
1. In the text below, four of the verbs in italics should be in the past simple. Change the incorrect verbs.

Sally (1) has been scared of snakes for as long as she can remember. She (2) has never actually had any personal contact with snakes. In fact, she (3) has always avoided them as much as possible. She (4) has refused to go on trips to the zoo when she (5) has been at school, preferring to stay in her classroom and get on with her homework. Then, two weeks ago, she (6) has met and (7) fallen in love with Tim, an avid snake lover. Sally (8) has now decided that love is stronger than fear and she (9) has signed up for a course to help her overcome her phobia. Maybe, one day, she, Tim and his giant Boa, Barry, can all share a happy home.

2. Work in pairs. Complete the radio reports below with phrases from a box. What record do you think each person is trying to break?

2,356 3 days non-stop 32 hours 36
42 minutes and 37 seconds 1985

1. Jon Brodie has been sitting in a bathtub full of rattlesnakes for more than
________.
2. Stevie Mars has been juggling balls underwater for exactly ________.
3. Dick Green has escaped from ________ handcuffs.
4. Joanna Smith has eaten ________ hotdogs in the last hour.
5. Tina and Mario Di Rossi have been dancing the tango for ________.
6. Sue Townley hasn’t cut her nails since ________.

Which record do you think
• requires the greatest skill?
• is the craziest? Why?

3. Rewrite the sentences below using the words in brackets.

1. Bob’s going on holiday next week because he wants to spend more time with his family. (so that)
2. He’s taking a laptop because he thinks he’ll have time to do some work. (in case)
3. He’s doing a lot of extra work because he wants to impress his boss. (in order to)
4. He has to impress his boss if he wants to have a chance of promotion. (otherwise)
5. His boss says he needs to be more self-assured if he wants to do his job well. (in order to)
6. Bob’s signed up for an assertiveness course to gain more confidence. (so that)
7. He’s started looking at the job ads in the paper because he’s worried the course won’t work. (in case)

4. Use the words on the right to form another word that fits the space in the lines.

Are you a (1) ________ lover of adventure, or do you prefer not to take part in (2) ________ sports and pastimes? Either way, exactly how (3) ________ you are is a simple question of chemistry. The most (4) ________ people amongst us — those who love skydiving or think that it is perfectly (5) ________ to climb into the mouth of a volcano — simply have higher levels of dopamine in their blood. People with lower levels are more (6) ________, and even activities which appear to be totally (7) ________ to most people, can make them feel quite (8) ________.

5. Correct eight spelling mistakes in the text.

_Cape Fear_ is a classic tale of revenge. Max Cody has just been released from jail. His principle aim is to track down the attorney who put him inside and torment him and his hole family. They all fall prey to his evil plans, from the dog to the attorney’s plane teenage daughter. When the family can no longer bare the pressure, they escape from their home, take refuge on their yacht and set course for Cape Fear. But Cody is following them and he’s going to insure that this is one sailing trip they’ll never forget.
1 Choose the best verb forms to complete the story.

British graffiti artist, Banksy, (1) joined / was joining the ranks of the world's famous artists last week when he (2) added / had added one of his own works to an exhibition at the Metropolitan Museum in New York. He (3) was entering / had entered the museum wearing a disguise – photos on the internet show that he (4) was wearing / had worn an Inspector Clouseau-type raincoat and a fake beard. He (5) put / was putting up the painting and left the museum long before anyone (6) noticed / was noticing what (7) happened / had happened. In fact the painting formed an unofficial part of the exhibition for three days before curators finally spotted it and (8) took / had taken it down.

2 Complete the text using the past perfect simple or continuous. If both are possible, use the past perfect continuous.

Young American art student David Halifax (1) arrived (arrive) in Paris just before the outbreak of the Second World War. He (2) found (find) it difficult to make ends meet when an art dealer offered to sell some of the sketches he (3) made (make) on his visits to the Paris art galleries. David didn't realize that the dealer (4) sold (sell) the sketches as original works. He soon found himself in the police station on charges of forgery. The master he (5) studied (study) under was there too. He presented him with the most difficult decision he (6) ever had to make.

3 Work in pairs. Describe the two pieces of art in as much detail as possible. Then answer the questions below.

Which is your favourite? Why?

4 Choose the correct words to complete the dialogue below.

A: Have you seen the new painting in reception?
B: Yes. (1) Whatever / Whenever made them want to buy it? It's hideous!
A: (2) However / Whoever made the decision certainly hasn't got good taste.
B: And (3) however / wherever did they manage to get it in through the door? It's huge!
A: Well, (4) whenever / whatever they've had to bring heavy furniture in before, they've brought it through the window.
B: Well, that's exactly where it should go now — out again!
A: What and put it in the street, you mean?
B: (5) Whoever / Wherever, so long as I don't have to look at it!

5 Complete the sentences with a word from the box.

away down to up up with

1 I didn't take _______ him at all.
2 She'll find it hard to live _______ to the success of her last film.
3 I'm not surprised he turned _______ their offer of £50.
4 They set _______ the company two years ago.
5 We had a backstage pass but they turned us _______ at the door.
6 You'll have to come up _______ something better than this!

6 Choose the best phrase a–f to continue the sentences in exercise 5.

a It was a masterpiece.
b It's a load of rubbish!
c It's worth a lot more than that. It's absolutely priceless.
d It's worth a fortune now.
e I thought he had no redeeming features.
f They said it was worthless.
6 Review

1. Choose the correct form to complete the questions.
   1. How will your country change if global warming ______ (continue)?
   2. How would your life be different if you ______ (be born) the opposite sex?
   3. If you ______ (have) three magic wishes, how would you change your town?
   4. Who can people turn to for help in your country if they ______ (suffer) from discrimination?
   5. Would the world be a better place if more people ______ (speak) your language?

2. Work in pairs. Ask and answer the questions in exercise 1.

3. Combine the pairs of sentences with the words in brackets.
   1. I'm happy. But not, if you're not happy, too. (so long as)
   2. We'll ask him to do it. So long as he doesn't find it acutely embarrassing. (unless)
   3. You can borrow my flat. There's one condition: promise not to mess it up. (provided that)
   4. I don't know how you did that. Somebody probably helped you. (unless)
   5. You blushed. That's how I knew. (if)
   6. He might go bright red. Then, we'll know he's not telling the truth. (if)

4. Complete the second sentences so that they mean the same as the first. Use two or three words.
   1. It's a pity that everybody doesn't have the same opportunities.
      I wish ______ the same opportunities.
   2. Why can't she find a boyfriend from her own country?
      I wish ______ a boyfriend from her own country.
   3. It's a shame that they allow children in here.
      I wish ______ children in here.
   4. I don't like being with so many common people.
      If only there ______ many common people.
   5. Why can't we all love each other?
      If only we ______ love each other!
   6. Your problem is that you can't see things as they really are.
      If only ______ things as they really are!
   7. I was so unhappy to have a daughter.
      If only she ______ born a boy!

5. Match the sentences in exercise 4 to a word in the box.
   ageist elitist idealist socialist
   sexist racist realist

6. Put the lines in the correct order to make a paragraph.
   Election result
   □ after a landslide victory in the general election.
   □ election because the government could not
   □ guarantee security at the polling stations.
   □ papers have now all been counted. The
   □ president’s centre-right party has won 97% of
   □ the constituencies, no candidates stood for
   □ The government has been returned to power
   □ the seats in parliament. In the remaining 3% of
   □ The turnout was the usual 100% and the ballot

7. Insert six missing words in the dialogue.
   A: You shouldn't say 'fireman'.
   B: I'm sorry. I don't follow.
   A: 'Fireman.' You shouldn't said that. I mean, it might have been a woman.
   B: I'm sorry. What you saying? I'm not allowed to use
   the word 'fireman'?
   A: No, that not what I saying. My point that if you're not sure it was a man, you should have said
   'firefighter'.
   B: But it was a man.
   A: Fine. But all I meant was that if you're not sure ...
   B: ... I shouldn't have said 'man'!

[Image of a cartoon with a caption: I was going to say something but you won't like what I say or the words I use to say it so I'm not going to say it even though it's no big deal but you might think it's a big deal so I'm not gonna say it.

The total failure of language]
1 Choose the correct forms to complete the article.

**Wet cells**
Experts predict that mobile internet access (1) soon becomes / will soon become as common as ordinary mobile phones are now. When that (2) happens / will happen, we (3) are needing / will need new handsets, and with over two billion mobile phones worldwide, we (4) are having / will have to find a way of recycling all the old ones.

At a conference which (5) begins / is going to begin today at the University of Schaerbeek, researchers from Britain (6) are presenting / present their design for a completely recyclable cell phone. In a press release, the team of scientists say that they (7) are going to sell / sell their idea to the highest offer.

The new phone (8) is dissolving / will dissolve when you (9) put / are going to put it in water. However, the scientists (10) might probably need / will probably need another two years of research before the phone (10) is / won’t be ready for commercial trials.

2 Put the verbs in brackets into the future continuous or the future perfect.

1 In the next twenty-four hours, factories around the world _____ (produce) more than (a) 1,500 (b) 15,000 (c) 150,000 cars.
2 In the next twenty-four hours, (a) 20,000 (b) 200,000 (c) 2,000,000 more people _____ (live) on this planet.
3 In the next five years, the average Japanese family _____ (eat) (a) 10 kilos (b) 20 kilos (c) 30 kilos of seaweed.
4 In the next five years, your teacher’s brain _____ (lose) about (a) 1 gram (b) 5 grams (c) 50 grams in weight.
5 In the next ten years, the world _____ (make) (a) 1% (b) 25% (c) 50% of its electricity from wind farms.
6 In the next ten years, (a) 500 million (b) 1 billion (c) 2 billion people _____ (speak) English.

3 Work in pairs. Can you guess the correct answers in exercise 2?

4 Insert the missing word in five of the lines below.

Some English people attach a lot of importance to their houses. They like, example, to spend the weekend doing DIY to improve their homes. They will happily spend hours in traffic jams to go to home-furnishing stores such IKEA, where they spend a fortune on kitchen accessories, light fittings and Christmas decorations, among things. Leather sofas, particular, are very popular. They also like to give their houses names like The Cottage, Rose Cottage or The Bungalow, name but the three most popular.

5 Complete the search engine queries with a word from the box.

| difference | do | most | sense | time |

1 You too can make a _____
Donate blood with the Woodbury Blood Donation Service – WBDS – just one donation can save lives – you too can make a _______.

2 WholeBodySense: make _____ for yourself
We should all make _____ for those little luxuries in life that can turn an ordinary day into a special one. Explore the range of WholeBodySense products and order online.

3 Making _____ of global warming
The latest volume in the ‘Making _____’ series provides a brief introduction to the issues surrounding global warming. Fully illustrated.

4 Make the _____ of your laptop
Make the _____ of your laptop with six-easy-to-follow steps. Learn more about the capabilities of your laptop or PC. Download free software for improved performance …

5 Why make _____ with second best?
Don’t make _____ with second best when it comes to saving energy. Speevak Double Glazing® is the market leader in wood and PVC double glazing …

6 Complete the sentences with the correct preposition.

1 We need to make further advances _____ solar technology.
2 Ecologists want us to reduce our consumption _____ fossil fuels.
3 In Europe, there is a growing demand _____ organic food.
4 We should all support the drive _____ cleaner energy.
5 Many countries have seen a recent increase _____ home ownership.
1 Choose the best forms to complete the dialogue.

A: Do you think it could (1) be / have been serious?
B: It (2) couldn’t / might be. I think you (3) can’t / may be developing ‘Chronic Laziness Syndrome’.
A: No, it (4) can’t be / must have been that. I’ve been vaccinated against it.
B: When was your last vaccination? You might (5) have needed / need another injection.
A: Oh, I don’t know. Recently, it (6) can’t / must have been a month or two ago, I guess.
B: Hmm, so if it (7) can’t / might be that, I think you (8) may not / must be suffering from ‘Stress Avoidance Disease’.
A: Do you think I (9) might need / must have needed an operation?

2 Read the text and complete the sentences with a word or phrase from the box.

**The work of OSHA**

Most workplaces in the US have to follow the regulations of the OSHA – the Occupational Safety and Health Administration. These regulations are intended to protect people from dangers at work. Companies cannot ask their staff to work without appropriate clothing and equipment, and guards must be fitted to dangerous machines. Before the OSHA regulations, companies did not have to take any special measures, and there were more serious accidents. However, health and safety protection is expensive, and business leaders say that it is difficult to compete against other countries where employers do not have to worry about their staff’s safety. These leaders believe that it is better to have safety guidelines (rather than regulations) which can be ignored when necessary. Trade unions, on the other hand, think that the regulations must be updated and strengthened.

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3 Complete the sentences with a word from the box.

**The work of OSHA**

- drop
- get
- look
- put
- put
- sort
- talk

1 We’ll (1) back to you as soon as we can.
2 I’m sure you’ll be able to (2) something out.
3 I don’t know how you (3) up with him.
4 I don’t think it’s a good idea to (4) it off for much longer.
5 Could you (5) me off over there by the corner?
6 Now, you must make sure that you (6) after it.
7 If you find it difficult, I’ll (7) you through it.

4 Work in pairs. Look at the sentences in exercise 3 and decide ...

- who might be talking to who.
- what they might be talking about.
- how the other person might respond.

5 Put the lines in the correct order to make a paragraph.

- high temperature. She says the migraines are
- hope it’s not the same as my sister. She looks as
- I think I’m probably going down with
- if she is at death’s door and she’s got a really
- killing her and the doctor’s told her to take a
- muscles are aching. I know there’s a bug going
- round at college, so I may have caught that. I
- something. I’m feeling a bit run-down and my
- week in bed.
Review

1. Complete the descriptions with the adjectives on the right.

<table>
<thead>
<tr>
<th>1</th>
<th>Atticus Finch: the ____ lawyer who fights racism in the novel and film To Kill a Mockingbird</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Clarice Starling: the FBI investigator who has to work with a cannibal with ____ teeth in the thriller Silence of the Lambs</td>
</tr>
<tr>
<td>3</td>
<td>Rick Blaine: the cynical bar-owner who is in love with a ____ freedom fighter in war-time Casablanca</td>
</tr>
<tr>
<td>4</td>
<td>Will Kane: the sheriff of a ____ town in the western High Noon, who faces the bad guys alone</td>
</tr>
<tr>
<td>5</td>
<td>Ellen Ripley: the all-action ship’s officer who fights the monster with a ____ head and no eyes in the spine-chilling Alien</td>
</tr>
</tbody>
</table>

2. Work in pairs. Make a list of five more heroes from films or TV programmes. Write short descriptions of them as in the examples above, but do not write the name.

Exchange your descriptions with other students. Can you identify the heroes?

3. Underline the correct modifying adverb.

1. I thought it was absolutely / very brilliant!
2. There are one or two moments that are a bit / totally terrifying.
3. It was slightly / totally long, maybe.
4. The script was a little / completely awful.
5. His voice was absolutely / very strange.
6. Even adults found it completely / quite frightening.
7. Some of the jokes were absolutely / extremely funny.
8. The ending was pretty / totally weak.

4. Complete the text with appropriate expressions of contrast.

In the last twelve months, car drivers in the town of Ellesmere Port have received nearly 20,000 parking tickets, (1) _______ only three traffic wardens work in the town. Residents are unhappy about paying £750,000 in parking tickets every year, (2) _______ the money is spent on providing useful services. (3) _______ protests by local residents, the town council insists that the parking fines are not excessive. (4) _______ the fact that £750,000 sounds like a lot of money, it is much less than the money made in neighbouring towns. The traffic metres and traffic wardens are expected to stay (5) _______ their unpopularity.

5. Complete sentences 1–8 with a phrase a–h.

1. The rescue workers weren’t aware
2. She works as a sales rep and is devoted
3. Motorcycle couriers are very familiar
4. The estate agent was intent
5. The traffic warden became involved
6. The bouncer is responsible
7. Work as a firefighter is not restricted
8. The tax inspector was sympathetic

a. for security outside the club.
b. in a dangerous argument.
c. of all the dangers.
d. on selling us his own home.
e. to her company.
f. to men only.
g. to my problems filling in the forms.
h. with all the short-cuts in their city.

6. Match the crimes to the newspaper headlines.

- armed robbery
- hijack
- kidnapping
- murder
- smuggling
- vandalism

1. Terrorists release two passengers from plane
2. Man killed in shoot-out
3. 12-year-old girl smashed school windows
4. Sixty thousand cigarettes found in lorry
5. Gang demands $5 million for release of businessman
6. Police seek masked man after bank raid
1 Report the telephone conversation.

1 John: Liz! It’s John. Something amazing is happening here.
John called Liz and told her that something amazing was happening there.
2 Liz: Are you all right? Where are you?

3 John: Yes, I’m fine. I’m in the town centre. Be quick. Get here as fast as you can.

4 Liz: Why? What’s up?

5 John: You’ll never believe it. A guy has just thrown hundreds of bank notes all over the place.

6 Liz: You’re joking!

7 John: It’s true. People are going crazy trying to pick them up.

8 Liz: I’ll be there in about two minutes! Bye!

2 Choose the correct forms to complete the article.

Raining cash
Lucky shoppers in Aberystwyth couldn’t believe their ears and eyes yesterday when a man in the town centre asked (1) the crowd / to the crowd who (2) did want / wanted ‘free money’. He then began to throw handfuls of banknotes into the air. One witness, who asked (3) not naming / not to be named, said that the man (4) had probably thrown / was probably throwing away between £5,000 and £20,000. Joining in the crowd, the witness admitted (5) picking / to pick up £80 himself, but added that some shoppers (6) are / had been much luckier than him.

At a press conference later in the day, a police spokesperson explained (7) that / to the man (8) drinking / had drunk too much and needed medical attention. The spokesperson asked members of the public (9) if they / to return the money. Incredibly, most of them did. The town mayor praised the city’s shoppers for their honesty.

3 Rearrange the phrases to complete the report.

Confidential: report on John S
John had been working on various projects before being asked to coordinate the
- away with his own ideas and this has led to problems in meeting some deadlines.
- he needs to develop his skills in certain key areas. Attending more conferences will give
- him the chance to extend his professional knowledge. He has a tendency to get carried
- members of his team. John has taken pride in his achievements and rightly so, but
- Task Force. His new job involves recruiting new agents and setting priorities for the

4 Rearrange the words to complete the sentences.

endanger for other yourself

1 Never ________ people.
2 about careful deceive not to yourself
3 Be ________ your true personality.
4 a expressing of point yourself
5 Make ________ clearly.
6 content learn should to with yourself
4 You ________ what you have.
5 at distinguish in least one to yourself
6 Try ________ area of your life.
7 are are people remind that there who yourself
8 Always ________ worse-off than you.

5 Work in pairs. Look at the sentences in exercise 4. Which is the best advice for a parent to give to a teenage child? Why?

6 Complete the sentences with a word from the box.

benefit call hand headache impression permission warning

1 Can you stop that noise? You’re giving me a ________.
2 I think we should probably give her the ________ of the doubt.
3 Did anyone give you ________ to do that?
4 He gives the ________ that he really doesn’t care.
5 I’m going to give you a ________, but don’t do it again, OK?
6 Give me a ________ with the washing-up, will you?
7 Why don’t you text me or give me a ________?
1 Complete the text with the or Ø.

(1) ______ laughter began four million years ago according to (2) ______ evolutionary biologists.
(3) ______ new study suggests that (4) ______ laughter evolved at (5) ______ same time as (6) ______ ability to walk. (7) ______ scientists who carried out (8) ______ study claim that (9) ______ first laugh happened when (10) ______ early men and women fall over in their attempts to walk. (11) ______ amused spectators found (12) ______ failed attempts funny in much (13) ______ same way as we laugh at slapstick comedy today. It was two million years later before (14) ______ humans learnt to control (15) ______ muscles of their face and use laughter to communicate (16) ______ other emotions, like (17) ______ embarrassment.

2 Complete the lines with so or such.

1 holiday. We had ___ a marvellous time there
2 islands really are ___ beautiful at this time of
3 prised to find ___ few tourists who can speak
4 customers receive ___ good service. Indeed,
5 at they could be ___ slow. The buses are even
6 thought it was ___ a shame that we couldn’t
7 never expected ___ much rain while we were
8 really regretted it. ___ a waste of money! I d

3 Work in pairs. How do you think the lines in exercise 2 continued?

... a marvellous time there that we didn’t want to leave

4 Work in pairs. Choose the best answer a–c.

Trivial geography

1 How high are the Iguazu Falls in South America?
   (a) 72 metres. (b) 275 metres. (c) 2.5 kilometres.
2 How wide is the Panama Canal at its narrowest point?
   (a) 3 metres. (b) 33 metres. (c) 333 metres.
3 How long is the Malay peninsula?
   (a) About 12 kilometres. (b) About 120 kilometres.
   (c) About 1,200 kilometres.
4 Where are the Straits of Magellan?
   (a) In the east of China. (b) In the north of Canada.
   (c) In the south of South America.
5 In which ocean is the Bay of Biscay?
   (a) The Arctic. (b) The Atlantic. (c) The Indian.
6 In which country is Mount Cook?
   (a) Australia. (b) Malta. (c) New Zealand.
7 Where are the Cape Verde islands?
   (a) In the Atlantic Ocean. (b) In the Gulf of Mexico.
   (c) In the Pacific Ocean.
8 Which of the following is an ocean?
   (a) The Arctic. (b) The Caribbean.
   (c) The Mediterranean.
9 Put the following places in a line from north to south: the Baltic Sea, the Seychelles, the Kalahari Desert, the Amazon, Lake Superior, Tibet, Hawaii.

5 Complete the sentences with words from the box.

black born forgive here long short sick
bred forget hard now sweet tired white

1 I want an explanation ______ and ______!
2 I want it written down here in ______ and ______.
3 I was ______ and ______ in the suburbs.
4 I’d be grateful if you could keep things ______ and ______.
5 I’m happy to ______ and ______ if he does the same.
6 I’m ______ and ______ of hearing about your problems.
7 I’ve thought about it ______ and ______ and my mind is made up.
12 Review

1 Put the verbs in brackets into the simple past, active or passive.

The Mary Rose, the pride of the English navy, (1) ____ (sink) in a battle against the French in 1545. More than four hundred lives (2) ____ (lose) and the tragedy (3) ____ (watch) from the shore by the king. The king, fat and ill, (4) ____ (die) soon afterwards. About four hundred years later, the wreck of the Mary Rose (5) ____ (find) by divers. After ten years of fundraising, the wreck (6) ____ (lift) from the seabed and (7) ____ (place) in a museum. The ship's treasures (8) ____ (include) many personal possessions of the crew: gambling dice, a complete first-aid kit and clothes that (9) ____ (wear) by the sailors. A small number of gold coins (10) ____ (find), but the Mary Rose was not a treasure ship.

2 Choose the best way to complete the sentences.

1 It is believed that / to be some survivors may be living hand-to-mouth in the jungle.
2 The bride's family is rumoured that / to be worth a fortune.
3 He / It is known that he died without a penny to his name.
4 It was / She was thought to be very hard-up, but she lived a secret jetset life.
5 It's / They're said to have money to burn.
6 The company is thought that / to be in the red.

3 Rearrange the words to make questions.

1 had have often photo taken this year you your How _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ _______ 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