# English File B2.2

& English File C1.1

G used to, be used to, get used to V sleep P /s/ and /z

#### GRAMMAR used to, be used to, get used to



- Do you ever have problems sleeping? Why (not)? What kinds of things might make it difficult for people to sleep well?
- b 06.1 Listen to three people, Rafa, Mike, and Steph, who all have problems sleeping at night. What are the main reasons they give? Have any of them managed to solve the problem?
- the gaps with a few words.

#### Rafa

where there's light coming in I can't get used to 1 from the streetlights outside. I always used to 2\_

Mike The main problem is that my body's used to 3\_ during the day. It's very hard to get used to 4\_ \_\_\_\_\_ all night. Before I became a policeman, I used to 5\_\_\_\_\_ hours a night.

#### Steph

And just when I'm finally used to 6\_ \_\_\_\_\_, then it's time to fly back to the UK.

- d Look the highlighted phrases. Answer the questions with a partner.
  - 1 What do you think used to means after be / get? a tired of b accustomed to c good at
  - 2 What's the difference between be + adjective, e.g. be old, be used to, and get + adjective, e.g. get old, get used to?
  - 3 What form does the verb take after used to and be / get used to?
- @ p.142 Grammar Bank 6A

- Talk to a partner. Ask for and give more information.
  - 1 When you were a young child, did you use to...?
    - · share a room with a brother or sister
    - · sleep with the light on
    - wake up very early in the morning
  - 2 Do you ever have problems sleeping when you're staying somewhere new or different that you aren't used to (e.g. in a hotel)?
  - 3 Do you think you would find it difficult to get used to ...?
    - always going to bed after midnight
    - getting up at 5.30 a.m. every day
    - · travelling long-haul very often

#### PRONUNCIATION /s/ and /z/

- one is used to pronounced differently? What's the difference?
  - 1 I used to get up really late, but now I get up early.
  - 2 It often takes time to get used to sleeping in a new bed.
  - 3 Valerian is a herb which is used to help people to sleep better.
- b 06.6 Listen and repeat some pairs of words where the only difference in pronunciation is the final s or z.





- b lose 1 a loose 2 a bus b buzz 3 a course b cause 4 a ice b eyes 5 a race b raise 6 a peace b peas 7 a price b prize 8 a place b plays
- 006.7 Listen to some sentences with words from **b**. Which word do you hear each time? In 1-4 the context will help you, but not in 5-8.
- Practise with a partner. Say one word from each pair in **b** to your partner. He / She must say if it's a or b.

#### 3 READING

a Look at the title of the article below and read the first paragraph. What exactly is segmented sleep?

# The way we used to sleep

#### The forgotten benefits of segmented sleep

Sleeping for eight hours a night without waking up is not natural human behaviour. For centuries, 'segmented sleep' was standard. People used to go to bed quite early, sleep for a few hours, wake for an hour or two around midnight, and then sleep for about another three or four hours until sunrise.

This time when people were awake was called 'the watch', and it was used for all sorts of activities. It was a chance to meditate and think about vivid dreams. More active people used the hour to visit sick family members, do housework, or even steal from the neighbours under the cover of darkness! It was an hour typically free from social demands. One 15thcentury Italian woman wrote that it was a time when she was able to sew or write letters in privacy, when she was not 'surrounded by men, performing jobs for men'. Doctors also believed in the medical benefits that came from changing sleeping position, or taking medication during the watch. The practice of 'first sleep' and 'second sleep' is mentioned by many great authors, including Homer, Chaucer, Austen, Dickens, and Tolstoy.

Since we've got used to artificial light, however, segmented sleep has become both unfashionable and harder to achieve. We've now lost that hour between sleeps, a time when we can be awake and alone with our thoughts. Segmented sleep is arguably more natural than the sleep we experience nowadays. People who regularly wake in the night will no doubt be relieved to hear that there's nothing wrong with them.

- b Now read the whole article and answer the questions.
  - 1 What kinds of things would people do during 'the watch'?
  - 2 Was segmented sleep considered a good thing?
  - 3 Why don't we sleep like this nowadays?

- Read about photographer Brennan Wenck-Reilly, who is usually awake during the night. Answer the questions.
  - 1 How long is he usually awake for?
  - 2 What does he do with the time?

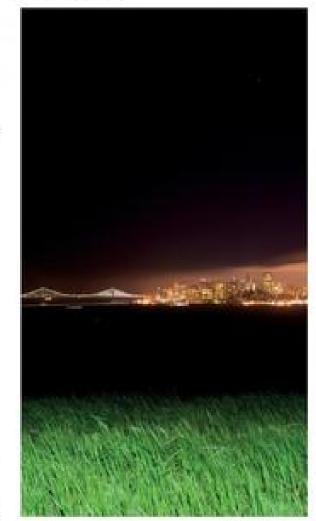
#### Things people do at night

Brennan Wenck-Reilly, 36, San Francisco, USA

I spent two years living high up in the Andes, in Chacopampa in Bolivia. I was in the Peace Corps, a volunteer organization run through the US government. Chacopampa was a town that had no electricity 90% of the to follow the time. We 1 u patterns of the sun, that is, I'd go to bed between 8.00 and 9.00 and get up at about 6 a.m. But at around midnight I'd wake up and then I'd be up till 3.00 a.m. or so. In those hours \_\_\_\_\_ midnight and 3.00, I would normally read, sometimes as much as 100 pages of a book.

When I got back to San Francisco, I'd

<sup>3</sup>g\_\_\_\_\_ used to sleeping like
this, and somehow, I carried on with it.



I \*w\_\_\_\_\_ go to bed around 9.00, wake up between midnight and 1.00 a.m., and then be up until about 4.00. Then I'd sleep till 7.00 or 8.00. My wife and I lived in a one-bedroom apartment, and my wife is a fairly \*5 |\_\_\_\_\_\_ sleeper, so my best option was to get out of the house. That's when I started doing night photography.

San Francisco at that hour is quite magical. I often find <sup>6</sup>m\_\_\_\_\_\_ alone on the streets, or at the beach, in the woods. Part of the adventure is finding new locations, part is the solitude, and the reward is the image I get to take home. One of my favourites is this one of Angel Island. It was quite <sup>7</sup>w\_\_\_\_\_\_, as you can see from the grass in the foreground.

If I don't <sup>8</sup>I\_\_\_\_\_ the house, I'll work on framing photos, or grading (I'm also a teacher), and sometimes I'll simply put on a movie. I also sometimes run – I used to have a running partner who lived a couple of blocks away. A couple of times a week we'd text each other around 1.00 or 2.00 a.m., and then meet at the street corner and run for about an hour. That lasted about a year, then we both <sup>9</sup>e\_\_\_\_ up moving away. Now I have young kids, but I long for them to be more independent so that I can once again go back to my sleep pattern.

Brennan is now running courses in night photography.

- d Read the text again and complete the gaps.
- e In pairs, explain why Brennan mentions these things.

the sun 100 pages one bedroom the woods Angel Island grading the street corner young kids

If you woke up for an hour every night, what do you think you would do with the time?

#### 4 VOCABULARY sleep

a Read some facts about sleep. Which did you find the most surprising? Were there any facts you already knew?

# FASCINATING FACTS ABOUT SLEEP

Studies have shown that male students
yawn longer and more often than
female students.



Many people have a **nap** after lunch. The so-called 'post-lunch dip' is because we naturally feel **sleepy** at two times of day: 2.00 a.m. and 2.00 p.m.

People who **Snore** can make a noise as loud as 100 decibels, equivalent to a pneumatic drill.



Covering yourself with heavy **blankets** can help you relax and get a better night's sleep. The pressure on the body produces serotonin, a chemical that helps with sleep, mood, and digestion.

People often change their **sheets**, but up to one third of the weight of a **pillow** can be made up of dead skin and bugs. And if you don't wash a **duvet** at least every six months, it can contain up to 20,000 live dust mites.





Scientists have produced flies which have insomnia. They lose their balance more often, are slower learners, and gain more fat – the same as humans who don't get enough sleep.

If you have taken **sleeping pills**, you aren't actually asleep, you're sedated. Some researchers think that this can cause memory problems.



- b Look at the bold words in a. In pairs, work out their meaning from the context.
- c Now look at some words and phrases about sleeping habits. With a partner, say what you think they mean.

be a light sleeper fall asleep be fast asleep have nightmares

keep you awake oversleep

set the alarm sleep like a log sleepwalk

d Work in pairs. Do the Vocabulary race.

When your teacher says 'go', write the correct word or phrase from  $\mathbf{a}-\mathbf{c}$  in the column on the right. As soon as you finish, put your hand up.

	imish, put your nand up.	
1	Most people start feeling at around 11.00 p.m.	sleepy
2	When people are tired they often open their mouth and	
3	When they get into bed, they put their head on the	
4	In bed, many people sleep under a filled with feathers or synthetic material.	
5	Other people prefer to sleep under and	
6	Some people can't sleep because they suffer from	
7	People sometimes have to take to help them go to sleep.	
8	Some people who are asleep make a loud noise when they breathe, i.e. they	
9	In hot countries, it's common to have a short in the afternoon.	
10	A person who sleeps well ''.	
11	Someone who doesn't sleep very deeply is a	
12	Some children if they watch scary films before bedtime.	
13	If you drink coffee in the evening, it may	
14	In the middle of the night, most people are	
15	As many as 15% of people during the night, getting out of bed and even getting dressed or eating.	
16	When people need to get up early, they often (clock).	
17	If you don't hear your alarm, you might	
18	According to one study, 4.7% of Americans while driving.	-

e @6.8 Listen and check. Did the pair who finished first also get the most correct answers?

#### 5 LISTENING

a You're going to
listen to a podcast
by sleep expert
Dr Neil Stanley.
First, with a
partner, discuss
how you think he
might complete
sentences 1–8
below about his
bedtime routine.



1	I sleep in a diffe	rent from my
	partner.	
2	I sleep under na	tural
3	I'm obsessive ab	out
4	I sleep with the	open.
5	I don't have	late.
6	I drink	_ in the evenings.
7	I need	hours' sleep.
8	1 bet	fore going to sleep.

- b 0.9 Now listen to the podcast and complete the gaps with a word or number. Did you guess any of them correctly in a? Were you surprised by anything he does? What kind of person do you think he is?
- c Listen again. Then with a partner, explain Dr Stanley's reasons, using the prompts below.
  - 1 Because then you don't...
  - 2 Because you don't sleep well if...
  - 3 Because it's really important to...
  - 4 Because you need...
  - 5 Because your body...
  - 6 Because he isn't...
  - 7 Because that's the amount...
  - 8 Because it's his way of...
- d Look again at the list in a. Do you normally do any of these things? Are there any that you would like to be able to do?

#### 6 SPEAKING

In pairs, **A** ask the green questions, and **B** ask the red questions. Ask for and give as much information as possible, and react to what your partner says.

Do you usually sleep with your bedroom completely dark, or with the curtains or blinds open? Do you have problems sleeping if there's too much or not enough light for you?

What temperature do you like the bedroom to be?

Do you take, or have you ever taken, sleeping pills? Do you have any tips for people who suffer from insomnia?

Did you use to have a bedtime routine when you were a child? Would someone read to you in bed? Did you have a favourite story? Have you ever worked at night?

Did you have any problems sleeping the next day? Why (not)?

Do you think you would be able to work at night and sleep during the day for a long period?

Do you watch TV in bed on a tablet or other device? Do you ever fall asleep while you're watching a programme?

Are you a light sleeper, or do you usually sleep like a log?
Do you use something to help you wake up in the morning?

Do you often have nightmares or recurring dreams? Do you ever remember what your dreams were about? Do you ever try to interpret your dreams?

> Have you ever flown long haul? Where to? Did you get jet lag? How long did it take you to get used to the different time zone?

Have you ever overslept and missed something important? What was it? Do you snore? Have you ever had to share a room with someone who snores? Was this a problem?

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Do you find it difficult to sleep when you're travelling, e.g. in buses or planes? What do you do if you can't get to sleep?

Have you ever stayed up all night to revise for an exam the next day? How well did you do in the exam?

Do you ever have a nap after lunch or at any other time during the day? How long do you sleep for? How do you feel when you wake up?

Have you ever fallen asleep at an embarrassing moment, e.g. during a class or in a meeting?

# Fake news

G reporting verbs V the media P word stress

#### LISTENING & SPEAKING

- Talk to a partner.
  - 1 Where do you get your international, national, and local news from?
  - 2 Look at the list below. What kinds of news are you normally interested in?

arts and culture business celebrity gossip crime the environment food & drink health local / national news politics sport technology TV and entertainment the weather world news

- 3 What kinds of news headlines, e.g. a death, news about a celebrity, a sports result, might make you want to read the whole article?
- 4 What stories are in the news at the moment in your country?
- b Look at the headlines and photos for two news stories that were reported in the same week. What do you think they are about?





- 3 8.11 Listen to the stories and check. Were you correct?
- Listen again and complete the information.
  - 1 Vindigo wine gets its colour from...
  - 2 The wine is being produced in...because...
  - 3 A bottle of Vindigo costs...
  - 4 Monsieur Le Bail says the wine is ideal for...
  - 5 Mahmoud Sarhan was visiting the zoo when he saw...
  - 6 He was sure it was a donkey because...
  - 7 A vet who looked at the photo said that...
  - 8 The zoo's owner wouldn't accept that...
- Look at two more headlines and photos from the same week's news. With a partner, guess what they are about.





- © Communication Strange, but true A p.109 B p.113 Read the stories and check, then tell each other what happened.
- Three of the four stories are true and one is fake news. Which one do you think is the fake?

#### 2 GRAMMAR reporting verbs

- a Look at some extracts from the four news stories. Match them to the direct speech A–F.
  - 1 He persuaded a company in Almeria in Spain, to produce the wine.
  - 2 He...recommends drinking it on the beach, or around the swimming pool.
  - 3 A zoo in Egypt has denied painting a donkey with black stripes...
  - 4 ...a local vet...agreed to examine the photo.
  - 5 He advised me not to take football so seriously.
  - 6 He threatened to steal another shark if he felt it was necessary.
  - A (OK, I'll have a look at it.'
  - B That's the best place to have it.'
  - C 1'll do it again if I have to.'
  - D Don't do it it's not very important.'
  - E 'Please make it for me.'
  - F We definitely didn't do it.'

#### o Op.147 Grammar Bank 8B

#### 3 PRONUNCIATION word stress

a Look at the two-syllable reporting verbs in the list. All of them except four are stressed on the second syllable. Circle the four exceptions.

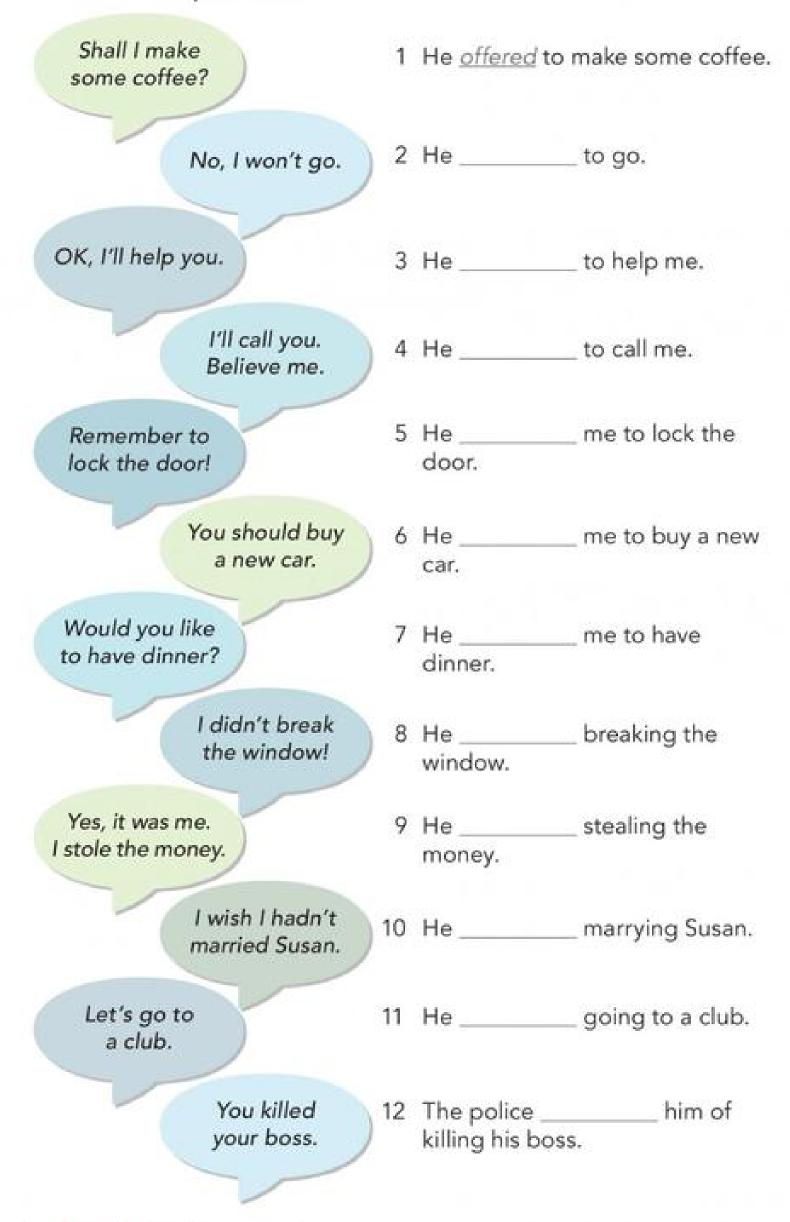
a|ccuse ad|mit ad|vise a|gree con|vince de|ny in|sist in|vite o|ffer or|der per|suade pro|mise re|fuse re|gret re|mind su|ggest threa|ten

b 0 8.13 Listen and check.

Spelling of two-syllable verbs

If a two-syllable verb ends in consonant-vowel-consonant and is stressed on the second syllable, the final consonant is doubled before an -ed ending, e.g. regret > regretted, admit > admitted. However, when the stress is on the first syllable, the final consonant is not doubled, e.g. offer > offered, threaten > threatened.

c Complete the sentences below with the correct reporting verb in the past tense.



- d 38.14 Listen and check.
- Cover the right-hand column in c. Look at the direct speech and say the reported sentence, linking the verbs and to where appropriate.

#### 

Remember that if a word ends in a /t/ or /d/ sound, e.g. regular past tense verbs, and the next word begins with a /d/ or /t/ sound, the two words are linked, e.g. offered\_to.

- - 1 )) I didn't steal the wallet! deny ( He denied stealing the wallet.

# 4 VOCABULARY & SPEAKING the media

- a Look at the four headlines. What four categories of news are they?
- Manager quits following shock Cup defeat
- 21-year-old tipped to become party leader
- Reality TV star to wed girlfriend after one-week engagement
- 4 Companies split after unsuccessful merger
- b Guess the meaning of the **bold** verbs. Then match them to a word or phrase from the list.

is going to marry is predicted leaves separate

#### c Op.161 Vocabulary Bank The media

d Look at the questions below. Decide if you personally agree or disagree with them. Think of reasons and examples to support your opinion.

#### Is it ever OK ...?

- for journalists to access other people's phones or email accounts
- for the media to publish stories and photos about celebrities' private lives
- for the paparazzi to take photos of well-known people when they are at home or on holiday
- · to censor the news
- to publish news articles that aren't completely true

I think it's perfectly OK for / to...

I think it can be OK for / to..., depending on the circumstances.

( I don't think it's ever OK for / to...because...

e Work in small groups. Take turns to ask one question. Give your opinion and explain why. Then discuss with the group. What is the majority opinion on each topic?

#### 5 READING

a Read a news report about the Tour de France cycle race.
Why was Chris Froome said to be disappointed?

m www.thedailymash.co.uk/sport



### Competitors' disappointment over Tour de France route



CYCLISTS have begun to complain that their enjoyment of the Tour has been spoiled by periods of intense uphill cycling. British cyclist Chris Froome said, 'Even though it's called the Tour de France, I don't feel like I'm getting to experience the real France at all. The organizers have planned a route that goes right through some of the hilliest parts of the country, when there are much quicker flat roads we could use. I was hoping we could stop off at a vineyard, or have lunch at an authentic local brasserie, but we're just on our bikes all day. I spent six months doing night courses in French and have barely been able to speak a word, because I pass every French person I meet at 30 mph.'

- b Read the article again. At what point did you realize that this is not a serious piece of news? Are there any other features of the article that made you suspicious?
- c Now read an article about how to spot fake news. Complete the headings with a word from the list.

addresses date fake images name sense spellings trust

d Read the article again and answer the questions about each section.

Introduction Why do many online sites publish fake news?

- 1 Why don't you need to worry about a Category Six hurricane?
- 2 What was suspicious about the story in the Denver Guardian?
- 3 What was the problem with the URL ABC.com.co?
- 4 What was wrong with the photos of a news report about a terror attack in Brussels?
- 5 Why does a lot of spelling mistakes in a news article mean that it might be fake?
- 6 How would you know that the Twitter handle @WarrenBuffet was fake?
- 7 Why might an emotionally disturbing image with a news story be a telltale sign?
- 8 What should you do before making an important decision based on online information?

## 8 tips on how to spot fake news

Fake content has become a daily reality of life online, with hundreds of sites creating false or exaggerated stories for political or personal gain. In spite of the efforts of big tech companies to limit the spread of fake news, some stories fall through the cracks. The expert advice is that it's always useful to have a critical eye and to be on the lookout for misleading stories. There are several telltale signs to look for. Fake news experts Will Moy, director of British fact-checking charity Full Fact, and Cambridge University researcher Sander van der Linden offer their tips.

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#### 1 Beware of stories that don't make

One of the key signs of fake news is that the stories are highly improbable. During last year's Hurricane Irma, a hugely popular viral story claimed that it was a Category Six hurricane that would 'wipe cities off the map'. Category Six hurricanes do not exist. Moy says, 'Extraordinary claims need extraordinary evidence. If somebody says Elvis is alive, ask for a song before you believe it.'

#### 2 Check the \_\_\_\_\_ of the news site that published it

Unfamiliar sites built to sound like news organizations are behind many fake news stories, but the names of the sites are often a hint that stories may be fake. When the *Denver Guardian* made claims about Hillary Clinton's emails, there was one small problem – there is no such paper as the *Denver Guardian*. It sounds real, but it is completely fake. 'Be careful of websites that you haven't heard of before,' says Moy.

#### 3 Beware faked website

Some sites may try to impersonate real news outlets with URLs which seem similar but have slight differences. For instance, one fake news site impersonated ABC news using a URL which read ABC.com.co, rather than abcnews.go.com.

#### 4 Check the

False news stories often include timelines which make no sense, or contain the wrong dates. For instance, images purporting to be of a 2016 terror attack in Brussels were actually from a 2011 attack on Moscow's Domodedovo Airport.

#### 5 Look for unusual and mistakes

Often, the sign that news is fake is that it is of low quality, with spelling errors and an over-use of capital letters. Real news sources will employ editors to remove these errors and ensure accuracy.

#### 6 Look out for \_\_\_\_\_ celebrity accounts

'Sometimes stories can spread online after being shared by a social media account designed to impersonate a real person,' says Sander van der Linden. 'Think about the fake tweets that were supposedly sent out by billionaire Warren Buffett. Someone was impersonating him, and millions of people did not notice that the Twitter handle read 'WarrenBuffet', while his real name is Warren Buffett.'

#### 7 Google-search the

Fake news sites will often use unrelated or doctored photos. Googlesearch them to see where they came from and check how accurate they are against other legitimate news sites. Other hoaxers will use deliberately disturbing imagery in an attempt to hook in readers, van der Linden says. 'Emotional content is more likely to go viral, for example, imagine the effect of a fake story containing disturbing images about the effects of a fake disease.'

#### 8 If you're unsure, double check with a source you

Fake news stories will often appear on just one site, so if you're unsure, check against a reliable news source. 'When it matters, double check,' says Moy, 'particularly when it comes to health or other life decisions. Always use a trustworthy source.'

### e Can you remember these adjectives from the text for...?

1	something y	ou shouldn't be	lieve:
	exa	, mis	- 9
	impr	, doc	-00
2	something y	ou should belie	ve:
			700000 LC (420.00)

f Which news websites do you think are a) reputable, b) untrustworthy? Can you think of any examples of exaggerated or fake news?

### 6 D VIDEO LISTENING



- a Watch the documentary The speed of news once. Number the ways of delivering news in the order they are mentioned.
  - cable TV
  - Facebook
  - live Twitter feeds
  - radio and television
  - the Boston newsletter
  - the telegraph line

#### b Watch the documentary again and answer the questions.

- 1 Where is the Newseum? How many different newspapers are there?
- 2 Who was Edward Teach? When was he killed?
- 3 How were early newspapers distributed? Why was this a problem?
- 4 How was news communicated during the American Civil War?
- 5 Why were Civil War news reports not very accurate?
- 6 Which inventions created the age of mass media?
- 7 What event appeared on Twitter seconds after it occurred?
- c Are there any newspapers or magazines in your country that have existed for a long time? What reputation do they have nowadays? Do you ever read them?

G clauses of contrast and purpose V advertising, business P changing stress on nouns and verbs

#### **VOCABULARY & SPEAKING**

Look at the advert for Red Bull. Do you think it's a clever advert? Why do you think it might have got Red Bull into trouble?



#### Advertising scandals that cost some brands millions

In advertising, there's a big difference between exaggerating the truth and making false claims.

Many companies have been caught using misleading claims like 'scientifically proven' with 'guaranteed results' in their advertisements. For such companies, it can cost millions, and lead to a damaged reputation.

Several examples of false advertising scandals have affected big brands - some are still ongoing, and not all companies have had to pay up, but each suffered a certain amount of negative publicity.

#### Red Bull

Energy drinks company Red Bull was sued in 2014 for its slogan 'Red Bull gives you wings'. The slogan, which the company has used in advertising campaigns for nearly two decades, went alongside marketing claims that the caffeinated drink could improve a consumer's concentration and reaction speed.

Benjamin Careathers was one of several consumers who brought the case against the Austrian drinks company. He said he had been a regular consumer of Red Bull for 10 years, but that he had not developed wings - or shown any signs of improved intellectual or physical abilities.

The company settled the case by agreeing to pay out a maximum of \$13 million including \$10 to every US consumer who had bought the drink since 2002.

- b Read the article and check your answers to a. Why do you think Benjamin Careathers did what he did?
- Look at the highlighted words and phrases related to advertising. With a partner, try to work out what they mean. Then match them to their meanings 1-9.
  - 1 advertisements (also ads, adverts) notices, pictures, or films telling people about a product
  - (noun) statements that sth is true, although it has not been proved and other people may not agree with or believe it
  - \_\_\_\_\_ (noun) types of product made by a particular company
  - \_\_\_\_\_ (verb) was taken to court to ask for money because of sth they said or did that harmed you
  - (adj.) giving the wrong idea or impression, making you believe sth that is not true
  - (noun) people who buy goods or use services
  - (noun) series of advertising messages with the same theme
  - (noun) the attention that is given to sb / sth by newspapers, television, etc.
  - (noun) a word or phrase used in advertising that is easy to remember, to attract people's attention or to suggest an idea quickly
- Work in threes, A, B, and C. Look at three products whose adverts cost their brands money. What problems do you think there were with the adverts?



- e @ Communication Misleading ads A p.110 B p.112 C p.114 Read about the advertisements and tell each other what the problem was.
- f Talk in groups of three. Give examples.
  - 1 Have you bought something recently which wasn't as good as the advertisement made you think it would be? How was the advert misleading?
  - 2 What are viral adverts? Have you ever forwarded one to other people? Do you have a favourite one?
  - 3 Is there a brand which you think has a really good logo or slogan? Does it make you want to buy the product?
  - 4 Can you think of a recent advert which made you <u>not</u> want to ever buy the product? Why did the advert have this effect on you?
  - 5 Do you find pop-up adverts annoying when you are doing something online? Do you think they are necessary? Why is it that they often seem directed at you personally?
  - 6 Do you think it's immoral of advertisers to try to persuade people without much money to buy products they can't afford?

#### 2 LISTENING

a ②9.1 Listen to a marketing expert talking about six marketing techniques used by advertisers. Complete the messages they use with two or three words.

1	'Get a	when you subscribe to our magazine for
	six months.'	
2	'There are	left! Buy now while stocks last!'
3	·	it.'
1		can look like this."
5	'A recent	found that our toothpaste cleans
	your teeth bette	er than any other brand.'
5	<u> </u>	, I'm a doctor (or a celebrity).'

- b Listen again. Answer the questions for each message in a.
  - 1 Why does it attract us?
  - 2 Why is it misleading?
- c Which of the six techniques might influence you to buy the product? Are there any that would actively discourage you? Why do you think we keep falling for these techniques, even though we know what's going on?



- 3 GRAMMAR clauses of contrast and purpose
- a Look at some extracts from the listening in 2, and complete them with phrases A-G.

1	In spite of			, its price
	was really	included	in the	magazine
	subscription	on.		

- 2 Even though \_\_\_\_\_\_, and maybe don't even like them, we immediately want to be among the lucky few who have them.
- 3 So as to \_\_\_\_\_\_, they use expressions like, 'It's a must-have'...
- 4 ...and they combine this with a photograph of a large group of people, so that
- 5 The photo has been airbrushed in order to \_\_\_\_\_\_, with perfect skin, and even more attractive than they are in real life.
- 6 It was probably produced for \_\_\_\_\_, and paid for by them, too.
- 7 Although \_\_\_\_\_\_, do you really think she colours her hair with it at home?
- A the company itself
- B the actress is holding the product in the photo
- C we can't fail to get the message
- D make us believe it
- E we don't really need the products
- F what the advert said
- G make the model look even slimmer
- b ① 9.2 Listen and check. Then look at the highlighted word(s) in 1–7 and the phrases A–G that follow them. Which ones express a purpose?
- c @ p.148 Grammar Bank 9A
- d Sentence race Try to complete as many sentences as you can in two minutes.
  - 1 I think the advertising of junk food should be banned, so that...
  - 2 In spite of a huge marketing campaign,...
  - 3 Although they have banned cigarette advertising,...
  - 4 She applied for a job with a company in London, so as to...
  - 5 He's decided to carry on working, despite...
  - 6 Even though the advert said I would notice the effects after a week....
  - 7 I took my laptop to the shop to...
  - 8 We went to our head office in New York for...

#### 4 READING

a Look at the products in the photos. Can you think of anything they have in common?









FIFTY THINGS

THAT MADE THE

MODERN ECONOMY

Tim Harford

- b Read the first part of 'Razors and Blades', an unadapted chapter from a book by economist Tim Harford. As you read, in order to quickly check any words or phrases that you can't guess, first, try to guess meaning from context, then use the glossary, and finally, if necessary, use a dictionary. Check your answer to a.
- c Read it again and mark the sentences T (true) or F (false). Underline the information in the text which tells you this.
  - 1 King Camp Gillette's idea behind the United Company was that it would provide basic products cheaply.
  - 2 This vision of the United Company had a great influence on the modern economy.
  - 3 It is more expensive to produce a printer than to produce the ink.
  - 4 Two-part pricing involves selling one thing cheaply, but making another essential component very expensive.
  - 5 King Camp Gillette's first blades were relatively inexpensive.
  - 6 Sony only makes a very small profit on each PlayStation 4 it sells.



n 1894, a book was written by a man who had a vision. The book argues that 'our present A system of competition' breeds 'extravagance, poverty, and crime'. It advocates a new system of 'equality, virtue, and happiness', in which just one corporation - the United Company - will make all of life's necessities as cost-effectively as possible. These, by the way, are 'food, clothing, and habitation'. Industries which 'do not contribute' to life's necessities will be destroyed. The book's author had a vision that has ended up shaping the economy. But, as you may have guessed, it wasn't this particular vision. No, it was another idea, which he had a year later. His name was King Camp Gillette, and he invented the disposable razor blade.

If you've ever bought replacement cartridges for an inkjet printer, you are likely to have been annoyed to discover that they cost almost as much as you paid for the printer itself. That seems to make no sense. The printer's a reasonably large and complicated piece of technology. But how can it possibly cost almost as much to supply a bit of ink in tiny plastic pots? The answer, of course, is that it doesn't. But for a manufacturer, selling the printer cheaply and the ink expensively is a business model that makes sense, and is known as two-part pricing. It's also known as the razor-andblades model, because that's where it first drew attention - suck people in with an attractively priced razor, then repeatedly fleece them for extortionately priced replacement blades.

King Camp Gillette invented the blades that made it possible. Before this, razors were bigger, and when the blade got dull, you'd sharpen it, not throw it away and buy another. He didn't immediately hit upon the two-part pricing model, though: initially, he made both parts expensive. The model of cheap razors and expensive blades evolved only later. Nowadays, two-part pricing is everywhere. Consider the PlayStation 4. Whenever Sony sells one, it loses money: the retail price is less than it costs to manufacture and distribute. But that's okay, because Sony coins it in whenever a PlayStation 4 owner buys a game. Or how about Nespresso? Nestle makes its money not from the machine, but the coffee pods.

#### Glossary

suck sb in (phr. verb) to involve somebody in an activity or a situation, especially one they do not want to be involved in

fleece (verb, informal) to take a lot of money from somebody by charging them too much

hit upon (phr. verb) think of a good idea suddenly or by chance

coin it (in) (idiom) make a lot of money

- d Now read the rest of the chapter. Answer the questions with a partner.
  - 1 How are companies which have been successful with two-part pricing products trying to stop other companies selling the disposable parts cheaper?
  - 2 Why might customers stay with a more expensive original brand?
  - 3 What does the author suggest that King Camp Gillette might have thought of the razor-and-blades sales model?

#### Part 2

bviously, for this model to work you need some way to 1\_\_\_\_\_\_ customers putting cheap, generic blades in your razor. One solution is legal: patent-protect your blades. But patents don't last forever. Patents on coffee pods have started expiring, so brands like Nespresso now face competitors selling 2\_\_\_\_\_, compatible alternatives. Some are looking for another kind of solution: technological. Just as other people's games don't work on the PlayStation, some coffee companies have put chip readers in their machines to stop you trying to brew a generic cup of coffee.

Two-part pricing models work by imposing what economists call 'switching costs'. They're especially prevalent with digital goods. If you have a huge library of games for your PlayStation, or books for your Kindle, it's a big thing to switch to another platform. Switching costs don't have to be 3\_ \_\_\_\_\_. They can come in the form of time, or hassle. Say I'm already familiar with Photoshop; I might prefer to pay for an expensive upgrade 4\_ buy a cheaper alternative, which I'd then have to learn how to use. Switching costs can be psychological, too - a result of brand loyalty. If the Gillette company's marketing department persuades me that generic blades give 5\_\_\_\_\_ shave, then I'll happily keep paying extra for Gillette-branded blades.

Economists have puzzled over why consumers

be the two-part pricing model. The most plausible explanation is that they get confused by the two-part pricing. Either they don't realize that they'll be exploited later, or they do realize, but find it hard to pick the best deal out of a menu of options. The irony is that the cynical razors-and-blades model—charging customers a premium for basics like ink and coffee—is about as far as you can get from King Camp Gillette's vision of a single United Company producing life's necessities as cheaply as possible.

#### Glossary

patent (noun) an official right to be the only person to make, use, or sell a product or invention

chip reader (noun) a device to get information from a microchip switching costs (noun phrase, idiom) how much it will cost you to change from one brand to another

hassle (noun, informal) a situation that is annoying because it involves doing something difficult or complicated that needs a lot of effort

puzzle over (phr. verb) to think hard about something in order to understand or explain it

- Read it again and choose the correct word or phrase for each gap.
  - 1 a avoid b encourage c prevent
  - 2 a cheaper b pricier c more expensive
  - 3 a economical b inevitable c financial
  - 4 a as well as **b** rather than **c** in order to
  - 5 a an inferior b a superior c a similar
  - 6 a tolerate b reject c like
  - 7 a simple b straightforward c confusing
- f Do you own any products which use a two-part pricing system? Do you buy generic ink, coffee, etc. or do you buy the branded ones? Why?

#### 5 VOCABULARY business

a Look at two extracts from 'Razors and Blades'. Which two verbs mean 'to make things in large quantities'? Which one is specifically 'using machinery'?

Consider the PlayStation 4. Whenever Sony sells one, it loses money: the retail price is less than it costs to manufacture and distribute.

... King Camp Gillette's vision of a single United Company producing life's necessities as cheaply as possible.

# 6 PRONUNCIATION & SPEAKING changing stress on nouns and verbs

- a ② 9.8 Listen and under<u>line</u> the stress on the **bold** words. Which syllable is stressed when the word is a) a verb, b) a noun?
  - 1 We ex port to customers all over the world.
  - 2 Our main ex port is wine.
  - 3 Sales have in creased by 10% this month.
  - 4 There has been a large in crease in profits this year.
  - 5 The new building is **pro gre ssing** well.
  - 6 We're making good pro gress with the report.
  - 7 Most toys nowadays are **pro duced** in China.
  - 8 The demand for organic produce has grown enormously.
- b Look at some more words which can also be verbs and nouns, and have the same pronunciation rule. Practise saying them first all as verbs and then as nouns.

decrease import permit record refund transport

c Say if the following are true of your country / region, or of you. Give examples.

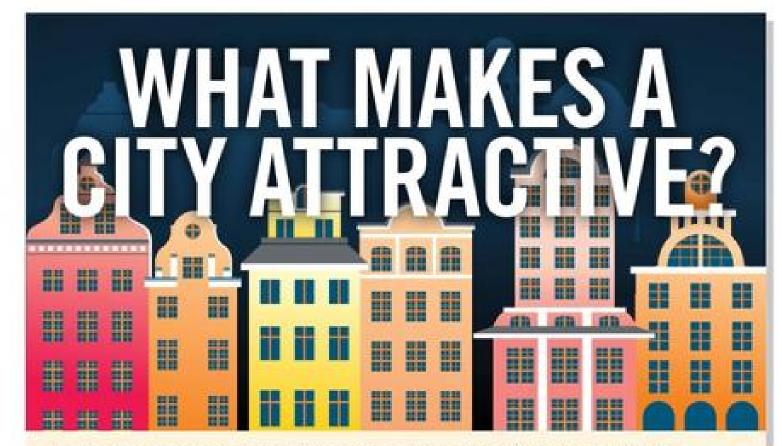
We export more food than we import.

Not many shops sell organic produce.

Unemployment has decreased over the last five years.

Smoking is not permitted in public places.

The city is not a concrete jungle, it is a human zoo. Desmond Morris, UK zoologist



s there an 'art of making attractive cities'? Alain de Botton, writer and founder of alternative education group The School Lof Life, seems to think so, and has made a video that he claims explains just how to do it. 'It's not a mystery why we like some cities so much better than others,' he says. 'There are six fundamental things a city needs to get right.'

#### Order and variety

A love of order is one of the reasons people love Paris and New York, but we must avoid too much of it. The key is to create an 'organized complexity'. De Botton gives the example of the square in Telc, Czech Republic, where the individual houses are different in colour and detail, but all the buildings are the same height and width.

#### Visible life

Streets need to be full of people and activity in order to be beautiful instead of bleak. Sadly, modern cities often contain too many characterless office blocks and industrial zones where there is no street life.

#### Compactness

Good cities are compact, not sprawling. Think Barcelona as opposed to a spread-out city like Phoenix, Arizona. De Botton says that attractive cities have beautiful squares which are ideal meeting places. The best designed are those which are not too large, so that people can recognize a face on the other side of the square.

#### Orientation and mystery

The best cities offer a mixture of big and small streets. But too many cities prioritize vehicles over humans. A city should be easy to navigate for both humans and vehicles, with big boulevards for orientation and small streets to allow us to wander and create a sense of mystery and exploration.

#### Scale

Our urban skylines have become dominated by tall buildings dedicated to banking and commerce. Instead, we should be building at an ideal height of five stories, resulting in dense and medium-rise cities, like Berlin and Amsterdam.

#### Local colour

The sameness of cities is a problem. Cities need to demonstrate their local culture and history. They should be built from locally sourced materials in a way which suits their individual climate and traditions.

#### READING

- Look at the title of the article. How attractive do you think the city where you live (or your nearest city) is? What score would you give it out of 10?
- Read the article once. With a partner, explain what the six criteria mean. Do you agree with any of them? Does your city meet any of them?
- Can you think of any things that Alain de Botton hasn't mentioned? Make a note of them. Then talk in small groups, and make a group list.

For me, one thing that's missing is water. I think the most beautiful cities always have a river running through them, or are near the sea.

#### LISTENING & SPEAKING

39.9 You're going to listen to five welltravelled people talking about the most beautiful city they've been to. Look at the countries. Which city do you think they're going to say? Listen to their first sentences and check.

1	, Italy	4	, Scotland
2	, Brazil	5	, Japan
3	. Belaium		

20 9.10 Listen and try to write the names of some places in these cities that they're going to mention. Compare in pairs and agree the spelling.

Piazza		the Bosque _	
		the	Steps
the	Bridge	the River	
the	Canal	the	Temple
the	Opera		
House			

- 39.11 Now look at photos 1–5 and listen to what the speakers say about each city. What is the place in the photo? Is it something to see or something to do? What information do they give about it?
- Listen again. What other thing(s) does each speaker recommend? Did they mention any of Alain de Botton's six criteria?











- e Did they mention anything from your group's list in 1c?
- f Talk in small groups.
  - 1 Have you been to any of the cities the speakers mention? Do you agree with what they say? Of those you haven't visited, which one would you most like to go to? Why?
  - 2 What's the most beautiful city you've ever been to? What's one thing you would recommend to see and do there?
  - 3 Are there any cities you haven't really liked? Why?

# 3 GRAMMAR uncountable and plural nouns

- a Circle the correct form.
  - 1 A good city guidebook will give you advice / advices about what to see.
  - 2 You may have some bad weather / a bad weather if you go to London in March.
  - 3 In Rome and Paris, accommodation is / accommodations are extremely expensive.
  - 4 It's best not to take too much luggage / too many luggages if you go on a city break.
  - 5 The old town centre is amazing, but the outskirts is / the outskirts are a bit depressing.
  - 6 I really liked the hotel. The rooms were beautiful and the staff was / the staff were incredibly friendly.

#### 

c Play Just a minute in small groups.

#### JUST A MINUTE

#### RULES

One person starts. He / She has to try to talk for a minute about the first subject below.

If he or she hesitates for more than five seconds, he / she loses his / her turn and the next student continues.

The person who is talking when one minute is up gets a point.

the most beautiful scenery I've seen
the traffic in my town / city
tourist accommodation in my country
the weather I like most
good advice I've been given
what's in the news at the moment
clothes I love wearing
modern furniture
chocolate

#### **4 READING & SPEAKING**

a Look at this photo of Songdo, a new city in South Korea. What do you think might be the advantages or disadvantages of living there?



- b Now read an article about Songdo. Answer the questions with a partner.
  - 1 What are the three main advantages of living in Songdo?
  - 2 Which two things that were promised haven't happened yet?
  - 3 What other disadvantages are mentioned?
- c Read the article again. For each of the highlighted words and phrases, choose the best meaning, a or b.
  - 1 a advantages b disadvantages
  - 2 a break its promise b keep its promise
  - 3 a leaving home b going home
  - 4 a not enough b too much
  - 5 a very advanced b very simple
  - 6 a be different from b be similar to
  - 7 a overpopulated b underpopulated
  - 8 a close together b spread out
- d Talk to a partner.
  - 1 If you went to live in Songdo, what would you like best and what would you miss the most?
  - 2 What's the most modern city you've ever been to? Why did you go there? What did you think of it?
  - 3 If you had to choose between an ultra-modern megacity and a classically beautiful old city, which would you prefer?
  - 4 What is the approximate population of your city or nearest big city? Do you think it will grow? What effect might the change in population have on the city and its services?

# Is this the future

Three years ago, 35-year-old English teacher Lee Mi-Jung moved with her husband from the small coastal city of Pohang across the South Korean peninsula to Songdo. Described as the world's 'smartest city', it was planned as a showpiece of 21st-century urban design, promising an efficient rubbish system, an abundance of parks, and a vibrant international community - all the 1 perks of megacity Seoul without the capital city's crowded pavements, choking traffic, and air pollution. The city claimed to do 'nothing less than banish the problems created by modern urban life.' And for foreign corporations looking for access to Asian economies, Songdo would be a glitzy business capital to rival Hong Kong and Shanghai. 'I'd imagined this would be a well-designed city, that it would be new, modernized, and simple -unlike other cities,' says Lee. 'So my expectations were high.'

As far as hi-tech conveniences go, Songdo does <sup>2</sup> deliver. Pneumatic tubes send rubbish straight from Lee's home to an underground waste facility, where it's sorted, recycled, or burned for energy generation. Everything, from the lights, to the temperature in her apartment, can be adjusted via a central control panel, or from her phone. During the winter, she can warm up the apartment before <sup>3</sup> heading home. But the one thing she hasn't been able to find is a vibrant community.

'When I first came here during the winter,'
Lee says, 'I felt something cold.' She
wasn't just talking about the coldness
of the weather, or the chilly modernism
of the concrete high rises all over town.
She felt <sup>4</sup>a lack of human warmth from
neighbourhood interaction. 'There's
an online forum where we share our
complaints,' she said, 'But only on the
internet – not face to face.'

Songdo was built on reclaimed land from the Yellow Sea. The 1,500-acre development sits an hour outside of Seoul. It was planned as an eco-city. Its buildings and streets have sensors that monitor energy use and traffic flow. There's a <sup>5</sup> state-of-the-art water-recycling facility and plenty of green spaces, including a 100-acre seaside park modelled on, and named after, New York City's Central Park.

# of cities?



For a place that is striving to become car-free, however, the roads of Songdo are crazily wide, with as many as ten lanes. These are partly intended to 6 echo the wide, tree-lined boulevards of Paris, and also wide enough for city planners to, say, put in a light rail or streetcar network, which may bring Songdo one step closer to fulfilling its car-free promise. But for now, cars are still common, and, for residents like 32-year-old Lindy Wenselaers from Belgium, they're an essential tool. Lindy ended up buying a car after only five months in Songdo - she could no longer face a 20-minute walk to the nearest supermarket in the wintry weather. She misses the lack of direct connections from one part of town to another; at weekends, she often drives an hour to Seoul.

Songdo's biggest problem is that it only has a third of the people it was designed for. Parts of it feel more like a <sup>7</sup> sparsely populated American 1970s suburb. The wide roads and 8 sprawling scale means that human activities are located far apart from one another. Occasionally, you see small touches, like an artificial hanok village (a traditional village where houses with old-school architecture remain intact) to remind you that, yes, you are still in Korea. It's not exactly a ghost town, as some reports have claimed, but as you drive past cluster after cluster of identical concrete residential highrises, it feels empty, and there's a curious urban silence. 'There's a ton of people living here, but you don't really see them,' says Wenselaers. 'The city is alive, but it's invisible.'

#### 5 VOCABULARY word building: prefixes and suffixes

#### Prefixes and suffixes

A **prefix** is something that you add to the beginning of a word, usually to change its meaning, e.g. pre = before (**pre**-war), or a negative prefix like un- or dis- (**un**healthy, **dis**honest). A **suffix** is something you add to the end of a word, usually to change its grammatical form, e.g. -ment and -ness are typical noun suffixes (**enjoyment**, happiness). However, some suffixes also add meaning to a word, e.g. -ful = full of (stressful, beautiful).

- a Answer the questions. Check your answers in the article in 4.
  - 1 What prefix can you put before city to add the meaning a) enormous, b) environmentally friendly?
  - 2 Add suffixes to the words in the list to make nouns.

abundant cold connect convenient develop expect modern neighbour pollute silent

- b Op.163 Vocabulary Bank Word building
- 6 PRONUNCIATION & SPEAKING word stress with prefixes and suffixes
  - Word stress on words with prefixes and suffixes

Multi-syllable words always have a main stressed syllable. This usually remains the main stress even when we add a prefix or suffix – the exception is -<u>ation</u>. However, there is usually secondary stress on prefixes, e.g. un- in unemployment.

a Underline the main stressed syllable in these words.

a|cco|mmo|da|tion an|ti|so|cial bi|ling|ual en|ter|tain|ment go|vern|ment home|less lone|li|ness mul|ti|cul|tu|ral neigh|bour|hood o|ver|crow|ded po|ver|ty un|der|de|ve|loped un|em|ploy|ment van|da|li|sm

- b @9.18 Listen and check. Practise saying the words.
- c Talk in small groups. Give reasons and examples.
  Which city (or region) in your country or abroad do you think...?
  - is very multicultural
  - offers great entertainment
  - has low levels of poverty and unemployment
  - has a bilingual or trilingual population
  - · is very eco-friendly
- is very overcrowded
- has very serious pollution problems
- has a lot of homeless people
- has some very dangerous neighbourhoods
- suffers from vandalism and antisocial behavior

#### 7 WRITING

p.121 Writing A report Write about the features of a city you know.



#### gerunds and infinitives

verbs followed by the gerund and verbs followed by the infinitive

- 1 I enjoy listening to music. We couldn't help laughing.
- **3**6.14
- 2 I'm really looking forward to seeing you.
  I think you should give up drinking coffee after dinner.
- 3 I want to speak to you. They can't afford to buy a new car.
- 4 I'd rather eat in than go out tonight. She let him borrow her car.
- 5 It started to rain. It started raining.
- When one verb follows another, the first verb determines the form of the second. This can be the gerund (verb + -ing) or the infinitive.
- 1 Use the gerund after certain verbs and expressions, e.g. enjoy, can't help, feel like.
- 2 When a phrasal verb is followed by another verb, the second verb is in the gerund.
- 3 Use the infinitive (with to) after certain verbs, e.g. want, afford.
- 4 Use the infinitive (without to) after modal verbs and some expressions, e.g. might, would rather, and after the verbs make and let.
- 5 Some verbs, e.g. start, begin and continue can be followed by the gerund or infinitive (with to) with no difference in meaning.
- p.164 Appendix Verb patterns: verbs followed by the gerund or the infinitive

#### like, love, hate, and prefer

like, love, hate, and prefer are usually used with the gerund in British English, but they can also be used with the infinitive.

We tend to use the gerund when we talk generally and the infinitive when we talk specifically, e.g.

I like swimming. (general) I like to swim first thing in the morning. (specific) When like, love, hate, and prefer are used with would, they are always followed by to + infinitive, e.g. I'd prefer to stay at home tonight.

verbs that can be followed by the gerund or infinitive with a change in meaning

- 1 Remember to lock the door. 06.15
  I remember going to Venice as a child.
- 2 Sorry, I forgot to do it.
  I'll never forget seeing the Taj Mahal.
- 3 I tried to open the window.
  Try calling Miriam on her mobile.
- 4 You need to clean the car. The car needs cleaning.
- 1 remember + to infinitive = not forget to do sth, to do what you have to do remember + gerund = (remember doing sth) have or keep an image in your memory of sth you did or that happened in the past
- 2 forget + to infinitive = not remember to do sth that you have to do forget + gerund = be unable to remember sth that you did or that happened in the past
- 3 try + to infinitive = make an attempt or effort to do sth difficult try + gerund = use, do, or test sth in order to see if it is good, suitable, etc.
- 4 need + gerund is a passive construction, e.g. the car needs cleaning = needs to be cleaned NOT needs to clean

a Complete the sentence with a gerund or infinitive verb (with or without to) from the list.

call carry come do drive eatout go-out take tidy wait work I'm exhausted! I don't fancy going out tonight. 1 | suggest \_\_\_\_\_\_ a taxi to the airport tomorrow. 2 Even though the snow was really deep, we managed \_\_\_\_ to the local shop and back. 3 We'd better \_\_\_\_\_ some shopping - there isn't much food for the weekend. 4 I'm very impatient. I can't stand \_\_\_\_\_ in queues. 5 A young man kindly offered \_\_\_\_\_ my bags. 6 My parents used to make me \_\_\_\_\_ my room. 7 We threatened \_\_\_\_\_ the police if the boys didn't stop throwing stones. 8 Do you feel like \_\_\_\_\_\_ to the gym with me? 9 I'd prefer \_\_\_\_\_ instead of getting a takeaway. 10 I don't mind \_\_\_\_\_ late tonight if you want me to.

b Circle the correct form.

Your hair needs cutting / to cut. It's really long!

- 1 I'll never forget to see / seeing the Grand Canyon for the first time.
- 2 I need to call / calling the helpline. My computer has crashed.
- 3 Have you tried to take / taking a tablet to help you sleep?
- 4 I must have my keys somewhere. I can remember to lock / locking the door this morning.
- 5 I had to run home because I had forgotten to turn / turning the oven off.
- 6 Our house needs to paint / painting. Do you know any good house painters?
- 7 Did you remember to send / sending your sister a card? It's her birthday today.
- 8 We tried to reach / reaching the top of the mountain, but we had to turn back because of the bad weather.





#### past modals

must, may / might / could, can't / couldn't + have + past participle



1 I must have left my phone at Anna's. I definitely remember having it there. 7.3

You must have seen something. You were there when the accident happened.

- 2 Somebody might have stolen your wallet when you were getting off the train.
  - I wonder why she's not here. I suppose she could have forgotten about the meeting.
  - He still hasn't arrived. I may not have given him the right directions.
- 3 She can't have gone to work. Her car's still there.
  You couldn't have seen their faces very clearly. It was too dark.
- We use must, may / might / could, or can't / couldn't + have + past participle to make deductions or speculate about past actions.
- 1 We use must have when we are almost sure that something happened or was true.

The opposite of must have is can't have **NOT** mustn't have – see 3.

- 2 We use might / may / could + have when we think it's possible that something happened or was true.
- We can also use may / might not have (but NOT couldn't have) to talk about the possibility that something didn't happen. NOT I couldn't have given him the right directions.
- 3 We use can't have and couldn't have when we are almost sure something didn't happen or that it is impossible. We only use couldn't have when the speculation is about the distant past, e.g. They couldn't have been married. They both died young.

#### should have / ought to have + past participle

We've gone the wrong way. We should have turned left at the traffic lights.

7.4

It's my fault. I ought to have told you earlier that my party was on Saturday.

- We use should / shouldn't + have + past participle to say that somebody didn't do the right thing, or to express regret or criticism.
- We can use ought / oughtn't to have as an alternative to should / shouldn't have, e.g. I ought to have told you earlier.
- must have and should have have completely different meanings. Compare:
   She should have phoned me = I told her to phone me I
  - She should have phoned me. = I told her to phone me but she didn't.

and

She must have phoned me. = I'm sure she phoned me. I think that missed call was her number.

a Rewrite the **bold** sentences using must / might (not) / can't + have + verb.

I'm certain I left my umbrella at home.

I must have left my umbrella at home.

- 1 Holly's crying. Perhaps she's had an argument with her boyfriend. She...
- 2 I'm sure Ben has read my email. I sent it first thing this morning. Ben...
- 3 I'm sure Sam and Ginny haven't got lost. They have satnav in their car. They...
- 4 You saw Ellie yesterday? That's impossible. She was in bed with flu. You...
- 5 Perhaps John didn't see you. That's why he didn't say hello. John...
- 6 I'm sure Lucy has bought a new car. I saw her driving a blue VW Golf! Lucy...
- 7 I'm sure Alex wasn't very ill. He was only off work for one day. Alex...
- 8 They didn't go to Tom's wedding. Maybe they weren't invited. They...
- 9 This tastes very sweet. I'm sure you used too much sugar. You...
- 10 It definitely wasn't my phone that rang in the cinema. Mine was on silent. It...

b Respond to the first sentence using should / shouldn't have or ought / oughtn't to have + a verb from the list.

bı	лу	drive	go	invite	learn	sit	take	write	
				t unders have lea		The second second			going.
1	Α	Tom to		e the da	ate of h	is pa	rty, bu	t I've	
	В	You _			it d	own.			
2		the second secon		te! The					ter.
3				s rude 1					e's like
4	Α	I don't	have	any mo	oney lef	t afte	er goin	g shop	
5	A B	You loo	ok rea	ally tired	d.	to b	ed ear	rlier las	t night
6	Α	The ch	icker . You	n's still fr	ozen so	olid.			
7		I'm not	t surp	ourned i orised. Y noon w	′oʻu	-00	unscre	in t	

#### verbs of the senses

#### look / feel / smell / sound / taste

1 You look tired.
That cake smells good!
These jeans don't feel comfortable.

2 Tim looks like his father.
Are you sure this is coffee? It tastes like tea.
This material feels like silk – is it?

3 She looks as if she's been crying. It smells as if something's burning. It sounds as if it's raining.

4 I saw Jane this morning. She looked sad. I spoke to Jane this morning. She seemed sad.

1 We use look, feel, etc. + adjective.

2 We use look, feel, etc. + like + noun (phrase).

3 We use look, feel, etc. + as if + clause.

 You can use ...like or ...as though instead of ...as if, e.g. It sounds like / as though it's raining.

4 We use look to describe the specific impression we get from someone's appearance. We use seem to describe a general impression we get (not necessarily appearance).

seem can be followed by the same structures as look, e.g.
 Mark seems like a nice man.

O feel like

**3** 7.11

feel like can also be used as a verb meaning want / would like. It is followed by a noun or a verb in the gerund, e.g. I feel like pasta for lunch today. (= I'd like pasta for lunch today). I don't feel like going to bed. (= I don't want to go to bed).

as

as is often used before if to talk about how something appears, sounds, feels, etc.: It looks as if it's going to snow. However, it is also used:

- to describe somebody or something's job or function:
   She works as a nurse. You can use that box as a chair.
- · to compare people or things: She's as tall as me now.
- to give a reason: As it was raining, we didn't go out.
   (as = because)
- to say that something happened while something was happening: As they were leaving, the postman arrived. (as = when / at the same time)
- after such to give an example, e.g. I like soft fruits, such as strawberries and raspberries.

#### a Match the sentence halves.

1 That group sounds like
2 That boy looks
3 Nora looks like
C very soft.
D company has been

4 That guitar sounds D someone has been smoking in here.

5 Tom looks as if E really sweet.
6 Our car sounds as if F Coldplay.

8 This apple tastes

H it's got coffee in it.
9 It smells as if

I roses.

10 Your perfume smells like J it's going to break down any moment.

11 This cake tastes as if

12 The restaurant seems like

K he's just run a marathon.

L awful! You need to tune it.

b Circle the correct form.

Your boyfriend looks / looks like a rugby player. He's huge!

- 1 You've gone completely white. You look / look as if you've seen a ghost!
- 2 What's for dinner? It smells / smells like delicious!
- 3 I think John and Megan have arrived. That sounds / sounds like their car.
- 4 Have you ever tried frogs' legs? Apparently, they taste like / taste as if chicken.
- 5 Are you OK? You sound / sound as if you've got a cold.
- 6 Can you put the heating on? It feels / feels like really cold in here.
- 7 You seem / seem like really happy. Does that mean you got the job?
- 8 Your new bag feels / feels like real leather. Is it?
- 9 Let's throw this milk away. It tastes / tastes like a bit off.
- 10 Can you close the window? It smells / smells as if someone is having a barbecue.



#### the passive (all forms); have something done; it is said that..., he is thought to..., etc.

#### the passive (all forms)

The trial is being held at the moment.
 Jim was arrested last month.

8.8

**38.9** 

We saw that one of the windows had been broken.

People used to be imprisoned for stealing bread.

He paid a fine to avoid being sent to jail.

- 2 People think he was murdered by his wife.
  The body was discovered by a dog-walker.
- 1 We use the passive when we talk about an action but are not so interested in who or what does / did the action.
- To make the tense or form, we use the verb be + past participle, e.g. Murderers are usually sentenced to life in prison. The prisoner will be released next month. The tense changes are shown by the verb be, e.g. are, will be, etc.
- 2 To mention the person or thing that did the action (the agent), we use by. However, in the majority of passive sentences, the agent is not mentioned.

#### have something done (causative have)

- 1 I've just had my bank account hacked.
  We had our passports stolen from our hotel room.
  Have you ever had your car vandalized?
- 2 We've just had a burglar alarm installed. You ought to have your locks changed. We need to have the broken window repaired.

- 1 We can use have something done to refer to something (usually bad) that is done to us.
- Remember, have is the main verb, so it changes according to the tense. We use auxiliary verbs (do, did, etc.) to make questions and negatives.
- 2 This structure is also used to talk about something that we arrange (and usually pay) for someone to do for us, because we can't or don't want to do it ourselves.

#### is said that..., he is thought to..., etc.

#### active

passive

(D) 8.10

 They say that the fire was started deliberately.
 People think that the mayor will resign.

2 People say the man is in his 40s.

The police believe he has left the country.

It is said that the fire was started deliberately. It is thought that the mayor will resign.

The man is said to be in his 40s.

He is believed to have left the country.

- This formal structure is used especially in news reports with the verbs know, tell, understand, report, expect, say, believe, and think. It makes the information sound more impersonal.
- 1 We use It is said, believed, etc. + that + clause.
- 2 We use He, The man, etc. (i.e. the subject of the clause) + is said, believed, etc. + to + infinitive (e.g. to be) or perfect infinitive (e.g. to have been) when talking about the past.

#### a Rewrite the sentence in the passive.

The police caught the burglar immediately.

The burglar was caught immediately.

- Somebody has stolen my phone.
   My phone...
- 2 They are painting my house.
  My house...
- 3 They'll hold a meeting to discuss the problem.
  A meeting...
- 4 If they hadn't found the bomb, it would have exploded. If the bomb...
- 5 Miranda thinks someone was following her last night. Miranda thinks she...
- 6 I hate somebody waking me up when I'm fast asleep. I hate...
- 7 They're going to close the local police station.
  The local police station...

#### b Complete the second sentence using have something done.

I was mugged and I had my iPhone stolen.

I was mugged and I had my iPhone stolen.

Tim's social media account was hacked.
 Tim...

- 2 Has someone ever snatched your bag? Have you ever...
- 3 They need to get someone to check the CCTV to make sure that it's working. They...
- 4 Someone took our photo in front of the Colosseum. We...
- 5 As a result of the burglary, they're going to pay someone to put in a safe.
  As a result of the burglary, they...

#### c Rephrase the sentence to make it more formal.

People think the murderer is a woman.

It is thought that the murderer is a woman.

The murderer is thought to be a woman.

- Police believe the burglar is a local man.
   The burglar...
- 2 People say the muggers are very dangerous. It...
- 3 Police think the robbers entered through an open window.
  The robbers...
- 4 Police say the murderer has disappeared. It...
- 5 Lawyers expect that the trial will last three weeks.
  The trial...



#### reporting verbs

#### structures after reporting verbs

- 1 Jack offered to drive me to the airport. I promise not to tell anybody.
- €8.12
- 2 Doctors advise us to do more exercise.
  I persuaded my sister not to go out with George.
- 3 I apologized for being so late.
  The police accused Karl of stealing the car.
- To report what other people have said, we can use say or a specific verb, e.g.
   'I'll drive you to the airport.'
   Jack said he would drive me to the airport. OR
   Jack offered to drive me to the airport.
- After specific reporting verbs, there are three different grammatical patterns (1–3 in the chart).
- In negative sentences, we use the negative infinitive (not to do) or the negative gerund (not doing), e.g. He reminded me not to be late. She regretted not going to the party.
- In group 3, we can use a perfect gerund with very little difference in meaning, e.g. He admitted stealing the money. He admitted having stolen the money.

Grammatical patte	rns after reporting verbs	
1 + to + infinitive	agree offer refuse promise threaten	(not) to do sth
2 + person + to + infinitive	advise persuade ask remind convince tell encourage warn invite	sb (not) to do sth
3 + -ing form	apologize (to sb) for insist on accuse sb of recommend admit regret blame sb for suggest deny	(not) doing sth

	A			-1
Verbs	that	use a	that	clause

With agree, admit, deny, promise, and regret, you can also use that + clause.

Leo admitted stealing the watch.

Leo admitted that he had stolen the watch.

a Complete the sentence with the gerund or infinitive (with to) of the verb in brackets.

The garage advised me <u>to buy</u> a new car.
(buy)

1 Jamie insisted on for th

- 1 Jamie insisted on \_\_\_\_\_\_ for the meal. (pay)
- 2 Lauren has agreed \_\_\_\_\_\_ late next week. (work)
  3 I warned Jane those
- shoes to the park. (not wear)

  4 The man admitted \_\_\_\_\_\_ the
- woman's handbag. (steal)

  5 The doctor advised Lily
- drinking coffee. (give up)

  6 The boss persuaded Megan \_\_\_\_\_\_
- the company. (not leave)

  7 Freya accused me of \_\_\_\_\_\_ to steal her phone. (trv)
- 8 I apologized to Evie for \_\_\_\_\_\_ her birthday. (not remember)
- 9 Did you manage to convince your parents \_\_\_\_\_\_ tonight instead of tomorrow? (come)
- 10 My neighbour denies \_\_\_\_\_ my car, but I'm sure it was him. (damage)

b Complete the sentence using a reporting verb from the list and the correct form of the verb in brackets. Use an object where necessary.

accuse invite offer promise recommend refuse remind suggest threaten

Diana said to me, 'I'll take you to the station.'
Diana <u>offered to take</u> me to the station. (take)

- 1 Ryan said, 'Let's go for a walk. It's a beautiful day.'
  Ryan \_\_\_\_\_\_ for a walk. (go)
- 2 'You copied Anna's exam!' the teacher said to Simon.

  The teacher \_\_\_\_\_\_ Anna's exam. (copy)
- 3 Sam's neighbour told him, 'I'll call the police if you have any more parties.'

Sam's neighbour \_\_\_\_\_\_ the police if he had any more parties. (call)

- 4 The children said, 'We aren't going to bed. It's much too early.'
  The children \_\_\_\_\_\_ to bed. (go)
- 5 Peter said to me, 'Would you like to have dinner with me?'
  Peter \_\_\_\_\_ dinner with him. (have)
- 6 Molly said to Jack, 'Don't forget to phone the electrician.'
  Molly \_\_\_\_\_\_ the electrician. (phone)
- 7 Ricky said, 'I'll never do it again.'

Ricky \_\_\_\_\_ it again. (do)

8 Sarah said, 'You really must try Giacobazzi's. It's a fantastic restaurant.'

Sarah \_\_\_\_\_ Giacobazzi's. She said it was fantastic. (try)



#### clauses of contrast and purpose

#### clauses of contrast

- 1 Although / Though the advert said it would last for years, my dishwasher broke down after two months. My dishwasher broke down after two months, although / though the advert said it would last for years. My dishwasher broke down again, even though I'd had it repaired the week before. My dishwasher has never broken down. I hardly ever use it, though.
- 2 In spite of / Despite... her age, my mother is still very active. being 85, my mother is still very active. the fact that she's 85, my mother is still very active.
- We use although, though, even though, and in spite of or despite to express a contrast.
- 1 although, though and even though are usually used at the beginning or in the middle of a sentence.
- · though is more informal than although.
- even though is stronger than although / though and is used to express a big or surprising contrast.
- though can also be used as an adverb, usually at the end of a sentence, after a comma. In this case, it means however.
- 2 After in spite of or despite, we can use a noun, a verb in the -ing form, or the fact that + subject + verb.
- Remember <u>not</u> to use of after despite. NOT Despite of the rain,...

#### clauses of purpose

- 2 I went to the bank for a meeting with my bank manager.
- 3 I went to the bank so that I could talk to the manager in person.
- 4 I wrote down what he said so as not to forget it. in order not to
- Use to, in order to, so as to, for, and so that to express purpose.
- 1 After to, in order to, and so as to, use an infinitive.
- in order to and so as to are more formal than to.
- 2 Use for + a noun, e.g. for a meeting.
- You can also use for + gerund to describe the exact purpose of a thing, e.g. This liquid is for cleaning metal.
- 3 After so that, use a subject + modal verb (can, could, would, etc.).
- When there is a change of subject in a clause of purpose, we use so that, e.g. We bought a new car so that the children would have more space. NOT to / in order to / so as to the children... This is the only way of expressing purpose when there is a change of subject.
- 4 To express a negative purpose, use so as not to or in order not to, e.g. I wrote down what he said in order not to forget it. NOT ...to not forget it.

#### a Complete the sentences with one word.

We're very happy in our new house, though there's a lot to do. 1 We loved the film, \_\_\_\_\_ the fact that it was nearly three hours long! 2 Carl doesn't like spending money, \_\_\_\_\_ though he's very well off. 3 They went down to the harbour \_\_\_\_\_ see if they had fresh fish. 4 I'll make a list, so \_\_\_\_\_ not to forget anything. 5 My mother called the doctor's in \_\_\_\_\_ to make an appointment. 6 The cake tasted good, in \_\_\_\_\_ of not looking like the photo in the recipe book. 7 I've put the heating on quite high, so \_\_\_\_\_ the house will warm up quickly. 8 I must say that, \_\_\_\_\_ the service was poor, the meal was delicious. 9 I stopped at a motorway café \_\_\_\_\_ a quick meal before continuing on my journey. 10 He really isn't very fit. He sometimes manages to cycle to work, \_\_\_\_\_.

#### b Rewrite the sentences.

Despite not getting very good reviews, the book sold really well.

Even though the book didn't get very good reviews, it sold really well.

- 1 We stayed at a bed and breakfast so as not to spend too much money on accommodation.
  - We stayed at a bed and breakfast so that...
- 2 Despite earning a fortune, she drives a very old car. Although...
- 3 Everyone enjoyed the film, even though the ending was sad.
  - Everyone enjoyed the film, in spite of...
- 4 The plane managed to land despite the terrible weather conditions.
  - The plane managed to land, even though...
- 5 I told her I enjoyed the meal she had cooked me, so that I wouldn't offend her.
  - I told her I enjoyed the meal she had cooked me, so as...
- 6 The police closed the roads so as to allow the president's car through safely. The police closed the roads in order...



#### uncountable and plural nouns

#### uncountable nouns

1 The weather is fantastic there and there's very little \$\infty 9.12 \\
\text{traffic, so you can walk everywhere.}

The scenery is beautiful here, but it's spoiled by all the

The scenery is beautiful here, but it's spoiled by all the rubbish people leave.

- 2 Could you give me some advice about where to stay?
  One useful piece of advice is to get a travel card.
- 3 The new opera house is made mainly of glass.
  Can I have a glass of tap water, please?
- 1 The following nouns are always uncountable: accommodation, behaviour, health, politics (and other words ending in -ics, e.g. athletics, economics), progress, rubbish, scenery, traffic, weather, work.
- Uncountable nouns don't have a plural form, and they use a singular verb. NOT The sceneries are beautiful here.
- Don't use a / an with uncountable nouns. NOT There's a terrible traffic this evening.
- 2 These nouns are also uncountable: advice, bread, equipment, furniture, homework, information, luck, luggage, news, research, toast. With these, you can use a piece of to talk about an individual item.
- 3 Some nouns can be either countable (C) or uncountable (U), but the meaning changes, e.g. a glass (C) = the thing you drink out of; glass (U) = the material used to make windows. Other examples: business, iron, light, paper, space, time.

#### plural and collective nouns

1 One of the best museums is on the outskirts of the city.

**3** 9.13

My clothes are filthy. I'll put on some clean trousers / I'll put on a pair of clean trousers.

- 2 The hotel staff are very efficient.
  The cabin crew are coming round with the drinks trolley in just a few minutes.
- 1 arms (= guns, etc.), belongings, clothes, manners, outskirts, scissors, and trousers / shorts are plural nouns with no singular. They need a plural verb, and they can't be used with a / an.
- If the word refers to something with two parts, e.g. scissors, shorts, trousers, etc., it can be used with a pair of or some.
- 2 crew, family, government, police, staff, team, etc. are collective nouns and refer to a group of people. We use them with a singular verb when we are referring to the group, e.g. My family is very big, but they can also be used with a plural verb when we are thinking of the people as individuals, e.g. My family are all very talkative.
- police is always used with a plural verb.

a Circle the correct form. Tick (🗸) if both are correct.

The traffic(is)/ are awful during the rush hour.

- 1 Athletics is / are my favourite sport.
- 2 I bought a pair of / some new jeans.
- 3 Harvey's clothes look / looks really expensive.
- 4 The flight crew work / works hard to make passengers comfortable.
- 5 I found out some / a piece of interesting information at the meeting.
- 6 Could I have a paper / a piece of paper to write down the new words?
- 7 I think I'll have a / some time after lunch to help you with that report.
- 8 I've got a / some good news for you about your job application.
- 9 We've made a lot of progress / progresses this term.
- 10 Hello, Reception? Do you have an / some iron I could use?

b Right (✓) or wrong (X)? Correct the mistakes in the highlighted phrases.

> Our accommodation isn't satisfactory. ✓ The news are good. X The news is

- 1 We had a beautiful weather when we were on holiday.
- 2 They have some lovely furnitures in their house.
- 3 My brother gave me a useful piece of advice.
- 4 Do you have a scissors? I need to wrap this present.
- 5 The hotel staff are real professionals.
- 6 I need to buy a new trousers for my interview tomorrow.
- 7 Your glasses are really dirty. Can you see anything?
- 8 The homeworks were very difficult last night.
- 9 There isn't any more space in my suitcase. Can I put this jacket in yours?
- 10 The police is sure that they know who was responsible for the vandalism.



### The media

#### **VOCABULARY BANK**

#### 1 THE LANGUAGE OF HEADLINES

#### The language of headlines

Newspaper headlines, especially in tabloids\*, often use short snappy words. These words use up less space and are more emotive, which helps to sell newspapers.

\*newspapers with smaller pages that print short articles with lots of photos, often about famous people

- a Match the <u>highlighted</u> 'headline verbs' with their meaning.
  - Prime minister backs his Chancellor in latest scandal
  - Thousands of jobs axed by UK firms
  - 3 Stock market hit by oil fears
  - Astronaut bids to be first man on Mars
  - MINISTERS CLASH OVER NEW CAR TAX PROPOSAL
  - Bayern Munich boss vows to avenge defeat
  - 7 Police quiz witness in murder trial
  - 8 Actress rows with co-star over unfair pay
  - A have been cut
  - B question, interrogate
  - C is going to attempt
  - D supports
  - E disagree
  - F has been badly affected
  - G argues
  - H promises
- b 38.16 Listen and check.

**ACTIVATION** Cover A–H. Look at 1–8 and say the meanings.

#### 2 JOURNALISTS AND PEOPLE IN THE MEDIA

a Match the words and definitions.

agony aunt /ˈægəni ɑːnt/ commentator /ˈkɒmənteɪtə/ critic /ˈkrɪtɪk/editor /ˈedɪtə/ freelance journalist /ˌfriːlɑːns ˈdʒɜːnəlɪst/newsreader /ˈnjuːzriːdə/ paparazzi (pl) /ˌpæpəˈrætsi/presenter /prɪˈzentə/ reporter /rɪˈpɔːtə/

1 critic a person who writes (a review) about the good / bad

1 <u>critic</u>	a person who writes (a review) about the good / bad qualities of books, concerts, theatre, films, etc.
2	a person who describes a sports event while it's
	happening on TV or radio
3	a person who collects and reports news for
	newspapers, radio, or TV
4	a person who is in charge of a newspaper or magazine, or part of one, and who decides what should be in it
5	a person who introduces the different sections of a radio or TV programme
6	a person who writes articles for different papers and
	is not employed by any one paper
7	a person who reads the news on TV or radio
8	photographers who follow famous people around to get photos of them to sell to newspapers and magazines
9	a person who writes in a newspaper or magazine giving advice to people in reply to their letters

b 38.17 Listen and check.

**ACTIVATION** Are there any people in the media in your country that you really like or really dislike?

#### 3 ADJECTIVES TO DESCRIBE THE MEDIA

- a Match the sentences.
  - 1 The reporting in the paper was very sensational. /sen'setfonl/
  - 2 The news on Channel 12 is really biased. / barast/
  - 3 I think The Observer is the most objective of the Sunday papers. /ab'dʒektɪv/
  - 4 The film review was quite accurate. /ˈækjərət/
  - 5 I think the report was censored. /'sensad/
  - A It said the plot was poor but the acting good, which was true.
  - B It bases its stories just on facts, not on feelings or beliefs.
  - C The newspaper wasn't allowed to publish all the details.
  - D It made the story seem more shocking than it really was.
  - E You can't believe anything you hear on it. It's obvious what political party they favour!
- b 38.18 Listen and check.

**ACTIVATION** Name publications you know that are sensational, biased, or objective.

Op.82

### **Business**

#### **VOCABULARY BANK**

#### 1 VERBS AND EXPRESSIONS

a Complete the sentences with a verb from the list in the correct form (present simple, past simple, or past participle).

become close down drop grow expand export import launch manufacture market merge produce set up take over
1 Apple products are easy to market because people are immediately attracted to the stylish designs.
2 In 1989, Pepsi-Cola \_\_\_\_\_\_ a new product called Pepsi A.M., which was aimed at the 'breakfast cola drinker'. It was an immediate flop.
3 The Spanish airline Iberia \_\_\_\_\_\_ with British Airways in 2011

and became one of the world's biggest airline groups.

4 Although GAP stands for Genuine American Product, most of its

4 Although GAP stands for Genuine American Product, most of its clothes are \_\_\_\_\_ in Asia.

5 Prosciutto is a kind of Italian ham. Two of the best-known kinds are San Daniele and Parma, which are \_\_\_\_\_\_ in the Friuli and Emilia regions of Italy, and are \_\_\_\_\_ all over the world.

6 When BMW \_\_\_\_\_ Mini, the smaller company became part of the larger organization.

7 The supermarket chain Tesco \_\_\_\_\_\_ the market leader in 1995, and is still the UK's biggest-selling chain.

8 The first Zara store was opened in La Coruña in Spain in 1975, where its **head office** still is today. The company started to \_\_\_\_\_\_ into new markets in 1988, and it now has **branches** in 96 countries.

9 Many banks are now offering loans to people who want to \_\_\_\_\_ a new small business.

10 The cost of living in Iceland is so high because so many food products have to be \_\_\_\_\_\_.

11 During a boom period, the economy \_\_\_\_\_ quickly and living standards improve.

12 During a recession, many companies \_\_\_\_\_ and living standards \_\_\_\_\_.

b @9.5 Listen and check. What do the bold words mean?

c Do or make? Put the phrases in the correct column.

<u>business</u> (with) a deal (= business agreement) a de<u>ci</u>sion a job a loss (opposite *profit*) <u>market research mo</u>ney somebody re<u>dun</u>dant well / <u>bad</u>ly

d @9.6 Listen and check.

**ACTIVATION** Cover the columns in **c**. Say the phrases in the list with do or make.

#### **2 IDIOMS WITH BUSINESS**

#### D business

business is an uncountable noun when it means trade, work, etc., e.g. do business

NOT do a business. It is only countable when it means a company, shop, or factory, e.g.

I'm going to set up a business, or an event or situation, e.g. It was a terrible business.

a Match the idioms with business to their meanings A-H.

1 I think we've been through everything on today's agenda. Now, is there any other business?

Now that so many people book their holidays and travel online, many travel agencies have gone out of business.

3 Let's get down to business right away – we'll have a break after an hour or so.

4 She looks very determined – like a woman who means business.

5 A What are you doing?

B I'm sorry, but it's none of your business.

6 A Is he your new boyfriend?'

B Mind your own business!

7 He arranged to meet his ex-girlfriend because they had some unfinished business.

8 Why are you taking your tennis racket on a work trip? It's never a good idea to mix business with pleasure.

A important things that still need to be discussed or dealt with

B (informal) it's not something that concerns you

C start dealing with the matter that needs to be dealt with, or doing the work that needs to be done

D closed down because there is no more money or work

E (informal) have serious intentions

F things that are discussed at the end of an official meeting

G try to do something enjoyable when you also need to work

H (informal) think about your own affairs and don't get involved in other people's lives

b 39.7 Listen and check.

ACTIVATION Cover the idioms and look at the definitions. Say the idioms.

#### **VOCABULARY BANK**

# Word building

# 1 PREFIXES AND SUFFIXES WHICH ADD MEANING

- a Match the **bold** prefixes in sentences 1–11 to their meanings A–K.
  - 1 G Mumbai is a very overcrowded city.
  - 2 Tokyo was one of the first megacities.
  - 3 This part of the city is very poor and underdeveloped.
  - 4 London is a very multicultural city, with many different races and religions.
  - 5 The quickest way to get around New York is on the subway.
  - 6 Many people in Montreal, Canada, are bilingual – they speak English and French.
  - 7 If you want to avoid the traffic jams in Bangkok, get the monorail.
  - 8 The autopilot was switched on after the plane had taken off.
  - 9 Vandalism, especially breaking public property, is very antisocial behaviour.
  - 10 I misunderstood the directions that man gave me, and now I'm completely lost.
  - 11 He's doing a postgraduate degree in aeronautical engineering.

A against G too-much
B many H two
C enormous I after
D not enough J under
E one K wrongly

- F by (it)self
- b @9.14 Listen and check.
- c Match the **bold** suffixes to their meaning.
  - 1 There are a lot of homeless people in this city. The situation is hopeless.
  - 2 Be careful how you drive! The instructions were very useful.
  - 3 The police usually wear bulletproof vests. My watch is waterproof.
  - 4 Their new laptops are completely unbreakable. I don't think the tap water here is drinkable.

A with C resistant to B can be done D without

d @9.15 Listen and check.

**ACTIVATION** Cover sentences 1–11 in **a**. Look at meanings A–K and say the prefixes.

#### 2 NOUNS FORMED WITH SUFFIXES

Common noun suffixes

For nouns made from verbs:

-ion / -(a)tion pollute - pollution; expect - expectation

-ment de<u>ve</u>lop – de<u>ve</u>lopment

For nouns made from adjectives:

-ness cold – coldness

-ence / -ance convenient - convenience; abundant - abundance

For abstract nouns made from nouns or adjectives:

-hood <u>neigh</u>bour - <u>neigh</u>bourhood

-ism <u>mo</u>dern – <u>mo</u>dernism

a Complete the chart with nouns from the words in the list.

absent accommodate alcohol brother child distant employ entertain excite friendly govern ignorant improve intend lonely race reduce ugly vandal violent weak

-ion / -(a)tion	-ment	-ness	-ence / -ance	-ism	-hood

b @9.16 Listen and check.

**ACTIVATION** Cover the chart and look at the words in the list. Say them with the correct suffix.

#### **3 NOUNS WHICH ARE DIFFERENT WORDS**

- Noun formation with spelling or word change

  Some nouns made from verbs or adjectives are completely different words, e.g. choose choice, poor poverty.
- a Write the verb or adjective for the following nouns.

		Noun
1	(verb)	loss /lps/
2	(verb)	death /de0/
3	(verb)	success /sək'ses/
4	(verb)	thought /0o:t/
5	(verb)	be <u>lief</u> /br'li:f/
6	(adj.)	heat /hi:t/
7	(adj.)	strength /strenkθ/
8	(adj.)	hunger /'hʌŋgə/
9	(adj.)	height /hart/
10	(adj.)	width /wɪdθ/

b @9.17 Listen and check.

**ACTIVATION** Cover the **noun** column. Look at the verbs and adjectives and say the nouns.

### Living in Milton Keynes

#### Introduction

This report describes the town of Milton Keynes. It gives some information about the history of the town and some of its features and facilities, and includes a personal view of what it is like to live there.

1

In the 1960s, town planners wanted to encourage people to move out of London. Their idea was to create a modern, efficient town with good facilities that would be easy to travel around and healthy to live in. So, the 'new town' of Milton Keynes was built in the south-east of England.



The town now has a population of around 250,000. Wide, straight roads join the different living districts, with many lakes and green spaces between them. The centre is a business and shopping district. In terms of transport, Milton Keynes is particularly well-connected; it is near the M1 motorway and is midway between London, Birmingham, Oxford, and Cambridge.

In general, it is a town that is easy to walk or cycle around. For those who enjoy more challenging sports, there are some superb facilities. These include Treetop Extreme, the biggest 'high rope' adventure course in the UK, and Snozone, an indoor real snow slope where you can learn to ski and snowboard.

4

Milton Keynes was the first place in the UK to have a multiscreen cinema, and there is also a large concert venue called The Bowl. It has an international orchestra and over 200 works of public art – it is particularly famous for the sculpture of concrete cows.

#### Conclusion

To sum up, it seems that \_\_\_\_\_\_. Some people feel that new towns lack atmosphere and a sense of community, but the majority of residents here are proud of their town. 'Things tend to be

of their town. 'Things tend to be more modern and spectacular in Milton Keynes than anywhere else,' says Simon Clawson, who has lived there since he was four years old. On balance, the planners of the 1960s have achieved their aims.

- a Read the introduction to the report. What is it going to cover?
- b Read the rest of the report. With a partner, match the headings to paragraphs 1-4.

Activities Culture History Present day

- c Tick (/) the kinds of information that are mentioned in the main paragraphs of the report.
  - what the town planners wanted to achieve
  - the size of the town
  - the layout of the town
    - where people work
- transport connections
- the cost of accommodation
- things to see
- things to do
- d Choose the best option to complete the conclusion of the report.

some people aren't happy living in Milton Keynes

the new town of Milton Keynes has been a success

Milton Keynes has the best facilities in the UK

- e You have been asked to write a report for an English language magazine on life in a modern city. Plan the content. With a partner, decide...
  - 1 which city you are going to write about.
  - 2 what headings you can use to divide up your report.
  - 3 what information to include under each heading.
  - 4 the aim and content of the introduction.

- f Write 140–190 words, including an introduction, and three or four paragraphs with headings. Summarize the main point(s) in your conclusion. Use a neutral / formal style, and use expressions from Useful language.
  - Useful language: Signposting

Introductions and conclusions:

This report describes... / The purpose of this report is to...

To sum up / To conclude / In conclusion

To introduce a topic: In terms of (transport)...

To emphasize sth:

(Milton Keynes) is particularly / especially (well positioned)

To generalize:

In general / Generally speaking, (it's a town that's easy to walk around) On balance,... / On the whole,... The majority of / Most (residents)...

Things tend to be / are usually...

g Check your report for mistakes (grammar, punctuation, and spelling).



# Writing

#### 1 AN INFORMAL EMAIL

From: Anna

To: johnstons586@gmail.com

Subject: News!

Hi Sue.

Sorry that I havent been in touch for a while, but I've been ill. I got flu last week and I had a temprature of 39°C, so I've been in bed since four days. I'm feeling a bit better today, so I've been catching up on my emails. Luckly, my classes at university don't start till next week.

How are you? What have you been doing? Anything exciting. Here everyone are fine (apart from me and my flu!). My brother lan has just started his new job with a software-company — I think I told you about it when I last wrote — anyway, so far, he's really been enjoying it. How are your family? I hope their well.

I have some good news – I'm going to a conference in your town in may, from 16th to 20th. Could you recomend a hotel where I could stay, in the centre of town? It needs to be somewhere not too expensive because the university is paying. I'll have a free half-day for siteseeing. Do you think you'll be able show me around? That would be great.

Well, that's all for now. Please give my regards to your parents.

Hope to hear from you soon.

Take care,

Anna

PS Please reply to this email address. I've stopped using the old Yahoo one.

- Beginning an informal email When you are writing an informal email, it is more usual to start with Hi than with Dear.
- a Read the email from Anna. It has 12 highlighted mistakes – four grammar or vocabulary, four punctuation, and four spelling. With a partner, decide what kind of mistake each one is and correct it.

**b** Read Anna's email again and find phrases that mean...

emailed, messaged, or phoned reading and replying to Have you been doing anything fun? I don't have any more news. send my best wishes to

c You're going to answer Anna's email. Look at the Useful language expressions and try to complete them.

Useful language: an informal email Opening expressions						
	your email	/ letter.				
It was great 2	hear t	from you.				
1172.0	aven't been in too writing earlier.	uch for a while. / Sorry				
14	you and your fan	nily are well.				
Responding	to news					
Glad to 5	that you're	e all well.				
Sorry 6	hear about y	your exam results.				
Good 7	with the ne	w job.				
Hope you 8_	better s	soon.				
Closing expr	essions					
	ell, that's all <sup>9</sup>	now.				
10	my regards (love)	to				
Hope to hear	r from you soon. /	Looking 11				
to hearing fro	om you soon.	58 Pa				
Take 12	/ (Lots of) lo	ve				
13	wishes / Regards					
Something y	ou forgot and w	ant to add				
14	Don't forget to se	end me the photos you				

- d Plan the content of your email.
  - 1 <u>Underline</u> the questions in the email that Anna wants you to answer.
  - 2 <u>Underline</u> other places in the email where you think you need to respond, e.g. I've been ill.
  - 3 Think about how to respond to each of the things you've underlined.
- Write 140–190 words, in two or three paragraphs. Use informal language (contractions, etc.), and expressions from Useful language.
- f Check your email for mistakes (grammar, punctuation, and spelling).

# We are family

G have: lexical and grammatical uses V personality P using a dictionary













#### LISTENING

- Look at some photos of 19th- and 20thcentury families from an exhibition. They show members of a royal family, two statesmen, a writer, a scientist, and an artist. Discuss the questions with a partner, giving your reasons.
  - 1 Do you recognize or know anything about any of the people?
  - 2 What family relationships do you think are shown?
  - 3 Which do you think are the oldest and the most recent photos?

- b 1.2 Listen to an audio guide from the exhibition. For each photo, write:
  - the name and occupation of the most famous person in the photo.
  - · what relation to them the other people are.
  - the year it was taken.

How many answers in a did you get right?

Listen again and answer the questions with the name of one or more people in the photos.

Who ...?

- 1 had a difficult relationship
- 2 had a very close relationship
- 3 died a violent death
- 4 is still alive today
- 5 was thought to be alive for many years after his / her death

- d Look at some phrases from the audio guide. With a partner, say who they refer to and explain what the **bold** collocations mean.
  - 1 the story of her survival was conclusively disproved
  - 2 as so many of this ill-fated family
  - 3 she wrote a damning description of him
  - 4 their **shared beliefs** in national independence and education
  - 5 she was **strongly opposed** to many of his views
  - 6 he left home...in the dead of night
  - 7 she sought refuge with her beloved brother
- e Which photo draws you in the most? Why?

#### 2 SPEAKING

- a Work in small groups. Answer the questions.
  - Do you have many old family photos? Are any of them framed or displayed? What's the oldest family photo that you've seen?
  - Who is your oldest living relative? How much contact do you have with him / her?
  - Who are you closest to in your family?
     Why do you get on well? Is there anyone you don't get on with?
  - Who are you most like in your family? Are there any family traits (appearance or personality) that members of your family share?
- b You're going to discuss the statements below. First, decide individually what you think about each one. Think of reasons and examples to support your opinion.

### Parents should never try to be their children's friends.

People who are very dedicated to their work rarely manage to have a happy family life.

When children are young, it's better for one parent not to work and to look after them.

The only person who should be allowed to criticize your family is you, not your partner or friends.

Marrying very young almost inevitably ends badly.

You have to love your family, but you don't have to like them.

#### Half-agreeing and politely disagreeing

When you're sharing opinions, especially with people you don't know very well, and you don't entirely agree with them, it's more polite to use expressions of half-agreeing or politely disagreeing to introduce your point of view.

#### Half-agreeing

I see what you mean, but...
I agree up to a point, but...
I agree in theory, but...

#### Politely disagreeing

I'm not sure I agree with you. I don't really think that's right.

- c 1.3 Listen to five short conversations which include the expressions from the information box. Focus on the intonation in the expressions.
- d 1.4 Listen again and repeat the expressions, copying the intonation.
- Work in your groups and discuss the statements in b. If you half-agree or disagree, use expressions from the box.

#### 3 GRAMMAR have: lexical and grammatical uses

- a With a partner, look at all the sentences in groups 1–4. Answer the two questions for each group.
  - Are all the options possible?
  - Is there any difference in meaning or register?
  - 1 I haven't got
    I don't have any siblings.
    I haven't
  - 2 I've been making loads of food for a family dinner tonight.
  - 3 Have we got to Do we have to dress up for the party, or is it just family?
  - 4 I've had some lovely photos taken of the children.

#### b @ p.142 Grammar Bank 1A

- c With a partner, say if each of the sentences below is true for you or not and why.
  - I'm the most competitive person in my family. Whenever I play a sport or game, I always have to win.
  - When someone in my family annoys me, I always keep quiet rather than having it out with them.
  - I've been arguing a lot with my family recently.
  - I don't mind having my photo taken, but I'd hate to have my portrait painted.
  - I've got a lot of 'friends' on social media, but I only have a few close friends that I see regularly face-to-face.
  - I've got to try to get out more. I spend too much time at home.
  - I have a few possessions that are really important to me and that I would hate to lose.
  - I've never wanted to leave home. I'm happy living with my parents.

#### 4 VOCABULARY personality

Look at the adjectives from the list that describe personality. Underline three that you think would make someone a good parent, and circle three that would make them a good partner.

affectionate ambitious assertive bossy honest loyal mature moody open-minded outgoing patient reliable sensitive stubborn

- Compare with a partner. Then decide together which adjectives might make someone a difficult parent or partner.
- V p.162 Vocabulary Bank Personality

#### **PRONUNCIATION** using a dictionary

#### determined adj

BrE /dr'ts:mind/ (1); NAmE /dr'ts:rmind/ (1)

(of people) someone who, having made a decision, will not let anyone prevent them from carrying it out

- 1.8 Look at the dictionary entry for determined. Focus on the phonetics. Which syllable is stressed? What difference is there between the two pronunciations? Listen and check.
- b Underline the stressed syllable in the words below.
  - 1 con sci en tious
- 5 spon taine ous
- 2 re source ful
- 6 straight for ward
- 3 sar cas tic
- 7 steady
- 4 tho rough
- 8 self-sufficient
- What vowel sound do the stressed syllables have? Choose from the sound pictures below.











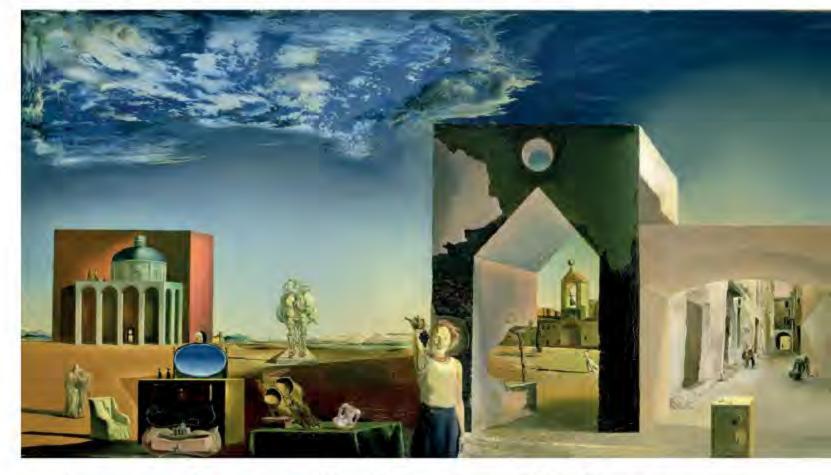


- 1.9 Listen and check.
- Look at the phonetics for some more adjectives of personality. With a partner, work out how they're pronounced, and say how they're spelled and what they mean. Then check with a dictionary.
  - 1 / æŋkʃəs/
- 3 /'nəuzi/
- 5 /stindai/

- 2 /larvli/
- 4 /ˈsəuʃəbl/
- What features do you find most useful in the dictionary you use?

#### **6** READING & SPEAKING

- To what extent do you think the following are good ways of predicting personality types?
  - online quizzes
- · your handwriting
- personality tests
- · your star sign
- You're going to do a well-known personality test. Before you start, look at the painting for 30 seconds. Write what you see. You'll need this when you do the test.



- Language in context Look at the test What's your personality? Read the questions and possible answers. With a partner, try to work out the meaning of the highlighted phrasal verbs and idioms, but don't look them up yet.
- Now look them up in a dictionary and check your answers.

#### Looking up phrasal verbs and idioms in a dictionary Phrasal verbs PHR V

Phrasal verbs are listed in alphabetical order after the entry for the verbs.

For phrasal verbs with an object, the object (sb or sth) is shown between the two parts, e.g. put sth off. This means the phrasal verb is separable, and the object can go between the verb and the particle or after the particle. If the object is shown after the particle, e.g. look for sth, it means the verb and the particle cannot be separated.

#### Idioms IDM

You can usually find the definition of an idiom under one of its 'main' words (nouns, verbs, adverbs, or adjectives, but NOT prepositions and articles), e.g. the definition of catch your eye will be given under catch or eye.

After some very common verbs, e.g. be and get, and adjectives, e.g. good and bad, the idioms are usually under the entries for the next 'main' word, e.g. be a good sport comes under sport.

Do the test. For each question, decide which answer best describes you and circle a-d.

# Adapted from the BBC website

# WHAT'S VOU PERSONALITY?

#### A PLANNER OF SPONTANEOUS

- 1 Are you...?
  - a a perfectionist who hates leaving things unfinished
  - b someone who hates being under pressure and tends to overprepare
  - c a bit disorganized and forgetful
  - d someone who puts things off until the last minute
- 2 Imagine you have bought a piece of furniture that requires assembly (e.g. a wardrobe or a cupboard). Which of these are you more likely to do?
  - a Check that you have all the items and the tools you need before you start.
  - b Carefully read the instructions and follow them to the letter.
  - c Quickly read through the instructions to get the basic idea of what you have to do.
  - d Start assembling it right away. Check the instructions only if you get stuck.
- 3 Before you go on holiday, which of these do you do?
  - a Plan every detail of your holiday.
  - b Put together a rough itinerary, but make sure you leave yourself plenty of free time.
  - c Get an idea of what kinds of things you can do, but not make a decision until you get there.
  - d Book the holiday at the last minute and plan hardly anything in advance.

#### **B FACTS OF IDEAS**

- 4 Which option best describes what you wrote about the painting in **b** on page 8?
  - a It's basically a list of what appears in the painting.
  - b It tells the story of what's happening in the painting.
  - c It tries to explain what the painting means.
  - d It's a lot of ideas that the painting made you think of.
- 5 You need to give a friend directions to your house in the country. Do you...?
  - a write a list of detailed directions
  - b give them the postcode and expect them to use a satnay
  - c give rough directions
  - d draw a simple map showing only the basic directions
- 6 When you go shopping at the supermarket, do you...?
  - a always go down the same aisles in the same order
  - b carefully check prices and compare products
  - c buy whatever catches your eye
  - d go round a different way each time, according to what you want to buy

#### C HEAD OF HEART

- 7 If an argument starts when you are with friends, do you...?
  - a face it head-on and say what you think
  - b try to find a solution yourself
  - c try to keep everyone happy
  - d do anything to avoid hurting people's feelings
- 8 Imagine you had the choice between two flats to rent. Would you...?
  - a write what your ideal flat would be like and then see which one was the most similar
  - b make a list of the pros and cons of each one
  - c just go with your gut feeling
  - d consider carefully how each flat would suit the other people living with you
- 9 Imagine a friend of yours started going out with someone new, and they asked you for your opinion. If you really didn't like the person, would you...?
  - a tell them exactly what you thought
  - b be honest, but as tactful as possible
  - c try to avoid answering the question directly
  - d tell a white lie

#### D INTROVERT OF EXTROVERT

- 10 You are out with a group of friends. Do you...?
  - a say hardly anything
  - b say a little less than most people
  - c talk a lot
  - d do nearly all the talking
- 11 When you meet a new group of people, do you...?
  - a try to stay with people you already know
  - b have to think hard about how to keep the conversation going
  - c try to get to know as many people as possible
  - d just enjoy yourself
- 12 If your phone rings while you are in the middle of something, do you...?
  - a ignore it and carry on with what you're doing
  - b answer it quickly, but say you'll call back
  - c have a conversation, but make sure you keep it short
  - d welcome the interruption and enjoy a nice long chat
- f Now find out which type you are for each section.
  - A more a and b = PLANNER more c and d = SPONTANEOUS
  - B more a and b = FACTS more c and d = IDEAS
- c more a and b = HEAD more c and d = HEART
- D more a and b = INTROVERT more c and d = EXTROVERT
- **Communication** What's your personality? p.106 Find out which personality you have and read the description. Compare with a partner. How accurate were the descriptions of your personalities?

Whenever you are asked if you can do a job, tell 'em, 'Certainly I can'. Then get busy and find out how to do it. Theodore Roosevelt, US President 1901–1909

G discourse markers (1): linkers V work P the rhythm of English

#### **VOCABULARY** work

Look at some adjectives which are often used to describe jobs. With a partner, brainstorm three jobs which could be described with each of the adjectives.

challenging repetitive

rewarding

- V p.163 Vocabulary Bank Work
- What qualities and features are important to you in a job?

#### **READING & LISTENING**

- Look at the title of the article and the five photos of Emma Rosen. What job do you think she's doing in each photo?
- Read the article once and check your answers to a. Then answer the questions with a partner.
  - 1 What qualification did Emma need for her job as a civil servant?
  - 2 What did she see as the pros and cons of the job?
  - 3 How did she prepare for her year trying out different jobs?
  - 4 Did you want to do any of the jobs Emma mentions when you were growing up?



# 25 jobs before she was 25

mma Rosen had one of the best, most sought-after graduate Lijobs in the country, in the civil service. 20,000 people apply, but fewer than 1,000 are offered jobs. But it turned out that she didn't like commuting and she didn't like sitting at a desk all day, and she struggled to see how what she was doing would make much difference to anything. 'I thought, 'Get over it, you're being a snowflake millennial," she says. 'I had a job for life. I thought, 'I'm so lucky to be here, I can't believe I'm not enjoying it. What's wrong with me? Why am I so ungrateful and selfish?"

Emma could have gone to work every day and complained about her job until she reached retirement age. Instead, she decided to find out what made her happy, what her skills were, and what sort of career would use them. She wrote a bucket list of the jobs she had wanted to do since childhood and set about getting two-week placements in all of them, over the course of a year. She was 24 years old, and before her 25th birthday she

wanted to have tried out at least 25 different jobs. She spent the months before she resigned from the civil service saving up her salary to cover the cost of her year off, and spent all her free time setting up the different jobs.

'There was archaeology in Transylvania, property development for a company in London, alpaca farming in Cornwall, wedding photography, travel writing, interior design, journalism, landscape gardening, marketing, TV production, publishing all things that I thought I might want to do.'

#### Glossary

snowflake /'snouflerk/ (informal, disapproving) a person who is too sensitive to criticism and easily upset

millennial /mɪˈleniəl/ a person who became an adult in the early 21st century

bucket list /bakit list/ a list of things people want to do in their lifetime, e.g. places they'd like to travel to

c 1.13 You're going to listen to an interview with Emma. Which of the jobs she mentions in the last paragraph of the article do you think she liked the most / the least? Listen to Part 1 and check.

#### Glossary

**networking** trying to meet and talk to other people who may be useful to you in your work

cold-calling telephoning somebody that you do not know, in order to sell them something or get them to do something for you

shear /ʃiə/ cut the wool off an animal, e.g. a sheep

typo /tarpou/ a small mistake in a text

- d With a partner, look at the points below and see if you can remember any of the information from Emma's answers. Then listen again and make notes about:
  - 1 how she got the jobs.
  - 2 what she could find out about a job in two weeks.
  - 3 why it didn't matter that she didn't have qualifications for the jobs.
  - 4 what the job she liked best involved.
  - 5 what she didn't like about her least favourite job.
- e 1.14 Now listen to Part 2. Choose a, b, or c.
  - 1 One thing Emma learned from the experience was that .
    - a she enjoyed things that she was good at
    - b she discovered what her ideal job was
    - c she might end up doing many different jobs
  - 2 She thinks that in the future
    - a young people will still be doing 9-5 jobs
    - b people will no longer retire in their 60s
    - c people will need many more technical skills
  - 3 One thing she thinks young people need to learn is how to \_\_\_\_ that might help them in their career.
    - a form relationships
    - b choose subjects
    - c get qualifications
  - 4 At the moment Emma \_\_\_\_.
    - a only works as a writer
    - b teaches journalism in a public school
    - c doesn't have one specific job

5 Emma believes that what jobs she does in the future may depend on \_\_\_\_.

a where she decides to live

b how old she is

c how many children she has

Imagine you have decided to do the same thing as Emma. Make a list of five jobs you would like to try. Then compare with a partner and explain why you chose the jobs. Do you both agree with Emma's view that a career for life no longer exists?

#### 3 PRONUNCIATION & SPEAKING the rhythm of English

## Fine-tuning your pronunciation: the rhythm of English

In spoken English, words with two or more syllables have one main stressed syllable. In sentences, some words have stronger stress and other words are weaker. This pattern of strong and weak stress gives English its rhythm. Stressed words in a sentence are usually content words, e.g. nouns, verbs, adjectives, and adverbs. Unstressed words tend to be function words and include auxiliary verbs, prepositions, conjunctions, determiners, and possessive adjectives.

- a 1.15 Listen to some extracts from Emma's interview in 2. Then practise saying them, trying to copy the rhythm as exactly as possible.
  - 1 It was just enough to get a flavour of it.
  - 2 I wasn't <u>expected</u> to <u>have qualifications</u> or to <u>lead</u> my <u>own work</u>.
  - 3 The <u>first half</u> of <u>each day</u> was <u>traditional</u> <u>farming jobs...</u>
  - 4 Networking was a big part of it, too.
  - 5 But what I found out was that that's not necessarily true at all.
- b Choose two people you know: one who really likes their job and one who doesn't. Think about:
  - what their job is and what it involves.
  - what kind of company or organization they work for, or whether they are self-employed.
  - how long they have been doing the job, and what they did before.
  - · how they feel about their job and why.
- c In small groups, describe the people in b. Try to use natural rhythm.
- d Of the jobs that you have all described in your group, each say if there is one that...
  - you would quite like to try.
  - you might consider trying if you needed the money.
    - you would never do under any circumstances.

#### 4 READING

- a The Guardian runs a weekly series called What I'm really thinking, where people in different jobs or situations reveal their true feelings. Look at the titles of the three articles. What do you think each person might like and dislike about their job?
- b Read the articles and check your answers to a. Which person, A-C,...?
  - 1 enjoys their job the most
  - 2 enjoys their job the least
  - 3 doesn't have a good relationship with some of their colleagues
  - 4 trains others as part of their job
  - 5 struggles with the lack of sleep
  - 6 helps people in need
- c Read the articles again. With a partner, say what you think the people mean by the following phrases or sentences.
  - 1 ...it's my structure and my sanity.
  - 2 ...I challenge someone's expectations a little bit...
  - 3 ...'night receptionist' is not a good thing to put on a CV.
  - 4 Travelling against commuter traffic is great...
  - 5 ...have random weekdays off.
  - 6 ...with almost zero opportunities to develop broader interests...
- d Look at the <u>highlighted</u> phrases in the articles and work out their meaning from the context. Then match them to definitions 1–7.

1		= managed to arrive		
2		= not understood the		
	most important fa	ct		
3		= do things		
	spontaneously, without reflecting			
4		= defend myself		
5		= continue working hard		
	without respite			
6		= ended a long time ago		
7		= reasonable, acceptable		

e Were you surprised by anything the three people said?

# What I'm really

### The female boxing coach

Apparently, I don't look like a boxer. I get told that a lot. I've lost count of the number of times people have exclaimed, 'What about your nose?' and 'What if you mess up your face?' They've missed the point: I'm not a model, so what does it matter if my



nose isn't straight? And anyway, boxing means more to me than that: it's my structure and my sanity. Cheaper than therapy, that's what we say. Injuries are part of the game, but I've been lucky so far.

As the only girl in my gym, I'm aware that I'm a novelty. I've always been a tomboy, though, so it doesn't bother me to train with the blokes. Some men don't like to box with a woman, and that's fair enough. But mostly they get used to it.

When I'm not in the mood and consider giving up, I think about the children I help teach. There are a couple of young girls coming up who are really good and I want to be an example. Every time I hold my own in the ring, I challenge someone's expectations a little bit, and I'm proud of myself for that.



# The night receptionist

People assume I get bored, but I enjoy the solitude. I like the hourly walks through the quiet corridors and listening to the patter of the rain on the windows while enjoying a cup of tea. I enjoy finishing a good book or watching the birds in the car park feeding on the muffins I put out yesterday.

The tiredness is the hardest. Sometimes I have a good routine and my sleep is not affected. Other times, I walk into doors, zombie-like, and occasionally I've been surprised to find that I've actually made it home. My husband tells me I should find a new job, and I have been applying for some since I began working here, but 'night receptionist' is not a good thing to put on a CV.

I'm good with people; I just don't like a lot of them. But though my job often perpetuates this dislike, I am compassionate towards those in need. I never think twice about letting someone in from the cold, or giving away a free room if it is a genuine cause. But if the intercom goes off at 2 a.m. and I see a couple who can hardly stand, I'll probably say the hotel is full, even when it isn't, especially if I've just made a tea.

# thinking

# The orchestral musician



I have done this for so long, my mind is free to wander while I play. The thrill of this being a fresh challenge has long gone: I just want to get to the end of the concert and go home. Travelling against commuter traffic is great, but it's also a reminder that most people are on their way to relax and I'm only just getting started.

We're not all friends. The person on my right had an affair with the person on my left, and the ex sits close by. People fraternize exclusively according to the instrument they play, especially on tour.

Late nights and out-of-town work mean
I often get home after midnight, but I sleep
only around six hours or I'll miss the family
in the only half-hour we have together.
I work most weekends and holidays, then
have random weekdays off. The freelance
pay structure and low fees keep my
nose to the grindstone, with almost zero
opportunities to develop broader interests
or a social life outside.

Adapted from The Guardian

### 5 GRAMMAR discourse markers (1): linkers

- a Read some extracts from other What I'm really thinking articles. Match them to the jobs from the list. What point is each person making about their job?
  - A&E doctor dental hygienist fashion stylist political advisor university lecturer 999 operator
  - Although it is not my place to judge, I get frustrated sometimes. The man who rang because his toothpaste was burning his mouth; the mother whose baby was afraid of a fly.
  - When you are really disengaged and disconnected, I see hands reach for phones in bags. Sometimes you even pass notes and giggle. Yet I also see you when you laugh at my jokes.
  - 3 I'm exhausted. It is demoralizing to start a shift only to find that the department already has a four-hour wait to see someone. There are people lining the corridors, and there is nowhere to take new patients, and consequently the wait gets longer.
  - One supermodel arrived at a shoot three hours late, then spent another couple of hours looking at Twitter while everyone waited for her. Then she was a nightmare. She was a world-class bully, and said she had never met anyone as rude as me. However, I fought back and she was lovely after that though she made me sign a non-disclosure agreement not to talk about the shoot.
  - I'm only here in order to help get you elected. But why you? Yes, I know, you won the party's nomination, but did they realize that, despite your firm handshake and boyish charm, you know as much about corporate tax policy as I know about astrophysics?
  - 6 I know it's not the most pleasant experience, so I try to alleviate the worry...
- b With a partner, write the <u>highlighted</u> linkers in the correct column.

result	reason	purpose	contrast
			Although

### 

- d 1.16 Listen and write the first halves of eight sentences. Compare with a partner, and then decide together how you think the sentences might continue.
- e 1.17 Now listen and complete the sentences from d. Are they similar to what you predicted?

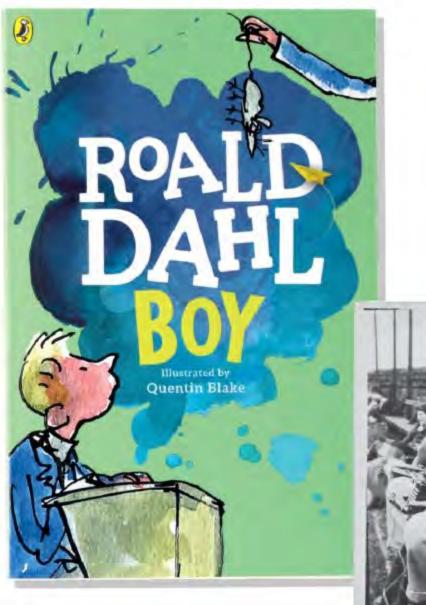
### 6 WRITING

w p.116 Writing A job application Analyse a model email applying for a job, and write a covering email.

G the past: habitual events and specific incidents V word building: abstract nouns P word stress with suffixes

### READING

Imagine that you were going to write your autobiography. What periods or specific incidents from your childhood would you definitely include?





- Read Part 1 of an extract from Boy, the autobiography of author Roald Dahl. Answer the questions with a partner.
  - 1 Why did the chocolate bars have numbers stamped underneath them?
  - 2 What do you think was the point of the 'control' bar?
  - 3 What exactly did the boys have to do?
  - 4 Why was it clever of Cadbury's to use the boys?
  - 5 How did the boys behave when they were sampling the products?
- Now do the same for Part 2.
  - 1 How did Roald Dahl imagine the 'inventing room' to be?
  - 2 What did he imagine himself doing in his recurring dream?
  - 3 How did he imagine Mr Cadbury reacting to his invention?
  - 4 How did the testing of the chocolate bars influence Dahl in his later life?

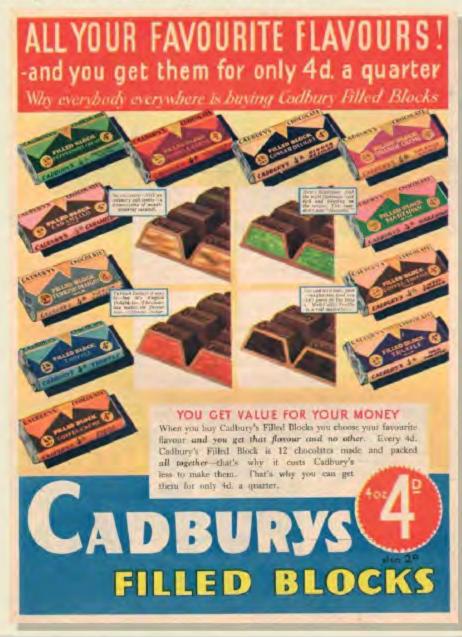
### PART 1

Every now and again, a plain grey cardboard box was dished Lout to each boy in our House, and this, believe it or not, was a present from the great chocolate manufacturers, Cadbury. Inside the box there were twelve bars of chocolate, all of different shapes, all with different fillings, and all with numbers from one to twelve stamped on the chocolate underneath. Eleven of these bars were new inventions from the factory. The twelfth was the 'control' bar, one that we all knew well, usually a Cadbury's Coffee Cream bar. Also in the box was a sheet of paper with the numbers one to twelve on it as well as two blank columns, one for giving marks to each chocolate from nought to ten, and the other for comments.

All we were required to do in return for this splendid gift was to taste very carefully each bar of chocolate, give it marks, and make an intelligent comment on why we liked or disliked it.

It was a clever stunt. Cadbury's were using some of the

greatest chocolate-bar experts in the world to test out their new inventions. We were of a sensible age, between thirteen and eighteen, and we knew intimately every chocolate bar in existence, from the Milk Flake to the Lemon Marshmallow. Quite obviously our opinions on anything new would be valuable. All of us entered into this game with great gusto, sitting in our studies and nibbling each bar with the air of connoisseurs, giving our marks and making our comments. 'Too subtle for the common palate' was one note that I remember writing down.



2.1 Language in context Roald Dahl achieves a more dramatic effect in Part 2 through his choice of language. Look at the dramatic verbs and listen to Part 2 as an extract from an audio book. Match the verbs to their synonyms 1–7.

р	icture	bubbling away	concocti	ng	grab	rushing	leap	slap
1		= jump	4			_ = boilin	g	
2		= take quick	cly	cor	ntinuou	sly		
	(in one	e's hand)	5			_ = runnii	ng qui	ckly
3		= creating b	by 6			_ = hit (w	ith the	hand)
	mixing	together	7			= imagi	ne	

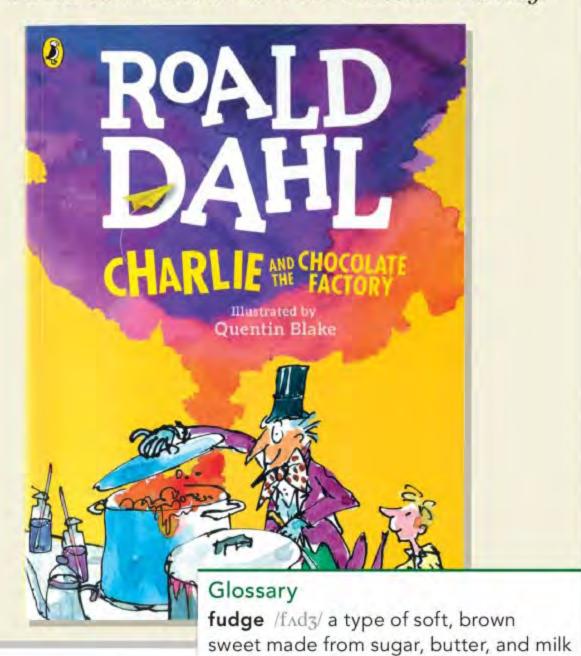
# Abridged from Boy by Roald Dahl

### PART 2

For me, the importance of all this was that I began I to realize that the large chocolate companies actually did possess inventing rooms and they took their inventing very seriously. I used to picture a long white room like a laboratory with pots of chocolate and fudge and all sorts of other delicious fillings bubbling away on the stoves, while men and women in white coats moved between the bubbling pots, tasting and mixing and concocting their wonderful new inventions. I used to imagine myself working in one of these labs and suddenly I would come up with something so unbearably delicious that I would grab it in my hand and go rushing out of the lab and along the corridor and right into the offices of the great Mr Cadbury himself. 'I've got it, Sir' I would shout, putting the chocolate in front of him. 'It's fantastic! It's fabulous! It's marvellous! It's irresistible!'

Slowly, the great man would pick up my newly-invented chocolate and he would take a small bite. He would roll it round his mouth. Then all at once, he would leap up from his chair, crying, 'You've got it! You've done it! It's a miracle!' He would slap me on the back and shout, 'We'll sell it by the million! We'll sweep the world with this one! How on earth did you do it? Your salary is doubled.'

It was lovely dreaming those dreams, and I have no doubt at all that thirty-five years later, when I was looking for a plot for my second book for children, I remembered those little cardboard boxes and the newly invented chocolates inside them, and I began to write a book called *Charlie and the Chocolate Factory*.



e What kind of child do you get the impression that Roald Dahl was? When you were a child, what did you use to dream of doing?

- 2 GRAMMAR the past: habitual events and specific incidents
- a Look at the highlighted verbs in Part 2 of the extract from Boy. Which ones describe...?
  - 1 specific incidents in the past
  - 2 repeated or habitual actions in the past
- b What other verb forms do we use in these contexts?

### 3 SPEAKING

- a ② 2.2 Listen to six people starting to tell a story about their childhood. What different expressions do they use to say approximately how old they were at the time?
- b With a partner, choose two of the topics below and talk about things you habitually did or felt in your childhood.

When I was little, I used to be terrified of the dark, and I'd always sleep with the light on...

## things I used to be afraid of my primary school

places we would go to for family holidays food and drink I used to love (or hate)

Christmas or a special celebration

being ill

toys and games I used to love

# birthdays nightmares I used to have

c Now take turns to choose one of the topics and talk about a specific incident from your childhood.

I remember the time when we went on our first family holiday abroad...

### 4 WRITING

 p.118 Writing An article Analyse an article about how children's lives have changed over the last 50 years, and write an article.

### **5 LISTENING & SPEAKING**

- a ② 2.3 Listen to Part 1 of a radio programme about early childhood memories. Answer the questions for each speaker 1–3.
  - · How old was he / she?
  - What event was his / her memory of?
  - What emotion(s) did he / she feel?
- b Look at some questions you're going to hear in Part 2 of the programme, an interview about research on first memories. Discuss them with a partner.
  - 1 At what age do first memories generally occur?
  - 2 Why can't we remember things before that age?
  - 3 What are first memories normally about?
  - 4 Why might some people's first memories be unreliable?
- c ① 2.4 Now listen to Part 2 and check your answers to b. Do you think the memories in a are reliable? Why?
- d Listen again. Why does the presenter mention these things?
  - 1 being in a pram or cot
- 4 fear and self-preservation
- 2 seeing yourself in a mirror
- 5 smells and sounds
- 3 using the past tense
- 6 your first word
- e In Part 3 of the programme, you're going to listen to the first memory of Swiss psychologist Jean Piaget. Look at some words from the story. With a partner, try to predict what happened.



- f ② 2.5 Now listen to Part 3. Was your prediction correct? What happened many years later?
- g Tell a partner about your earliest memory. Answer the three questions in a about you. Having listened to the programme, how reliable do you think your first memory is?

### **6 VOCABULARY & PRONUNCIATION**

word building: abstract nouns; word stress with suffixes

### Abstract nouns

An abstract noun is one that is used to express an idea, a concept, an experience, or a quality, rather than an object, e.g. childhood and fear are abstract nouns, whereas a pram and a watch aren't.

Abstract nouns are formed:

- 1 by adding a suffix to nouns, adjectives, or verbs, e.g. child – childhood. Commonly:
  - · nouns can add -hood or -ship
  - · adjectives can add -ity, -ness, or -dom
  - · verbs can add -tion or -ment
- 2 with a new word, e.g. afraid fear.
- a Make abstract nouns by adding a suffix to the words below and making any other changes necessary, and write them in the correct column.

achieve adult amaze aware bored celebrate curious disappoint excite free friend frustrate generous happy ill imagine improve kind member neighbour partner possible relation sad tempt wise

1 noun + -hood	2 noun + -ship
3 adj + -ity	4 adj + -ness
5 adj + -dom	
6 verb + -(a)tion	7 verb + -ment

b 2.6 Listen and check.

c ② 2.7 Under<u>line</u> the stressed syllable in these words. Listen and check. Which two endings often cause a change in stress?

1	a dult	a dult hood
2	re la tion	re la tion ship
3	free	free dom
4	cu ri ous	cu ri o si ty
5	ha ppy	ha ppi ness
6	ce le brate	ce le bra tion
7	dis a ppoint	dis a ppoint ment

d Now look at the abstract nouns and complete the adjective and verb columns.

	Abstract noun	Adjective
1	anger	angry
2	shame	
3	death	
4	danger	
	Abstract noun	Verb
5	belief	2000
6	hatred	
7	loss	
8	memory	

### O Collocations

Noticing and recording words that go together, e.g. a remote possibility not a distant possibility, will improve the accuracy and fluency of your speaking and writing.

f Complete the **bold** phrases with an abstract noun from a or d which collocates in the phrase.

۲	in asc.
1	I'm writing to express my sympathy for <b>your terrible</b> John's death was a shock to us all
2	To my complete, I realized I'd won first prize.
3	I've been seeing my girlfriend for about six months now. It's quite a serious
4	There's a strong that I'll be offered the manager's job in the next few weeks.
5	I could smell gas in my kitchen, but the plumber decided there was <b>no immediate</b>
6	When I heard I'd failed the exam, it was a huge I'd been expecting to pass.
7	Contrary to popular, for many children, schooldays are not the happiest of times.
8	My eldest daughter has a very vivid

- I think she'll end up becoming a writer.

### 7 SPEAKING

- a ② 2.9 Listen to someone describing a childhood memory. What is it about? What feelings does the speaker mention and why did he feel that way?
- b Look at the feelings and events below. Choose one feeling and one event and prepare to talk about a childhood memory. Write the key words you'll need.





### Talking about memories

When we're talking about a memory of the past, we use remember / forget (sb or sth) + verb + -ing:
I remember arriving, and it was dark...
I can remember feeling quite annoyed...
I'll never forget my mother shouting at me...

c In small groups, tell each other about your memories. Try to use expressions from the information box, and say exactly how you felt and why.

The feeling I'm going to talk about is embarrassment. I think I was about five and it was my first year at primary school. I remember...

# On the tip of my tongue

A synonym is a word you use when you can't spell the first word you thought of. Burt Bacharach, US musician

G pronouns V lexical areas P sound-spelling relationships

### **READING & SPEAKING**

- 2.10 A recent Oxford Dictionaries survey identified some of the most commonly misspelt English words. Listen and write the missing words. How many did you spell correctly? Why do you think the words are often misspelt?
  - 1 The hotel can \_\_\_\_\_\_ 250 guests. 2 \_\_\_\_\_ do you prefer, coffee or tea? 3 We \_\_\_\_\_ a very warm welcome. 4 I won't leave \_\_\_\_\_ she gets here. 5 Something unexpected \_\_\_\_\_\_ on their journey. 6 I saw her on three \_\_\_\_\_\_ occasions. 7 The \_\_\_\_\_\_ is planning to raise taxes. 8 We'll \_\_\_\_\_\_ be there by 7.00.
- How much do you know about the English language? Answer the questions with a partner.
  - 1 What two other languages have had the strongest influence on English?
  - 2 How many letters are there in the English alphabet?
  - 3 How many different sounds are there in English?
  - 4 Which has changed more over the years, English pronunciation or English spelling?
  - 5 Do children in English-speaking countries learn to read more quickly or more slowly than children elsewhere?

- Read the information from the website of the English Spelling Society. Check your answers to b. Then answer the questions.
  - 1 What is the Society trying to do?
  - 2 What's the knock-on effect on children's education if it takes them a long time to learn to read and write?
  - 3 What does the website say is the best way to teach children to read and write in English?
  - 4 What effect does low literacy have on adult offenders?
- d Look at a quote from Masha Bell, of the English Spelling Society. Underline all the examples of simplified spelling. Do you find it easy to read?

If u hav a por memory, yor chances of becumming a good speller ar lo. But wors stil, yor chances of lerning to read ar not good either, because of nonsens like 'cow-crow, dream-dreamt, friendfiend' and hundreds mor like them.

Do you agree that English spelling should be simplified? Do you think the English Spelling Society could ever succeed in its aim? Why (not)?



### Improving English Spelling

### English spelling is broken. Let's fix it!

English spelling is broken. There are countless examples, such as comb, bomb, and tomb, or height and weight. The English Spelling Society exists to repair our broken spelling. The Society is working on a way to simplify current English spelling in order to improve access to literacy.

### Why English spelling is exceptionally irregular

English as a language is relatively simple to learn. But its spelling system is possibly the most irregular of those based on an alphabet. Not only is it hard to predict the spelling from the pronunciation, but it is not always possible to predict the pronunciation from the spelling, for example, thorough.

English words derive mainly from old German and Norman French, and its alphabet of 26 letters makes it impossible to represent each of its 46 speech sounds with just one symbol. But that is not the only reason why many English spellings are irregular. In other languages, as pronunciation changed, the spelling changed too. However, in spite of the many ways in which English pronunciation has evolved over the centuries, words have often maintained their original spelling, which reflects the original pronunciation, but not how many words are pronounced today. For example, blood /blad/ used to be pronounced to rhyme with good /god/.

### The economic and social costs of English spelling

- · Children in English-speaking countries take almost twice as long to learn to read and write compared to children in other countries. A longer time needed for learning to read and write means less time for other subjects.
- There has been much expensive research into how to teach reading and writing in Anglophone countries, but there is no standard method, and much disagreement, about how best to teach English literacy.
- Education is the proven best way to prevent criminals from reoffending. In countries where the literacy rates of prisoners are generally higher, improving their education while behind bars is also much easier. The poor literacy skills of many English-speaking offenders make this more difficult, and repeated returns to jail more likely.

### **2 PRONUNCIATION**

sound-spelling relationships

### Learning spelling rules or patterns

The English Spelling Society would like to simplify spelling by removing all the irregularities. However, estimates suggest that around 80% of English words are pronounced according to a rule or pattern, e.g. the letter h before a vowel is almost always pronounced /h/.

- a With a partner, say each group of words aloud. How are the pink letters pronounced? Circle the different word in each group if there is one.
  - 1 /h/
    dishonest
    heart
    herb
    himself
    inherit
- 5 /dʒ/ enjoy jealous job journalist reject
- 9 /3:/ reporter work world worse worth

- 2 /əu/ allow borrow elbow overthrow shallow
- 6 /tʃ/
  achieve
  catch
  challenging
  charge
  chorus
- 10 /3:/
  birth
  dirty
  firm
  third
  T-shirt

- 3 /at/
  compromise
  despite
  quite
  river
  write
- seem
  sense
  sure
  sympathetic
  synonym
  8 /ɔː/

7 /8/

- 4 /w/ whenever where which whose why
- 8 /ɔː/ awful drawback law raw
- b ② 2.11 Listen and check. What's the pronunciation rule for each group? Can you think of any more exceptions?

yawn

c Look at the spelling patterns in a. Now decide how you think the words from the list below are pronounced. Check their pronunciation and meaning with your teacher or with a dictionary.

chime howl jaw whirl worm

### 3 GRAMMAR pronouns

- a ② 2.12 Listen and write three sentences. Which three words are pronounced exactly the same but spelt differently?
- b @ p.145 Grammar Bank 2B

### 4 LISTENING

### Understanding accents

Many English words can be pronounced in different ways, depending on where you come from. For example, herb is pronounced /harb/ in British English, but /arb/ in American English; bath is pronounced /bæθ/ in northern England, but /barθ/ in standard English, or RP (Received Pronunciation). RP is the accent used in dictionaries to indicate the pronunciation of a word. Listening to speakers with different accents will make a huge difference to your ability to communicate with English speakers.



- a ② 2.13 Listen to eight people talking about where they're from. Answer the questions.
  - 1 Which person, 1–8, do you think speaks with RP?
  - 2 Which two people do you think don't speak English as a first language?
  - 3 Can you match any of the accents to the countries from the list?



- b ② 2.14 Listen and check which countries the people are from. Who describes the place they're from as...?
  - A a city well-known for both its university and its industry
  - B a very multicultural city with fantastic facilities and beaches
  - C a village on the coast, friendly but a bit inward-looking
  - D a city of economic and cultural importance with several universities
  - E a small and welcoming country town
  - F a city with a big student and tourist population, where there is always something going on
  - G \_\_\_ a city with beautiful old buildings and a mountain nearby
  - H an area where you can enjoy both nature and shopping
- c Which people did you find easiest to understand? Was it because of their accent, or for some other reason?



### 1 LISTENING & SPEAKING

a Look at the six book titles. Have you heard of or read any of them?

# CATCH 22 Carbonel Big Little Lies The Silmarillion The Wor of the Worlds To Kill a Mockingbird

- **b** ①4.1 Listen to six people talking about the books in **a**. Match the speaker, A–F, to the topic they're talking about.
  - 1 a book you started but couldn't finish
  - 2 a book you think would make a good film
  - 3 a book you feel you ought to have read, but haven't
  - 4 a book you decided to read after seeing the film or series
  - 5 a book you couldn't put down
  - 6 a book you were forced to read at school and didn't enjoy
- c Listen again. Which speaker says that...?
  - 1 the characters and events in the book are easy to imagine
  - 2 they read the book when they were abroad
  - 3 the language of the book was too challenging
  - 4 they mainly read to relax
  - 5 they also enjoyed a series of books for older teenagers
  - 6 the book has a lot of detailed background information in it
- d 4.2 Listen to six extracts from the listening and complete the missing words.

	from to _	ee in the shade and read the whole thing
2	I think it's a	
3	So that was	a TV series on HBO, I think
4	it's sort of more in	ormation about the world that The Lord of
	the Rings	happens in.
5		science fiction as a kid, and, and the ou know, like, really exciting.
6	for me, reading is a to read anything that	way of off, so I don't really want 's quite a

e Look at topics 1–6 in b and choose three that you can talk about. Then tell a partner.

### 2 READING

- a Would you ever look at the last page of a book before reading it, or ask someone about the ending of a film or TV series you were planning to watch?
- b Read the text from the back covers of two stories. Which one would you most like to read?

# 1 The Adventure of the Speckled Band Arthur Conan Doyle

Helen and Julia Stoner live with their violent stepfather, Dr Grimesby Roylott. Just before Julia is due to marry, for several nights she hears a strange, low whistle from outside her bedroom. Shortly afterwards, she dies in her room one night in terrible pain, crying out the words: 'It was the band! The speckled band'. No cause of death is found and no one could have entered her room, as she always locked herself in at night. Two years later, Helen becomes engaged to be married, but she is terrified one night to hear a strange, low whistle outside her bedroom. She asks Sherlock Holmes to investigate.

### 2 Lamb to the Slaughter

### **Roald Dahl**

One night, detective Patrick Maloney comes home and announces his intention to leave his pregnant wife, Mary. Devastated, Mary hits Patrick over the head with the frozen leg of lamb she intends to cook for dinner, killing him instantly. Mary knows that, if she gets caught, she will be executed for murder, so she concocts a plan to fool the police.

c @ Communication What happens in the end? A p.108 B p.112 Read extracts from the end of the stories in b and tell each other what happens. d Now read the title and the first paragraph of the article. What is a 'spoiler'?

### Spoilers actually enhance your enjoyment

am one of those people who can't read a book without flicking to the end to check what's going to happen. It turns out that, actually, I am very wise. Psychologists at the University of California in San Diego gave students 12 short stories, by authors including Agatha Christie and Roald Dahl. Some stories were in their original form and others had spoiler paragraphs added at the beginning. And do you know what? The readers of 'spoiled' stories actually had more fun.

According to the psychologists who carried out the research, 'students significantly preferred the spoiled versions of the stories. For instance, knowing in advance in an Agatha Christie story that Poirot will discover that the 'victim' of the attempted murder is, in fact, the real murderer, not only didn't hurt the enjoyment of the story, but actually improved it.'

As a huge reader of crime and thrillers, this definitely rings true for me. When I'm reading horror novels, I need to check the hero or heroine is still alive at the end of the book. And I usually take a sneaky look at the end of a romantic novel, just to make sure who is going to end up with whom. 'It could be,' says psychologist Jonathan Leavitt, 'that once you know how the story turns out, you're more comfortable processing the information and can focus on a deeper understanding of the story.'

I will also admit that, even when I know full well what is going to happen in a book, either because I've read it a million times before, or because I've read the end, I often find myself hoping that, this time, it's going to be different, that the sad ending will turn into a happy one!

- e Read the rest of the article and underline...
  - 1 an example of a spoiler.
  - 2 two reasons the writer looks at the ending of a book.
  - 3 a possible explanation for why we get more enjoyment out of a story when we know the ending.
  - 4 something the writer knows will never happen.
- f Talk to a partner.
  - Do you agree with the article that knowing how a story ends makes you enjoy it more?
  - Are there any books or films that you enjoyed more the second time because you knew how they were going to end?
  - Has anyone ever spoiled a film, a book, a sports match, or anything else for you by telling you how it ended?

### 3 VOCABULARY describing books and films

a Complete the short reviews about books and films with an adjective from the list.

H	reepy fast-moving gripping haunting heart-warming neavy going implausible intriguing moving hought-provoking
1	A <u>haunting</u> film which stayed with me long after I left the cinema. © © © © ©
2	A wonderful story. So I cried! 00000
3	Such a plot. I was on the edge of my seat all the way through. OCCO
4	It was a story which restored my faith in human nature. ©©©©
5	A story which jumps from past to present and back again at breakneck speed. © © © ©
6	The plot was I really couldn't predict how it would end. © © © ©
7	A documentary that raised many interesting questions. 🔾 🔾 🔾
8	A ghostly atmosphere and strange goings-on. This film was just too for me. ••••
9	Rather I really had to make an effort to finish it. OO
0	The characters were totally, I couldn't take any of them seriously. ©
-	M 2 Liston and about

b 4.3 Listen and check.

### 4 GRAMMAR adding emphasis (1): inversion

- a Complete the extracts from book reviews 1–5 with endings A–E. How does the word order change when you put the adverbial expression (Not only..., Never..., etc.) at the beginning of the sentence?
  - 1 Not only is this an entertaining book for children,...
  - 2 Never have I read...
  - 3 Not until the very last page...
  - 4 No sooner had I finished this gripping novel...
  - 5 Only when she leaves...
  - A did I guess who the murderer was.
  - B such a well-written novel by a first-time author.
  - C than I wanted to read it all over again.
  - D but parents will also find it intriguing.
  - E does he realize that he is in love with her.

### G p.148 Grammar Bank 4A

- c Complete the sentences in your own words, using inversion to make them as dramatic as possible.
  - 1 Only when we arrived at the airport...
  - 2 No sooner...than I realized...
  - 3 Never in all my life...
  - 4 Not until it was too late...
  - 5 Not only..., but...

### LISTENING

- Discuss in small groups.
  - 1 How often do you read books which have been translated into your language? What languages have they been translated from?
  - 2 Do you prefer reading English books in translation to reading them in English? Have you ever read a book which you felt was probably badly translated?
  - 3 Have you ever used an app, e.g. Google Translate, to translate something into your language? How well did you think it worked?
  - 4 Do you tend to watch foreign films dubbed or with subtitles? What do you think are the advantages and disadvantages of the two options?
- b 4.4 Listen to the first part of an interview with Beverly Johnson, a professional translator. From what she says, do you think you would enjoy working as a translator?
- Listen again and choose the correct answer(s).
  - 1 One of the reasons Beverly decided to become a translator was that...
    - a she thought teaching English was boring.
    - b she really enjoyed the postgraduate course that she took.
    - c she wanted to be self-employed.
  - 2 Which two of these things does Beverly mention as drawbacks of being a freelance translator?
    - b earning a low salary a working alone c time pressure
  - 3 Which two of these things does she say are good about her job?
    - a the freedom to charge what you like
    - b flexibility about where you work
    - c managing your own time
  - 4 One piece of advice she gives to would-be translators is to...
    - a specialize.
- b study abroad.
- c take a translation course.
- Look at some of the kinds of texts translators work on. Which ones do you think might be especially difficult to translate?
  - novels
- advertising slogans
- film titles

- poetry
- legal documents technical manuals
- film dialogue (for subtitles)
- 4.5 Now listen to the rest of the interview. Tick ( ) the kinds of texts in d that Beverly talks about.
- Listen again and answer the questions.

What does Beverly say ...?

- 1 you need to be if you specialize in translating novels
- 2 is good about translating an author who is still alive
- 3 would sound odd in English

What is the most difficult thing about translating...?

- 4 the title of a film into other languages
- 5 film subtitles
- 6 humour in films
- 7 slang and swear words
- Can you think of any films where the title in your language was completely different from the English version? Why do you think it was changed?

### **READING & SPEAKING**



- Look at the two words and photos above. Do you know what languages the words are from? Can you work out from the photos what they might mean?
- b Read the extracts and check your ideas from a. What does each word tell you about the culture of the country?

sobremesa /sobre mesa / is the time when Spanish people sit around tables inside a restaurant, or out on the terrace, relaxing after lunch. It is a pleasant time, a recognition that there is more to life than working long hours, and that few activities are nicer than sharing a table and chatting for what remains of the day. The world may not have been put completely to rights by the end of the sobremesa, but it will seem a calmer, kinder place.

ta'arof/ta'arrof/is a Persian word that specifically refers to correct or polite behaviour in Iranian society. It means 'both people denying what they want in order to please the other person'. 'You go first,' says Mr A when he meets Mr B at the door, as they try to enter a building. 'No, absolutely not, you go first,' Mr B insists. They then both wait for a couple of unnecessary minutes before one steps forward to enter. It is seen almost in all aspects of life, from hosts insisting on guests taking more food, to buying something in a shop.



c Look at some more words that have no equivalent in English. Do you have equivalent words in your language?

# 1 gigil

(Filipino) the urge to pinch or squeeze something that is unbearably cute, like a baby's cheeks



(Japanese) to look worse after a haircut

### 3 cavoli riscaldati

(Italian) literally reheated cabbage, an attempt to revive an old romantic relationship

# 4 seigneur-terrasse

(French) a person who spends a lot of time but very little money in a café

### 5 Drachenfutter

(German) the presents that guilty husbands give their wives

### 6 vranyo

(Russian) lying when everybody knows that's what you're doing

### 7 neko-neko

(Indonesian) a creative idea which only makes things worse

### 8 skuffuskald

(Icelandic) a person who puts their poems in a drawer rather than publishing them

d Can you think of any English words for which there is no exact translation in your language?

### 7 PRONUNCIATION

foreign words

# There are some foreign words and phrases which are commonly used in English because we don't have another word for them, e.g. coup /ku:/ (French), angst /ænst/ (German). They're usually said in a way that is close to their original pronunciation, so they don't necessarily follow normal English pronunciation patterns.

- a <u>Underline</u> the foreign word or phrase in each sentence below. What do you think they mean? Which languages are they from?
  - 1 I made a real faux pas when I mentioned to our boss that Sam had been asked to leave his previous job.
  - 2 When we were introduced, I had a sense of déjà vu, even though I knew we had never met before.
  - 3 It might be a bit of a cliché, but I think it's actually true that 'opposites attract'.
  - 4 Their business venture ended in a complete debacle and the manager resigned.
  - 5 She's a real aficionado of Italian opera - she knows a lot about it and goes whenever she can.
  - 6 Don't overcook the pasta just until it's al dente.
  - 7 I'm afraid I felt a certain schadenfreude when my ex-husband told me his girlfriend had left him.
  - 8 After the earthquake, there was a tsunami warning, but luckily, it didn't happen.
- b 04.6 Listen and focus on how the foreign words or phrases in a are pronounced. Then practise saying the sentences.
- c Do you use any untranslated words from other languages, e.g. English, in your language? Why do you think they are used? Do you pronounce them as in the original language?

### 8 WRITING

 p.120 Writing A review Analyse a book review, and write a review of a book or film. **G** unreal uses of past tenses

V money P silent consonants

### **VOCABULARY** money

Look at eight pictures which represent idioms related to money. With a partner, explain what you think they mean. Do you have a similar expression in your language?



1 Money doesn't grow on trees.



2 He's really tight-fisted.



3 It must have cost an arm and a leg.



4 I can't make ends meet.



5 We're in the red. (opp in the black)



6 It's a rip-off!



7 We're going to have to tighten our belts.



8 My sister's definitely living beyond her means!

### V p.168 Vocabulary Bank Money

- Circle the correct word according to meaning, collocation, or register.
  - 1 Mum, can you lend me some money? I'm broke / penniless.
  - 2 I'm trying to get a mortgage / loan from the bank to buy a car.
  - 3 We're going to have to be careful this month if we don't want to end up in the red / in the black.
  - 4 He took part of his pension as a lump sum / deposit.
  - 5 One of my cousins is absolutely affluent / loaded she inherited a fortune from her parents.
  - 6 The currency / exchange rate is terrible! £1 is only \$1.20.
  - 7 We like living here because we have a much better cost / standard of living.
  - 8 A Is breakfast included in the price of the room? B No, sir. It's 12 pounds / quid extra.

Look at the questions below. Think of two or three people you know and tell a partner about them.

### Do you know anybody who ...?

- is a bit tight-fisted
- lives beyond their means
- buys and sells shares on the stock market
- charges very high fees for what they do
- was given a grant to study abroad
- often gives donations to charity
- has difficulty making ends meet

### 2 PRONUNCIATION silent consonants

Look at these words related to money and say them aloud. Cross out the consonants that are not pronounced.

debt mortgage dishonest

5.13 Listen to ten sentences and write the last word in each. Then cross out the silent consonant.

### **READING & SPEAKING**

With a partner, choose the correct definition of capitalism.

### capitalism

/kæpitəlizəm/ 4)



an economic system in which businesses and industry are...

- 1 controlled and run for profit by private owners.
- 2 controlled and run for profit by the government.
- 3 controlled by the government, but non-profit-making.
- Read the introduction to the article, and look at the ten headings. Do you already do any of these 'small things'?

# 10) small ways to lead an anti-capitalist life

When I asked readers recently for examples of 'everyday things that represent non-capitalist living', I received a <sup>1</sup> deluge of replies. One reader said: 'Living in our consumer society, I am frequently filled with despair at the way things are going in the world at the moment, and doing this small thing at least makes me feel as though I'm doing something positive,' which really <sup>2</sup> gets to the heart of the idea.

Freecycle as much as possible When you're <sup>3</sup> lumbered with something you either don't want or don't need, you can connect via the internet with someone for whom it might have a use. Scores of readers recommended the Freecycle network and the UK group Freegle. You can get anything, from beds, pianos, and bikes, to a 'bag of make-up and toiletries, opened but still usable'.

Leave stuff outside for your neighbours Chris Everitt lives in Berlin. 'We have a little covered alleyway just off our high street where people leave things all the time: books, furniture, clothes, <sup>4</sup> knick-knacks, even food. When you have something that no longer serves you in your life, you can place it there. Within a few hours, it will be part of someone else's life.'

Make your own clothes 'I no longer buy clothes,' says Clea Whitley, 33, from London. 'I make them myself. I do have to buy fabric and clothing patterns, but I only buy what I need. It's not that I can't afford high-street clothes. But hopefully, with mine, no child labour, toxic chemicals, or animal cruelty are involved.'

Forget the gym A 23-year-old graduate writes, 'I once had a gym membership: £25 a month to be breathing in warm air <sup>5</sup> laced with sweat, and listening to extremely loud pop music promoting a glamorous and affluent lifestyle. I now enjoy jogging in the park, where I can enjoy nature while exercising in a much healthier way. There are no mirrors to show you how 'good' or 'bad' you look, so no reasons to make yourself feel bad or <sup>6</sup> pump up your ego.

Make your own spreadable butter A small contribution, perhaps, but ingenious. You just have to mix butter with oil, preferably something without too strong a taste. 'It's easier to spread, and reduces the amount of butter we use,' advises a reader from London. 'It's an alternative to spreads in plastic tubs, and those that use palm oil. I don't contribute to the destruction of the habitat of orangutans.'

**Stop buying cleaning products** Not so long ago, one respondent had a look around her kitchen and bathroom and had a <sup>7</sup> watershed moment. 'Most of my household cleaning products have been replaced with a homemade mix of white vinegar and water, 1:3 parts. Bicarbonate of soda works, too.'

**T** Go online, then visit the library 'Search for books on Amazon, read the reviews and then go to the public library,' advises Kath, from Oxford.

**Get an allotment** 'Keep fit by growing vegetables,' offers a retired teacher. 'We give the excess produce to people as we walk home after harvesting. In summer, we are self-sufficient as far as vegetables are concerned, and in winter we have enough potatoes, squash, and onions to use until March.'

Don't drive 'I have never driven a car,' says Sara Gaynor.
'I decided from 1988, after living in Copenhagen, that I would never be part of car culture and all that goes with it – petrol, pollution, traffic jams, the oil and advertising industries. I cycle every day to work. I do my shopping using my bike, and my kids were brought up travelling around by bike and public transport.'

Use your TV remote And finally, someone got in touch with this \*pearl of wisdom: 'If you watch any TV at all, you can't avoid the adverts to buy this, buy that... Just turn the sound down when the adverts are on.'

c Read the whole article and put activities 1–10 into the correct category. Some activities go in more than one category.

Which readers are?
doing things that are free instead of paying for them
giving things away that they don't need
creating or producing things instead of buying them
doing something that doesn't pollute and is healthier
doing something to avoid the temptation to spend

- d Look at the <u>highlighted</u> words and phrases in the article and match them to meanings A-H.
  - A left with sth that you don't want and can't get rid of
  - B small, decorative objects
  - C a turning point, after which things will never be the same
  - D (literally, a flood) a large number of things that happen or arrive at the same time
  - E (metaphor) a wise remark
  - F mixed together with
  - G (metaphor) focuses on the most important part of sth
  - H (metaphor) to increase your sense of your own value or importance
- e Talk in small groups.
  - 1 Which of the suggestions in the article do you think are a good idea? Which ones might you try? Do you think any are a bit ridiculous?
  - 2 Do you agree that making small changes to your lifestyle can make a significant difference to the world?
  - 3 Have you bought anything in the last week that you wanted but didn't really need?
  - 4 Do you ever buy things for yourself that are second-hand, e.g. vintage clothes? Would you ever give somebody something second-hand as a present, or give a home-made present?



### 4 GRAMMAR unreal uses of past tenses



- a Look at the couple in the photo and read what they're thinking. Who is more 'anti-capitalist'?
- **b** Look at the <u>highlighted</u> verbs and answer the questions with a partner.
  - Which verbs refer to things that really happened in the past?
  - · What do the others have in common?

### c @ p.151 Grammar Bank 5B

- d Ask and answer the questions in small groups. Do you ever wish...?
  - you'd chosen to study different subjects at school or university
  - · you could have a year off to travel
  - · you could learn a new skill
  - · you had more free time for your hobbies and interests
  - · you lived in another town or city
  - · you could come up with a great idea for a business

### 5 LISTENING

a Read a website extract about small businesses. Do you agree with the six reasons? How often do you buy from a small business? What do you buy?

# Six reasons to shop small and local

Last Saturday, the annual celebration of Small Business Saturday was a great day for small businesses in the UK. An estimated £748 million was spent across the country with small businesses in 24 hours. But Small Business Saturday is not a one-day-a-year publicity drive. It aims to change mindsets all year round.

### So why should we be buying from small businesses?

- 1 Small businesses create jobs.
- 2 Spending money with a small business keeps more money in your local economy.
- 3 Small businesses add colour and variety to our towns.
- 4 Small business owners are at the forefront of innovation.
- 5 Small businesses care about their reputation.
- 5 Small food businesses are often more environmentally friendly.
- b Look at an extract from the website of a small food business. Do you think the business is a good idea? Would you order from them? Why (not)?

# WHAT IS PASTA EVANGELISTS?

We deliver what we think is the best pasta in the UK to homes across the country. You can then prepare a 5-star pasta dish in just five minutes, impressing friends and delighting family.

Our little team is passionate about its mission. Our pasta and sauces are made exclusively in London, usually by Italian hands, and prepared with the best ingredients from across Italy. No additives, no bad stuff. We deliver in insulated packaging, meaning it's not a problem if you're not home for delivery: your food will stay cool and fresh until you're back. Buon appetito.

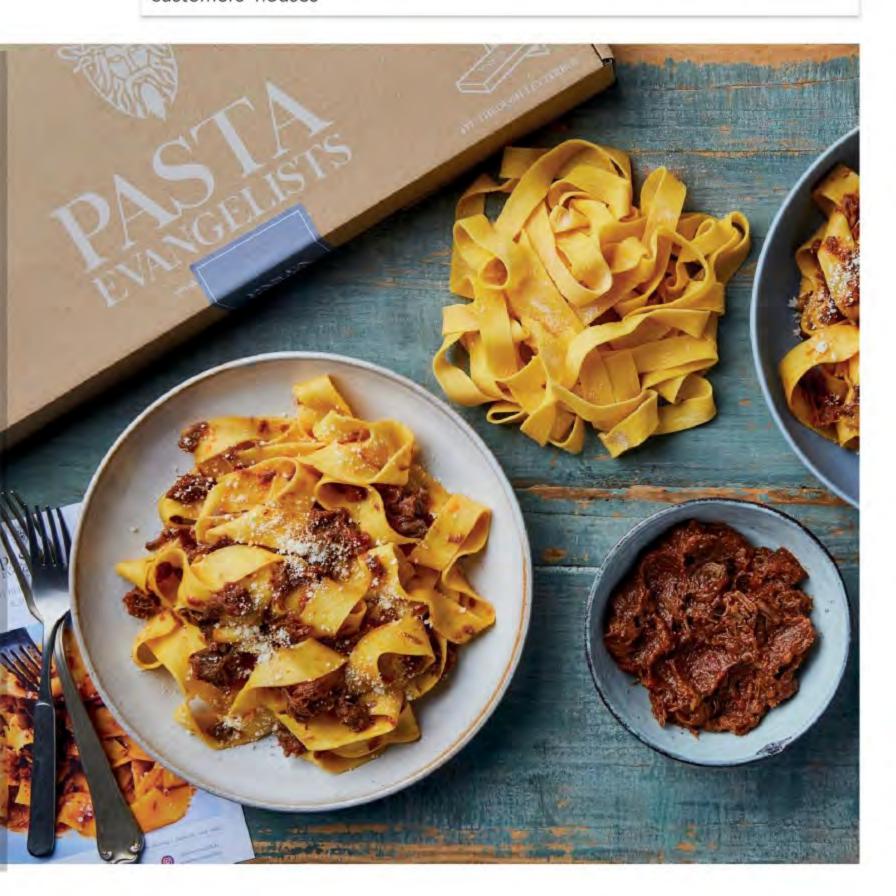
### 'Really delicious and simple to cook.'

William Sitwell, MasterChef judge and food critic



### Glossary

**Dragons' Den** a TV programme where people pitch ideas for new businesses to a panel of judges, who decide whether or not to invest money **Deliveroo** an online company that delivers food from restaurants to customers' houses



d Listen again. Why does Alessandro mention the following?

- 1 selling gnocchi
- 2 Harrods
- 3 sfoglini
- 4 Sicily and Piemonte
- 5 £2,000
- 6 two million individuals
- 7 restaurants and takeaways
- 8 £12.00
- 9 small villages
- 10 'We've just scratched the surface.'
- e Do you think Pasta Evangelists would be a success in your country? Why (not)?

### 6 SPEAKING

a Read about a scheme to encourage small businesses.

The local town council is looking for people with fresh new ideas for small food-related businesses, and is prepared to offer a loan. It is interested in the following areas:

- · a small café or restaurant
- · a food delivery service
- a shop specializing in one type of food or drink
- a new local product, e.g. cheese, olive oil, etc.

If interested, please submit your business proposal via our website.

- b Work in small groups. You're going to put in a proposal. Decide together:
  - · what your business is going to be.
  - whether it will be online or a physical café, shop, etc.
  - · what businesses currently exist in this area.
  - what your USP will be.
  - who your customers are likely to be.
  - how many people you will employ.
  - · what your price structure will be.
  - how you will promote your business.
  - · why you think it will be a success.
- c Now present your proposal to the class. Have a class vote on who should get the loan.

### 7 WRITING

w p.122 Writing A proposal Analyse a proposal for increasing student numbers at a language school, and write a proposal.

# A masterpiece?

G perception and sensation V art, colour idioms P -ure







### LISTENING

- Look at three works of public art. What might they have in common?
- 7.6 Listen to the first part of a documentary and check your answer to a. Answer the questions with a partner.
  - 1 What was the fourth plinth originally built for?
  - 2 Why did it remain empty for over 150 years?
  - 3 What possibilities were discussed for its use?
  - 4 Why might they have been rejected?
- 7.7 Listen to the rest of the documentary about the fourth plinth, where the presenter talks about the three works of art in a. Complete the information boxes and match them to photos A-C.

1	TITLE Nelson's			
	BY	artist Yinka Shonibare		
	Displayed from	to		
2	TITLE	, Fig. 101		
	BY	artists Michael Elmgreen and		
	Ingar Dragset			
	Displayed from	to		
3	TITLE The	should not exist		
	BY -	artist Michael Rakowitz		
	Displayed from	to		
3	Displayed from  TITLE The	should not e		

### Glossary

date (syrup) a sweet sticky brown fruit that grows on a date palm tree

- d Listen again and answer the questions about each work of art.
  - 1 a What ship is inside the bottle?
    - b What does the sculpture symbolize?
    - c What happened to the sculpture after it was removed from the fourth plinth?
  - 2 a What kind of horse is the boy riding?
    - b What did previous statues of men on horseback tend to celebrate?
    - c What are the artists celebrating with this statue, and what is their hope for the future?
  - 3 a What project did Michael Rakowitz start in 2006?
    - b What exactly is the Lamassu, and where was the original?
    - c What was it made of and why?

### Talk to a partner.

- Which of the works of art in a do you like best? Why?
- Imagine there was an empty plinth in the main square in your town, and a sculpture was going to be placed on it.
  - What would you like it to be of?
  - Is there anything you would like it to commemorate?

# 2 GRAMMAR perception and sensation

a Complete some comments made about Rakowitz's Lamassu sculpture with the correct form of a verb or verb phrase from the list.

I	ook	look as if	look at	look like	see	seem
1	'It re	eally		the orig	inal st	tatue.'
2		u can only _ when you			m m. 12 . 17 . 17	made losely.
3		om a distand gold and pre			it':	s made
4	rep whi	e artist licate the lo ch nected with		but to ma similar bu	ke sor	_

### b 3 7.8 Listen and check.

- c Answer the questions with a partner.
  - 1 What's the grammatical difference between look as if and look like, and in meaning between look at and see, and between look and seem?
  - 2 Sight is one of the five senses. What are the other four?

### d @ p.155 Grammar Bank 7B

- e Ask and answer the questions with a partner.
  - Are there any sculptures, paintings, or pictures that you like or dislike looking at because of how they make you feel?
  - Who do you look like most in your family? Do you resemble them in any other way?
  - In your opinion, which foreign language sounds

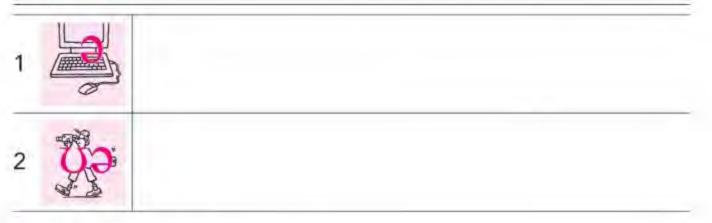
     a) the most attractive, b) the most similar to
     your language?
  - Are there any sounds or kinds of music that you don't like hearing because they make you feel uncomfortable?
  - Are there any foods you dislike because of their smell or their texture, rather than their taste?
  - What kinds of perfume or cologne do you really like or dislike the smell of on yourself or on other people? Why?
  - Are there certain materials you love to wear, or never wear, because of the way they feel?
  - Look at the list of creatures below. Are there
    any that you don't like to look at, even in a
    photo? Would you be prepared to touch any of
    them in a zoo? Why (not)?

a lion a lizard a parrot a rat a snake a tarantula

### 3 PRONUNCIATION -ure

a Write the words in the correct group according to the pronunciation of -ure.

sculpture picture allure architecture capture creature culture endure feature furniture future immature impure leisure measure nature obscure pleasure secure signature structure sure temperature texture treasure



- b 3 7.9 Listen and check.
- c Look at the words in the two groups above. Answer the questions.
  - 1 In group 1, where is the stress in all the words?
  - 2 What sounds do the t and the s make before -ure?
  - 3 In group 2, which syllable is stressed?
- d Practise saying the sentences.
  - 1 In this picture, the artist captures the allure of nature.
  - 2 The Minister of Culture takes no pleasure in sculpture.
  - 3 He has a treasured collection of old furniture.
  - 4 Are you sure the new structure is secure?
  - 5 The architecture has some unusual features.

### 4 VOCABULARY & SPEAKING art

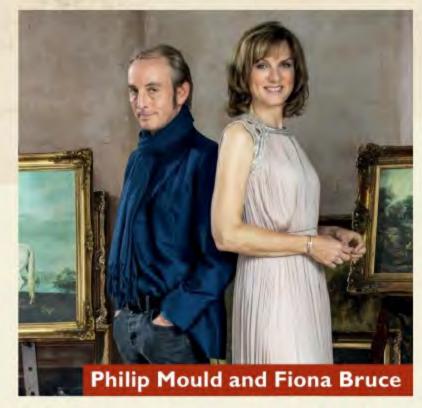
- a Talk to a partner. What's the difference between...?
  - 1 a sculpture and an installation
  - 2 a statue and a monument
  - 3 abstract art and figurative art
  - 4 a landscape and a still life
  - 5 a portrait and a self-portrait
  - 6 a drawing and an illustration
  - 7 a poster and a painting
  - 8 a canvas and a frame
- b Talk in small groups.
  - What public art is there in your town / city? Are there any pieces that you particularly like or dislike?
  - What famous statues, sculptures, or monuments have you seen, either in your country or abroad? Are there any that you really like or dislike?
  - Do you ever go to museums or art galleries in your hometown, or when you are on holiday? Which ones do you remember and why?
  - What art do you have in your daily life, for example...?
    - on the walls of your bedroom or living room
    - as the screen saver on your computer or phone

### **5 READING & LISTENING**

- a Read the first paragraph of an article about a TV programme. Explain why each programme might end in joy or disappointment.
- b Read the rest of the article. Then work with a partner and cover the text. A say what you can remember about Lucian Freud. B say what you can remember about Jon Turner and why he contacted the programme.

# FAKE OR FORTUNE?

For every known masterpiece, there may be another, still waiting to be discovered. Fake or Fortune is the art series where presenter Fiona Bruce and art expert Philip Mould try to prove whether works of art owned by viewers are fakes, or are genuine lost works by great artists and therefore worth a fortune. The investigation can end in joy or in bitter disappointment. In one episode, the team try to discover whether a portrait is a lost work by one of the twentieth century's most important painters, Lucian Freud.



Lucian Freud, grandson of the famous psychoanalyst Sigmund Freud, was born in Germany in 1922, but his family emigrated to London in 1933 to escape the rise of Nazism. From 1939 to 1942, he studied at the East Anglian School of Painting and Drawing, where he was considered a very promising student. Freud had a magnetic personality – he could move effortlessly between low and high society, and even painted the Queen. But he was known for being ill-tempered and was often at the centre of controversy and feuds. His work obsessed him; each painting could take thousands of hours, as he created intensely observed portraits – sometimes beautiful, sometimes disturbing. At his death in 2011, he left an estate worth almost £100 million.

In 1997, London-based designer Jon Turner was given a painting of a man in a black cravat, which he was told was an early work by Lucian Freud. Jon wanted to be sure that the painting really was by Freud – if it was, it would be worth a fortune. However, he knew that there were some doubts about the painting's authenticity. Firstly, it was unsigned. But there was a second and more serious issue. In 1985, Christie's, the famous London auction house, had examined the painting, and had agreed that it was an authentic work. However, Christie's then sent a photo of the painting to Lucian Freud himself, and to their shock and surprise, he replied, saying that the painting was not by him! Jon didn't know what to believe. Was the picture a fake, then, or perhaps just painted by someone else? And if it really was by Freud, why did he deny it? After unsuccessful investigations, as a last resort, Jon contacted Fake or Fortune, who agreed to investigate.



- - The painting was examined by an expert, who found a long hair embedded in it.
  - The programme discovered that Freud had admitted to his lawyer that he <u>had</u> started the painting.
  - The programme found letters which confirmed the identity of The Man in the Black Cravat.
  - Scientific analysis proved that the portrait had been painted by only one person.
  - DNA analysis proved that the hair did not belong to Lucian Freud.
  - 1 The programme investigated how Denis had got hold of the painting.
  - The programme showed the evidence they had uncovered to three Freud experts.
  - The programme investigated who the subject of the painting was.

### Glossary

**Denis Wirth-Miller** an artist who studied with Freud at the East Anglian School of Painting and Drawing

John Jameson a member of the Jameson family, who were Irish whiskey distillers

**Libby Sheldon** an expert in the scientific analysis of paintings, specialist in painters' use of pigments and their brushstrokes **Diana Rawstron** Lucian Freud's solicitor (a kind of lawyer)

- Listen again and check your order of events in c.
- How likely do you think it is that experts will say that the painting is genuine?
- 7.11 Listen to the end of the documentary and answer the questions.
  - 1 What did the experts decide?

1 Lung absolutaly

- 2 Why does Jon think that Freud denied the painting was his?
- 3 How does Jon feel about the painting and why?
- 4 Have his feelings changed during the process of authentication? Why (not)?
- 5 What is he going to do with the painting?

1	I was absolutely _		
2	l got	with a	drenalin and
	excitement		
3	So we were all	our	at this
	moment		
4	I could have		
5	it justso like Freud's ear	straight away wit rly drawings.	h me that it was

g What do you think of the painting? If you had been in Jon's situation, what would you have done with the painting?

### 6 SPEAKING

- a @ Communication Which is the fake? A p.110 B p.115 Describe the paintings to each other and decide which one is genuine and which is a fake.
- b Look at the items from the list and then answer the questions in small groups.

bags clothes and shoes sports equipment sunglasses watches

- 1 Have you ever bought or been given something that was a fake? Did you know it was a fake when you got it? How do you feel about it? Do you think you would like it more if it was the real thing?
- 2 Are the fakes as good as the originals? If they are worse, in what way?
- 3 Do you think it should be illegal to sell fakes?
- 4 Are many pirate versions of books, films, or music sold or downloaded in your country? Are they good quality? Do you think it's acceptable to use pirate copies?

### 7 VOCABULARY colour idioms

a Complete the **bold** idioms with a colour from the list.

k	black (x2) blue grey red (x2) white (x3)
1	John Singer Sargent's lost great flamenco picture, El Jaleo, turned up <b>out of the</b> , and amazingly, it was absolutely genuine.
2	It's very difficult for thieves to sell famous paintings, even on the market.
3	We tried to organize an exhibition tour, but there was so muchtape to deal with that we had to cancel.
4	When you said how nice her dress was, were you telling alie? I thought it was awful.
5	The impact of social media on today's society isn't a and issue – there are upsides and downsides.
6	That huge clock my sister-in-law gave me is  a elephant. It doesn't fit anywhere and it's taking up space in the spare room.
7	There are lots of rules about copyright for printed text, but online copyright is still a bit of a area. Nobody is quite sure who owns what.
8	The anonymous letter was <b>a herring</b> – it was nothing to do with the murder at all.

- b With a partner, say what you think the idioms mean.
- c Write true sentences about you or your country using four of the colour idioms, and compare with a partner.



### have: lexical and grammatical uses

### different uses of have as a main verb

- 1 I have a large extended family.
- 2 I'm having problems with my wi-fi.
- 3 Do we really have to spend Christmas with your parents again?
- 4 We're going to have our house repainted next week.
  I had my phone stolen when I was paying at the checkout.
- · We don't usually contract have when it is a main verb.
- 1 We use have as a main verb for possession.
- have with this meaning is a stative (non-action) verb and is not used in continuous tenses. have is also a stative verb when used to talk about relationships or illnesses.
- 2 We use have + object as a main verb for actions and experiences, e.g. have a bath, a drink, a problem, etc.
- have with this meaning is a dynamic (action) verb and can be used in continuous tenses.
- 3 We use have to as a main verb to express obligation, especially obligation imposed by others, and rules and regulations.
- 4 We use have as a main verb + object + past participle to say that you ask or pay another person to do something for you, or that something bad has been done to you.

### different uses of have as an auxiliary verb

- 1 We've got two sons, but we haven't got a daughter.
- 2 I haven't the time to go to the bank.
- 3 I've got to go now I'm meeting my girlfriend for lunch.
- 4 They've been married for 15 years.
  How long has Anna been going out with James?
- 5 She'll have finished lunch in a few minutes, so call her then. If I hadn't taken a taxi, I wouldn't have arrived in time.
- · have as an auxiliary verb is often contracted.
- 1 We often use have got for possession.
- We normally use had for the past, not had got, e.g. My grandparents had six children. NOT My grandparents had got...
- 2 In negative sentences, we occasionally leave out got, especially in fixed expressions like I haven't time, I haven't a clue.
- 3 We use have got to to express obligation, especially in informal English.
- have got to is normally used for a specific obligation rather than a
  general or repeated obligation. Compare:
   I've got to make a quick phone call. (= specific)
   I have to wear a suit to work. (= general)
- 4 We use have as an auxiliary verb to form the present perfect simple and continuous.
- 5 We also use have for other perfect forms, e.g. the future perfect, the perfect infinitive, the past perfect, etc.

### have or have got in idioms and expressions

- 1 I think my sister has been borrowing money from my mother. I'm going to have it out with her. (= talk openly about it) You're getting married? You're having me on! (= play a joke on sb) I'm going to have a go at making home-made pasta. (= try) We had such a laugh at the party last night. (= enjoy yourself) That's it. I've had it with Mark. I'm never going to speak to him again. (= have had enough of sb/sth)
- 2 My boss is constantly asking me to work late. She really has it in for me. (= not like sb and be unpleasant to them)
  I don't think I've got it in me to find somebody new. (= feel capable of sth)
- There are many idioms and expressions with have, some of which can also be used with have got.
- 1 These expressions only exist with have.
- 2 These expressions exist with both have and have got.

a Right (\*/) or wrong (\*)? Correct the mistakes in the highlighted phrases.

I'm exhausted! I've been looking after my sister's kids all day. ✓

- 1 I don't think you should drive until you've had your brakes fixed.
- 2 I can't come on holiday because I haven't got any money.
- 3 Has your husband to work tomorrow?
- 4 The staff don't have to dress formally in this company they can wear what they like.
- 5 How long have you been having your flat in London?
- 6 What time are we having dinner tonight?
- 7 My parents had got a lot of problems with my sister when she was a teenager.
- 8 I don't have a holiday for 18 months. I really need a break.
- 9 Have we got to do this exercise now?

b	Complete the second sentence so that it means the
	same as the first. Use a form of have or have got.

Her brother moved to Canada in 2011 and he s there.	till lives
Her brother's been living in Canada since 2011.	
She's an only child.	

	erie - directif eries	
	She	brothers or sisters.
2	We used to pay someone to every year.	take a family photograph
	We used	every year.
3	Having car insurance is comp	oulsory for all drivers. car insurance.
4	He's seeing his father tomorryears ago.	row. He last saw him two
	He's seeing his father tomorr	ow. He
	two years.	
	The Professional Section 190 and the	constitution in the last selection of the last

	two years.
5	He lacks the right qualifications for this job.
	He for this job.
6	It isn't necessary for us to do it now; we can do it later.
	We; we can do it later.
7	The sea was amazingly clear and warm – we swam every morning.

	morning.
	The sea was amazingly clear and warm – we
	every morning
8	When did you start to get on badly?

9 I need someone to fix the central heating.

I need

### c Complete the sentences with one word.

_	and an analysis of a contact of the control of the
1	He was a good interviewee, but I don't think he has it in to do the job.
2	We went on a girls' night out last weekend, and we had a real
3	Are you really going to do a bungee jump or are you having me?

4	My maths teacher has really	it in for me. She's
	much stricter with me than with th	ne rest of the class.

5	l've_	it with a	<b>lways</b>	tidying	up at	fter you



### discourse markers (1): linkers

### result

- 1 I have a job interview next week, so I've bought myself a suit!
- 2 It had snowed hard all night. As a result, the airport was closed until 11.00 a.m. We regret that you do not have the necessary qualifications and therefore / consequently we are unable to offer you the job.
- 1 so is the most common way of introducing a result or a logical connection.
- 2 as a result, therefore, and consequently (more formal than so) are often used at the beginning of a sentence or clause.
- therefore and consequently can also be used before a main verb, e.g. We have therefore / consequently decided not to offer you the job.

### reason

- 1 I've stopped emailing her, because / as / since she never answers me. Can I go home, seeing as / seeing that there's no work to do?
- 2 The plane was late because of the fog.
  Flight 341 has been delayed due to / owing to adverse weather conditions.
- 1 because, as, and since (more formal) are synonyms and are used to introduce clauses giving a reason. as and since are often used at the beginning of a sentence, e.g. As / Since the rain hasn't stopped, we've decided not to go out.
- · We can use seeing as / that to give a reason for what we're saying.
- 2 because of, due to, and owing to also express the reason for something. They are usually followed by a noun, a gerund, or the fact that + clause.
- · due to and owing to are more formal than because of.

### purpose

- 1 I did a language course to / in order to / so as to improve my English.
- 2 He closed the door quietly so as not to / in order not to wake the baby.
- 3 They moved to London so (that) they could see their grandchildren more often.
- 4 I'm not going to tell Amy, in case she tells everyone else.
- 1 to, in order to, and so as to introduce a clause of purpose and are all followed by an infinitive. to is the most informal.
- 2 For negative purpose we use so as not to or in order not to.
- 3 We can also use so (that) + can / could + verb or will / would + verb to express purpose. that can be left out in informal English.
- Use so (that) when there is a change of subject in the clause of purpose, e.g.
   She put a blanket over the baby so (that) he wouldn't be cold.
- 4 We use in case + a clause when we do something in order to be ready for future situations / problems, or to avoid them.

### contrast

- 1 The meeting was OK, but the journey home was a nightmare. Agnes was attracted to the stranger, yet something in her head was telling her not to get close to him.
- It's a really good idea. However, it may be too expensive.
- The moon shone brightly. Nevertheless, it was hard to find our way.
- 2 We enjoyed the film although / even though / though it was long.
- 3 In spite of / Despite being 85, she still travels all over the world.
  In spite of / Despite her age...
  In spite of / Despite the fact that she's 85...
- 1 but is the most common and informal way of introducing contrast and is normally used to link two contrasting points within a sentence. yet is used in the same way, but is more formal / literary.
- however and nevertheless are normally used at the beginning of a sentence to connect it to the previous one and are usually followed by a comma.
- nevertheless (or nonetheless) is more formal / literary than however.
- 2 even though is more emphatic than although. though is more common in informal speech.
- 3 After in spite of and despite, use a gerund, a noun, or the fact that + clause.

### a Circle the correct linker.

Even though/ Despite she's working really hard, I don't think she'll be able to catch up.

- 1 We can't afford to have a holiday this year as / yet we've got an overdraft at the bank.
- 2 Could we rearrange my timetable so that / in case I don't have so many classes on Fridays?
- 3 I got to the interview on time due to / in spite of the fact that my train was late.
- 4 It isn't worth phoning John, seeing that / so that he's arriving in five minutes.
- 5 He gets a good salary though / since the job itself is quite monotonous.

### b Circle the better option according to register.

Sales have increased over the last six months. So / Therefore we will be taking on five new employees.

- 1 I've been off work for the last three days because of / owing to this nasty cough I've got.
- 2 The organization has severe financial problems, and so / consequently half the staff have been laid off.
- 3 The company has reported declining sales this year. Nevertheless / But, they have so far managed to avoid any staff cuts.
- 4 I stopped at a service station to / in order to fill up with petrol.
- 5 I thought it was an amazing book. It was a bit depressing, though / however.
- 6 We regret to announce that the performance has been cancelled *due to / because of* technical problems.

### Join the sentences using the **bold** word(s), making any necessary changes.

We only use energy-efficient light bulbs. We don't want to waste electricity. so as We only use energy-efficient light bulbs so as not to waste electricity.

- 1 Our seats were a long way from the stage. We enjoyed the play. In spite We
- 2 It took us ages to get there. The traffic was heavy. **because of**
- 3 I took the price off the bag. I didn't want Becky to know how much it had cost. **so**
- 4 Keep the receipt for the sweater. Your dad might not like it. in case
  Keep
- 5 Susanna is an only child. She isn't at all spoilt. Even though

Susanna

6 Prices have risen. Production costs have increased. **due to**Prices





### the past: habitual events and specific incidents

### narrative tenses: describing specific incidents in the past

This happened when I was about five years old. My father had gone away on business for a few days and my brother and I were sleeping in my parents' bedroom. Before we went to bed that night, I had been reading a very scary story about a wicked witch. In the middle of the night, I woke up with a start and saw that a figure in a dark coat was standing in the doorway. I screamed at the top of my voice.



When we describe specific incidents in the past, we use **narrative tenses**, i.e. the past simple, past continuous, and past perfect simple or continuous.

- We use the past simple to talk about the main actions in a story (We went to bed..., I woke up..., I screamed).
- We use the past continuous to set the scene (We were sleeping in my parents' bedroom) and to describe actions in progress in the past (Somebody was standing in the doorway).
- We use the past perfect and the past perfect continuous to talk about the earlier past, i.e. things which happened before the main event (My father had gone away..., I had been reading a story).

# used to and would: describing habitual events and repeated actions in the past

- 1 Every summer, my family used to rent an old house in the south of France. My sister and I often walked to the harbour in the morning, where we used to watch the fishermen cleaning their nets.
- 2 Every night before we went to bed, my mother would tell us stories, but she would never read them from a book – she would always make them up herself.
- 3 When I was a teenager, my friends were always teasing me because of my red hair.
- 1 We often use used to + infinitive as an alternative to the past simple to talk about things that we did repeatedly in the past.
- We can also use used to + infinitive to talk about situations or states which have changed, e.g. I used to have much longer hair when I was younger.
- 2 We use would + infinitive as an alternative to used to to talk about things that we did repeatedly in the past over a period of time.
- We <u>don't</u> use would with stative verbs, i.e. to talk about situations or states which have changed. **NOT** I would have much longer hair when I was younger.
- We don't use would without a time reference, e.g. I used to play the violin. NOT I would play the violin.
- 3 We can also use always + past continuous for things that happened repeatedly, especially when they were irritating habits.

### D used to and be / get used to

Be careful not to confuse used to and be / get used to. used to only describes states or repeated actions in the past, be / get used to means be / get familiar with, e.g. We used to live in London. We moved to the country last year, but we're still not used to it. It's too quiet for me, and my husband can't get used to having to drive everywhere.

- a Circle the correct form. Tick ( ) if both are possible.
  - Corinne and lused to be / would be very close, but recently we've grown apart.
  - 1 When I came into the room, my aunt sat / was sitting with her back to me. When she turned round, I could see that she had been crying / had cried.
  - 2 Our grandmother always used to have / would always have a surprise waiting for us when we visited.
  - 3 My sister used to live / would live on her own, but then she was buying / bought a flat with her boyfriend.
  - 4 My brother didn't use to look / wouldn't look at all like my father, but now he does.
  - 5 When I was small, I was always getting / always used to get into trouble at school and my parents used to punish / would punish me by not letting me play with my friends at the weekend.
  - 6 Suddenly, we heard a tremendous bang and we saw that a car crashed / had crashed into a tree and petrol poured / was pouring onto the road.
- b Complete the text with the verb in brackets using a narrative tense or would / used to.

### My earliest memory

iviy earliest me	emory	
When I was ab	out four or five, my	grandmother, who
was Polish, was	s living (live) in Lond	on and we children
often 1	(spend) v	veekends at her flat.
My grandfathe	r <sup>2</sup>	veekends at her flat. _ (die) a couple of years
earlier, so I sup	pose she was in ne	ed of company. We loved
going there, as	my grandmother <sup>3</sup>	(cook)
special meals f	or us and 4	(cook) (take) us for
lovely walks in	Regent's Park, which	th was quite nearby.
	that I remember rea	
		to stay with her on my
		ers. On the first day, after
		(go) for her
so after a while	18	eep too, but I couldn't, _ (get up) and
9		lore the flat. Everything
was very quiet		that my grandmother
10	(sleep). The roor	and the second s
(want) to explo		her's study, I imagine,
precisely becar		(tell) me not
		and went in, and was
	rawn to his large old	the state of the s
(climb) onto the	1 1 111	(see) on the
		d, with a bottle of ink.
1 15		ents for a real pen for a
long time, but	the second secon	(refuse), foreseeing
0		to make with the ink.
		to open the bottle of
ink. At that mo		(hear) my
		stina? Where are you?
	doing?' To my horro	
The state of the s	y grandmother <sup>19</sup>	(get up)
and <sup>20</sup>		wards the study. Two
seconds later,		(open) the door.
I will never forg		g of shame that she
23		ng something that she
23	(forbid) me to	do.



### pronouns

### generic pronouns

- 1 If you mispronounce a word, people might not understand you.
- 2 One tends to have problems understanding very strong accents.
- 3 When we talk about an accent, we must not confuse this with pronunciation.
- 4 They always say that it's never too late to learn a new language.
  They should make it compulsory for people to learn two languages at school.
- 5 If someone phones me, tell them to call back later.
  Could the person who left their bag in the library please come and see me?
- 1 We often use you to mean people in general.
- 2 We can also use one + third person singular of the verb to mean people in general. one is much more formal than you and is very rarely used in spoken English.
- We can also use one's as a possessive adjective, e.g. When confronted with danger, one's first reaction is often to freeze.
- 3 we can also be used to make a general statement of opinion which includes the reader / listener.
- 4 In informal English, we often use they to talk about other people in general, or people in authority, e.g. They always say... (They = people in general); They should make it compulsory... (They = the government).
- 5 We use they, them, and their to refer to one person who may be male or female, instead of using he or she, his or her, etc.

### reflexive and reciprocal pronouns

- You need to look after yourself with that cold.
   He's very egocentric. He always talks about himself.
- 2 I managed to complete the crossword! I was really pleased with myself.
- 3 We decorated the house ourselves. There's no way I'm going to do it for you. Do it yourself!
- 4 I don't feel very comfortable going to the cinema by myself.
- 5 My ex-husband and I don't talk to each other any more. My mother and sister don't understand one another at all.
- 1 We often use reflexive pronouns when the subject and object of a verb are the same person.
- We don't usually use reflexive pronouns with some verbs which may be reflexive in other languages, e.g. wash, shave, etc. NOT He got up, shaved himself, and ...
- enjoy is always used with a reflexive pronoun when not followed by another object, e.g. Enjoy your meal! BUT Did you enjoy yourself last night?
- 2 We can also use reflexive pronouns after most prepositions when the complement is the same as the subject.
- After prepositions of place we use object pronouns, not reflexive pronouns,
   e.g. She put the bag next to her on the seat. NOT next to herself
- 3 We can use reflexive pronouns to emphasize the subject, e.g. We decorated the house ourselves. (= we did it, not professional decorators)
- 4 by + reflexive pronoun = alone, on your / her, etc. own.
- 5 We use each other or one another for reciprocal actions, i.e. A does the action to B, and B does the action to A.

### it and there

- 1 It's 10 o'clock. It's 30 degrees today. It's five miles to the coast.
- 2 It was great to hear that you and Martina are getting married!
  It used to be difficult to buy fresh pasta in the UK, but now it's everywhere.
- 3 There have been a lot of storms recently. There used to be a cinema in that street.
- 1 We use it + be to talk about time, temperature, and distance.
- 2 We also use it + be as a 'preparatory' subject before adjectives. It was great to hear from you. NOT To hear from you was great.
- 3 We use there + be + noun to say if people and things are present or exist (or not). You cannot use It... here. **NOT** It used to be a cinema in that street.

# a Circle the correct pronoun. Tick (✓) if both are possible.

They helped one another/ themselves to prepare for the exam.

- 1 One / You can often tell where people are from by the way they speak.
- 2 Can you put my case on the rack above yourself / you?
- 3 Sally and her sister look incredibly like each other / one another. Are they twins?
- 4 Steve is a really private person he rarely talks about him / himself.
- 5 Either Suzie or Mark has left her / their book behind.
- 6 When a person goes to live abroad, it may take them / him a while to pick up the language.
- 7 They / One say that eating tomatoes can help protect the body against certain diseases.

Don't tell him how to spell it. Let him work it

b Complete the sentences with a prono	b	a pron	oun
---------------------------------------	---	--------	-----

	out by <u>himself</u> .
1	If anyone has not yet paid course
	fees, should go to registration immediately.
2	Isabel is very quick-tempered. She finds it very hard to control
3	I wouldn't stay in that hotel – say the rooms are tiny and the service is awful.

\_\_\_\_\_ at all.
5 Did they enjoy \_\_\_\_\_ at the festival?

4 They've never got on. They just don't like

6 Are you going to have the flat repainted, or will you and Jo do it \_\_\_\_\_?

7 It's always the same with taxis. \_\_\_\_\_ need one!

There was a very interesting article about

### c Complete the sentences with it or there.

	language learning in	The Times yesterday.				
1		's a spelling mistake in thisshould be j, not g.				
2	's illegal to	use a handheld mobile				
	while you're driving. lot of accidents cause	used to be a ed by this.				
3	How many miles is from here?	to Manchester				
4	's scorchin must be at least 35 d					
5	's no need	to hurry. The train				

5 \_\_\_\_\_\_'s no need to hurry. The train doesn't leave for ages.

6 \_\_\_\_\_\_'s not worth reading the paper today. \_\_\_\_\_\_'s absolutely nothing interesting in it.





### adding emphasis (1): inversion

1 Not only is the plot great, (but) it's also very well written. Not until you can behave like an adult will we treat you like an adult.

Never have I heard such a ridiculous argument.

Never again will I believe a word he says.

No sooner had the football match started than it began to snow heavily.

2 Not only did you forget to shut the window, (but) you also forgot to lock the door!

Not until you become a parent yourself do you understand what it really means.



3 The train began to move. Only then was I able to relax.
Only when you leave home do you realize how expensive everything is.

Hardly had I sat down when / before the meeting began.
Rarely have I met a more irritating person.

- In formal English, especially in writing, we sometimes change the normal word order to make the sentence more emphatic or dramatic.
- 1 This structure is common with negative adverbial expressions such as Not only..., Not until..., Never (again)..., and No sooner... (= a formal way of saying as soon as).
- When we use inversion after the above expressions, we change the order of the subject and (auxiliary) verb. NOT Not only the plot is great,...

Compare:

I have never heard such a ridiculous argument. (= normal word order)

Never have I heard such a ridiculous argument. (= inversion to make the sentence more emphatic)

- 2 In the present simple and past simple tense, rather than simply inverting the subject and verb, we use do / does / did + subject + main verb. NOT Not only forgot you to shut the window...
- 3 Inversion is also used after the expressions Only then..., Only when..., Hardly / Scarcely..., Rarely...

### Overuse of inversion

Inversion should only be used occasionally for dramatic effect.

Overusing it will make your English sound unnatural.

R	ewrite the sentences to make them more emphatic.
	I had just started reading when all the lights went out.  No sooner <u>had I started reading than all the lights went</u>
	out.
1	I didn't realize my mistake until years later. Not until
2	We had never seen such magnificent scenery.  Never
3	They not only disliked her, but they also hated her family.
4	We only understood what he had really suffered when we read his autobiography.  Only when
5	We had just started to eat when we heard someone knocking at the door.  Hardly
6	I have rarely read such a badly written novel.  Rarely
7	Until you've tried to write a novel yourself, you don't realize how hard it is.  Not until
8	The hotel room was depressing – it was cold as well.  Not only
9	We only light the fire when it is unusually cold. Only when
10	
11	I only realized the full scale of the disaster when I watched the six o'clock news.
	I watched the six o'clock news. Only then
12	He has never regretted the decision he took on that day. Never
13	seriously.
14	Only when He had scarcely had time to destroy the evidence before the police arrived.  Scarcely
15	He would never see his homeland again.  Never again



### speculation and deduction

### modal verbs: must, may, might, can't, could, should, ought

- 1 That must be an electric car it isn't making any noise at all.
  You must have seen him he was standing right in front of you!
- 2 They can't be playing very well they're losing 3–0.
  You can't / couldn't have spent very long on this essay you've only written 100 words.
- 3 I haven't seen the Sales Manager today. He may / might / could be off sick.
  - The keys of the store cupboard have disappeared. Do you think someone may / might / could have taken them?

    He may / might not have heard the message I left.
- 4 If I post the letter today, it should / ought to arrive on Friday. I posted the letter a week ago, it should / ought to have arrived by now.
- 1 As well as using must for obligation, we also use must + infinitive to say that we are almost sure something is true about the present and must have + past participle to say that we are almost sure something was true or happened in the past.
- We use can't + infinitive to say that we are almost sure that something isn't true in the present and can't have / couldn't have + past participle to say that we are almost sure that something wasn't true / didn't happen in the past.
- · We don't use mustn't / mustn't have with this meaning.
- 3 We use may / might / could + infinitive and may have / might have / could have + past participle to say that we think it's possible that something is true in the present, or was true / happened in the past.
- We only use may not or might not to talk about a negative possibility. NOT couldn't
- 4 We use should / ought to + infinitive to describe a situation we expect to happen. We use should have / ought to have + past participle to describe a situation we would expect to have happened in the past.

### Infinitive or continuous infinitive after modals?

He **must work** really hard. He never gets home before 9.00 p.m. (= deduction about a habitual action)

There's a light on in his office. He **must** still **be working**. (= deduction about an action in progress at the moment of speaking)

### adjectives and adverbs for speculation

- 1 He's bound / sure to be here in a minute. He left an hour ago. She's bound / sure to know. She's an expert on the subject.
- 2 I think she's likely / unlikely to agree to our proposal.
  It is likely / unlikely that the government will raise interest rates this year.
- 3 She'll definitely pass the exam. She's worked really hard. She definitely won't pass the exam. She hasn't done any work at all. He'll probably be here around 8.00. He usually leaves work at 7.30. He probably won't be here until about 8.15. He's stuck in a traffic jam.
- 1 bound and sure are adjectives. We use be bound or be sure + to + infinitive to say that we think something is certain to be true or to happen.
- 2 likely and unlikely are also adjectives (not adverbs). We can use subject + be likely / unlikely + to + infinitive, or it is likely / unlikely + that + clause.
- 3 definitely and probably are adverbs. They go before a main verb and after the auxiliary if there is one in + sentences and before the auxiliary in - sentences.
- With be they go after the verb in + sentences and before the verb in - sentences, e.g. He's probably British. The painting definitely isn't genuine.

a Right (\*/) or wrong (\*)? Correct the mistakes in the highlighted phrases.

Jim didn't leave work until 6.00, so he won't likely be here before 7.00. X

Jim didn't leave work until 6.00, so he's unlikely to be here before 7.00.

- 1 My glasses aren't in their usual place. Someone must move them.
- 2 A Do you know where Emma is?
  - **B** She should be in the library. That's where she said she was going.
- 3 A What's that noise in the garage?
  - B I think it can be the neighbour's cat.
- 4 I'm sure Chelsea will win tonight. They're unlikely to lose three times in a row.
- 5 I think you should delete that photo of Tina. She won't definitely like it.
- 6 Julian is bound be late he always is.
- 7 No one's answering the phone at the shop. I'd say they've probably gone home.
- 8 I don't think Marta has gone to bed yet. I think she must still study.
- 9 It's quite likely that the boss will retire in a year or two.

b	Comple	ete	the	sentences	using	the	bold	word.
~	COMP	~	CITC	30116011663	asing	CITO	2010	WOI CI.

Perhaps Luke has got lost. He has no sense of direction. **might** 

Luke <u>might have got lost</u>. He has no sense of direction.

1 I don't think he'll have time to call in and see us. He has a very tight schedule. probably
He \_\_\_\_\_\_. He has a very tight schedule.

2 I'm not sure she'll ever get over the break-up. may
 She \_\_\_\_\_\_ the break-up.
 3 They will probably have heard the news by now. ought

They \_\_\_\_\_ now.

4 I didn't leave my credit card in the restaurant.

I remember putting it in my wallet. can't

I \_\_\_\_\_\_
I remember putting it in my wallet.

5 I'm sure your sister will like the scarf – it's just her style. **bound** 

Your sister \_\_\_\_\_\_. It's just her style.

6 The company director probably won't resign, despite the disastrous sales figures. **unlikely** 

The company director \_\_\_\_\_\_despite the disastrous sales figures.

7 I'm sure he was in love with her, otherwise he wouldn't have married her. must
He

otherwise he wouldn't have married her.

Are you sure you locked the back door? **definite** 

8 Are you sure you locked the back door? **definitely**Did \_\_\_\_\_\_ lock the back door?

9 According to press reports, the couple will probably get divorced soon. likely

According to press reports, it's \_ soon.





### distancing

### seem / appear

- 1 It seems / appears that when older people stay busy, they are in fact much healthier.
  - The new Head of Department seems / appears to be quite friendly. Excuse me. There seems / appears to be a mistake with the bill.
- 2 It would seem / appear that Mr Young had been using the company's assets to pay off his private debts.
- 1 We often use seem and appear to give information without stating that we definitely know it is true, in this way distancing ourselves from the information.
  - We can use It seems / appears + that + clause, or subject + seem / appear + infinitive.
- 2 We use It would seem / appear + that + clause to distance ourselves even further from the information, making it sound even less sure. This is more formal than It seems / appears...

### the passive with verbs of saying and reporting

- 1 It is said that using a washing machine saves people on average 47 minutes a day.
  - It has been announced by a spokesperson that the President has been taken to hospital.
- 2 The company director is expected to resign in the next few days. The missing couple are understood to have been living in Panama for the last five years.
- 3 There are thought to be over a thousand species in danger of extinction.
- Another way of distancing ourselves from the facts, especially in formal written English, is to use the passive form of verbs like say, think, etc. to introduce them. We can use:
- 1 It + passive verb + that + clause.
- Verbs commonly used in this pattern are: agree, announce, believe, claim, expect, hope, say, suggest, and think.
- 2 subject + passive verb + to + infinitive.
- Verbs commonly used in this pattern are: believe, consider, expect, report, say, think, and understand.
- 3 There can also be used + passive verb + to + infinitive. Compare:
- It is said that there are more than five million people living in poverty in this country.
- There are said to be more than five million people living in poverty in this country.

# other distancing expressions: apparently, according to, may / might, claim

- 1 Apparently, Jeff and Katie have separated.
- 2 According to new research, the idea that we have to drink two litres of water a day is a myth.
- 3 Dinosaurs may have died out due to extremely rapid climate change. There are rumours that the band, who broke up ten years ago, might be planning to reform and record a new album.
- 4 The health minister claims to have reduced waiting times.
- 1 We use apparently (usually either at the beginning or the end of a phrase) to mean that we have heard / read something, but that it may not be true. This is very common in informal conversation.
- We use according to to specify where information has come from. We use it to attribute opinions to somebody else. NOT According to me...
- 3 Using may / might also suggests that something is a possibility, but not necessarily true.
- 4 We can say that somebody claims something when there is some doubt about whether it is true.

	ne answer is possible.						
	Apparently, people who multitask often have concentration problems.						
1	It that the less children sleep, the more likely they are to behave badly.						
2	It appear that someone has been stealing personal items from the changing rooms.						
3	Matt to have aged a lot over the last year.						
	He may not look it, but he is to be one of the wealthiest people in the country.						
5	to some sources, the latest research is seriously flawed.						
6	Despite the fact that there will be an autopsy, his death is to have been from natural causes.						
7	are thought to be several reasons why the experiment failed.						
8	The troubled celebrity is believed have had financial difficulties.						
9	It is understood the minister will be resigning in the near future.						
	omplete the second sentence so that it means the						
Si	ame as the first.						
	People say that mindfulness helps people to deal with stressful work environments.						
	It is said that mindfulness helps people to deal with stressful work environments.						
1	Apparently, people who work night shifts die younger.  It would die younger						
2	It is possible that the prisoners escaped to France.  The prisoners may to France						
3	We expect that the Prime Minister will make a statement this afternoon.						
	The Prime Minister is this afternoon						
4	The company has announced that the new drug will go on sale shortly.						
	It will go on sale shortly						
5	People believe that stress is responsible for many common skin complaints.						
	Stress for many common skin complaints.						
6	The instructions say that the battery lasts for at least 12 hours.						
	According for at least 12 hours						
7	It appears that the government is intending to lower the top rate of income tax.						
	The government the top						
8	rate of income tax.  People have suggested that birth order has a strong influence on children's personalities.						
	It a strong influence						
	on children's personalities.						
0	It seems that there are more cyclists on the road than						

There

than there used to be.

p.47



### unreal uses of past tenses

1 It's so expensive! I wish I could afford it! I wish (that) you hadn't spoken to Julie like that – you know how sensitive she is. a

b

- 2 If only he were a bit less stubborn! Then we wouldn't have so many arguments!
  - If only you hadn't forgotten the map, we'd be there by now.
- 3 I wish she were a bit more generous.
  If only the weather were a bit warmer, we could walk there.





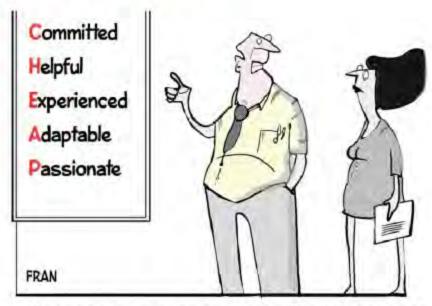
- 4 I'd rather you left your dog outside I'm allergic to animals. Are you sure this is a good time to talk? Would you rather I called back later?
- 5 Don't you think it's time you found a job? It's six months since you finished university!
- 1 We use wish + past simple to talk about things we would like to be different in the present / future (but which are impossible or unlikely).
  - We use wish + past perfect to talk about things which happened / didn't happen in the past and which we now regret.
- We sometimes use that after wish.
- 2 We sometimes use If only... instead of I wish... It is less common and more emphatic. It can be used by itself, e.g. If only I hadn't said it! but it can also be used with another clause, e.g. If only I hadn't said it, none of this would have happened!
- When we want to talk about things we want to happen or stop happening because they annoy us, we use wish or If only + person / thing + would + infinitive, e.g. I wish the bus would come! If only he wouldn't keep whistling when I'm working!
- 3 We can use were instead of was for I/he/she/it after wish and if only.
- 4 We use would rather + subject + past tense to express a preference.
- We can also use would rather + infinitive without to when there is no change of subject, e.g. I'd rather not talk about it. However, we cannot use this structure when the subject changes after would rather, e.g. I'd rather you didn't talk about it. NOT I'd rather you not talk about it.
- 5 We use the past simple after It's (high) time + subject to say that something has to be done now or in the near future.
- We can also use It's time + to + infinitive when we don't want to specify the subject, e.g. It's time to go now.

	omplete the sentences with the corr erb in brackets.	rect form of the
	I wish I <u>hadn't lent</u> Gary that money n when he'll pay it back? (not lend)	ow. Who knows
1	It's high time the government	that
	most people disagree with their educ (realize)	
2	My wife would rather we the city centre, but we can't afford it.	
3	I wish you to stay a night – we were having such a good t	bit longer last ime! (be able)
4	Would you rather we (not discuss)	_ the subject now?
5	I think it's time the company us to do overtime for no extra pay. (st	
6	If only I a bit more a salary, I wouldn't be so hard up now	
7	I'd rather you me in	cash, please. (pay)
8	If only we the name could google it and see where it is. (k	of the shop, we
9	Do you wish you to you glad you left school and started v	university or are work? (go)
	omplete the sentences using the <b>bo</b> hrase. The children ought to go to bed. It's r	nine o'clock. <b>time</b>
	It's time the children went to bed. It's	nine o'clock.
1	I'd prefer you not to wear shoes in the don't mind. rather	e living room, if you
2	I would like to be able to afford to tra	_, if you don't mind. vel more. <b>wish</b> travel more.
3	We shouldn't have painted the room if only	
		– it looks awful!
4	Don't you think you should start looki flat? time	ng for your own
	Don't you think	for your own flat?
5	He's so rude, he's really difficult to wo	ork with. <b>if only</b> easier to work with.
6	Would you prefer us to come another	
7	I should have bought the tickets last whave been cheaper then. wish	week. They would
	TI I I I	last week.
8	They would have been cheaper then.  It's really inconvenient when he turns  us know if only	up without letting
	us know. <b>if only</b>	hafara ha turns un

p.52

# Work

### **ADJECTIVES**



"So when it come to selecting STAFF these are the qualities I'm looking for."

### Match sentences 1-8 to A-H.

- 1 C My job as a divorce lawyer is very challenging /'tʃælmdʒɪŋ/.
- 2 Working as a checkout assistant can be a bit monotonous /ma'nntanas/ and repetitive /ri'petativ/.
- 3 I'm a primary school teacher. I find working with children very rewarding /rr'wordin// (fulfilling /fol'filig/).
- 4 I work in a small design company and my job's really motivating /moutiveitin/.
- 5 Being a surgeon is very demanding /dr/ma:ndin/.
- 6 I always wanted an exciting job, but sadly, mine is incredibly tedious /'ti:dias/.
- 7 He's in a <u>dead-end</u> /'ded end/ job in the local factory.
- 8 She's got a very high-powered /har 'pauad/ job in finance.
- A I have to do exactly the same thing every day.
- B I never mind having to work overtime.
- C It tests my abilities in a way that keeps me interested.
- D It's important and comes with a lot of responsibility.
- E It's really boring and it makes me feel impatient all the time.
- F It makes me happy because it's useful and important.
- G The wages are low and there's no hope of promotion.
- H It's very high pressure and you have to work long hours.

### 1.10 Listen and check.

ACTIVATION Think of a job you could describe with each adjective in 1.

### COLLOCATIONS

Complete the sentences with a word from A and a word from B.

A	academic civil eve work			experience manager servants	move	_			
1	I'm hopin		good <u>care</u>	<u>er move</u> t	o go fro	m publi	shing to		
2	l've been time	unemploy	ved for six	months no	ow, so I s	pend m	ost of my		
3	My brothe	er works as	an		, 0	rganizing	g conferences.		
			o I had to			_			
5	My problem is that all the jobs I want to apply for ask for some, and as I've just finished university, I don't								
	have any.								
6			nd if I wan veral diffe			departi	ments.		
7	I need to work in several different hospitals and departments.  In Britain, people who work for government departments are called								
8	In some careers, people with very good qualifications are put onto a so they get promoted more quickly.								
1	1.11 List	en and c	heck.						
C	omplete t	the two v	vords whi	ch colloc	ate with	the g	roups below		
	hat do th								
	nity nity	1	perr	lance nanent t <u>em</u> pora	ry /fixed	-term)	С		
	assionate		<u>full</u> -t	ime (opp g -hours					

### THE SAME OR DIFFERENT?

- Look at the **bold** pairs of words or phrases. Write **S** if they have the same or a very similar meaning and D if they are different. If the meaning is different, what's the difference? If the meaning is the same, is there a difference in register?
  - 1 5 I get on very well with my colleagues / co-workers.
  - I've had enough of my job. I think I'm going to quit / resign.
  - Three-quarters of the staff / workforce are women.
  - 400 workers have been laid off / made redundant.
  - He's been out of work / off work for nearly six months.
  - She was sacked / was fired for refusing to work on Sundays. Fantastic news! I'm going to get promoted / get a pay rise!

  - What skills / qualifications do you have?
  - We're too busy we need to hire / employ more staff.
  - The salary's a bit low, but we have some great perks / benefits.
- 1.12 Listen and check.

### **VOCABULARY BANK**

# Money

### 1 NOUNS

a Match the nouns and definitions.

1	budget = the money that is available to a person or organization and
	a plan of how it will be spent over a period of time, have a limited ~
2	= money that is given by the government or another organization for a particular purpose, e.g. education, give / receive a ~
3	
	~
4	= an amount of money that you pay for professional advice or services, e.g. to a lawyer, charge / pay a ~
5	= the money that you pay to travel by bus, plane,
-	taxi, etc., pay a ~
6	
7	= money that you give to an organization such as a charity in order to help them, $make\ a \sim$
8	money paid as punishment for breaking a law or rule,
9	pay a ~
7	= one of a number of payments that are made regularly until sth has been paid for, pay an ~
10	= the first part of a larger payment, make / pay a ~
11	= a legal document that says what is to happen to
	sb's money and property after they die, make a ~
12	= an amount of money that is paid at one time and
	not on separate occasions, pay a ~

budget deposit denotion fore for fine grant instalment

b 5.9 Listen and check.

### 2 MONEY IN TODAY'S SOCIETY

- a 5.10 Listen to the sentences. With a partner, say what you think the **bold** phrases mean.
  - 1 We live in a consumer society, which is dominated by spending money on material possessions.
  - 2 The <u>standard of living</u> in many European countries is lower than it was ten years ago.
  - 3 People's <u>income</u> has gone up, but in<u>flation</u> is high, so the **cost** of <u>living</u> has also risen.
  - 4 House prices are rising and people can't afford to buy a home.
  - 5 Online banking allows people to <u>manage their accounts</u>, e.g. check their <u>balance</u> and <u>make transfers</u> and <u>payments</u>.
  - 6 People who have loans have to pay high interest rates.
  - 7 A lot of people are in debt and have problems getting a mortgage to buy their first home.
  - 8 Some people make money by buying and selling **shares** on the **stock market**.
  - 9 Our <u>currency</u> is unstable and ex<u>change</u> rates fluctuate a lot.
  - 10 A lot of small businesses went bankrupt during the recession.
- b Which aspects of the sentences above are true in your country?

### 3 ADJECTIVES

a Look at the Oxford Learner's Thesaurus entries for rich and poor. Match the synonyms and definitions.

# rich adj. rich, affluent, loaded, wealthy, well-off 1 rich / wealthy having a lot of money, property, or valuable possessions 2 \_\_\_\_\_\_ (rather formal) rich and with a good standard of living: The ~ Western countries are better equipped to face the problems of global warming. 3 \_\_\_\_\_\_ (often used in negative sentences) rich: His parents are not very ~ . 4 \_\_\_\_\_\_ [not before noun] (very informal) very rich: Let her pay. She's ~ .

# poor adj. poor, broke, hard up, penniless 5 \_\_\_\_\_ having very little money; not having enough money for basic needs 6 \_\_\_\_\_ (literary) having no money, very poor: She arrived in 1978 as a virtually ~ refugee. 7 \_\_\_\_ [not before noun] (informal) having no money: I'm always ~ by the end of the month. 8 \_\_\_\_ (informal) having very little money, especially for a short period of time: After he lost his job, he was so ~ he couldn't afford to eat out at all.

b 5.11 Listen and check.

### **4 COLLOQUIAL LANGUAGE**

5.12 Read and listen to the conversations. What do you think the **bold** slang words mean?

- 1 A Nice car! How much are you going to ask for it?
  - B Five grand. What do you think?
- 2 A I need five bucks for the subway.
  - B Sure, here you are.
- 3 A Great hat! Was it expensive?
  - **B** No, only **five quid**. I got it in a charity shop.
- 4 A What's the building work going to cost you?
  - **B** About **50K**. We're redoing the kitchen as well.
- 5 A Can I borrow twenty pounds?
  - B Sorry, I've only got a fiver (OR tenner).

ACTIVATION Make sentences about your country or people from your country with two words from each section 1, 2, and 3.

G p.50

# **Prefixes**

### 1 NEGATIVE PREFIXES

a Write the words from the list in the correct column to make negatives.

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

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

b 3.4 Listen and check. What letters do the words begin with after im-, il-, and ir-?

### 2 PREFIXES WHICH ADD OTHER MEANINGS

- a Read the sentences carefully and match the **bold** prefixes to their meanings A-U.
  - 1 D My daughter has outgrown most of her clothes she needs a bigger size.
  - 2 A lot of common English verbs are monosyllabic, like get, have, give, etc.
  - 3 The whole town was rebuilt after the earthquake.
  - 4 After the operation, I'll have to go to the hospital once a week as an **out**patient.
  - 5 My dog was ill-treated\* as a puppy, but he's much happier now.
  - 6 I haven't been feeling very well recently. The doctor told me to take multivitamins.
  - 7 I must have misunderstood you. I thought you said you didn't want to come tonight.
  - 8 I need to install a new antivirus on my computer.
  - 9 I was incredibly lucky on my flight to Mexico I was upgraded to business class!
  - 10 High consumption of meat is leading to deforestation of the planet.
  - 11 My brother did a postgraduate course in translation and interpreting.
  - 12 A ceasefire is an essential **pre**condition for any negotiation.
  - 13 Even though I set my alarm clock, I **over**slept this morning and was late for work.
  - 14 The committee has biannual meetings in October and March.
  - 15 Several different species now coexist peacefully side by side.
  - 16 This work is totally **sub**standard. It's just not acceptable.
  - 17 There will be an intergovernmental conference to look at climate change.
  - 18 They're really understaffed at the moment because a lot of their workers are off sick.
  - 19 With a superhuman effort, he managed to lift the car and save the injured man.
  - 20 I'm not very good with my camera. I almost always use the autofocus setting.
  - 21 Bacteria are microorganisms which often cause disease.

- A not enough
- B too much
- C more than one, many
- D more than, better than, bigger than, etc.
- E wrongly
- F below
- G two, twice
- H against
- l one
- J by yourself, by itself
- K after
- L outside, not inside
- M before
- N remove or reduce
- O higher, towards the top
- P together
- Q badly
- R between
- S above average
- T extremely small
- U again

### b 7.5 Listen and check.

### Prefixes with more than one meaning

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

- out- + verb usually means more than, better than, etc., e.g. Boys outnumber girls in this class (= there are more boys than girls)
- · out- + noun / adjective means outside, e.g. He lives on the outskirts of the city
- · de- often means remove or take away sth, e.g. demystify = remove the mystery
- de- can also mean reduce, e.g. devalue = reduce the value of sth

from 2 could you use before each of these words?

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



<sup>\*</sup>The prefix ill is always followed by a hyphen.

# Travel and tourism

### **VOCABULARY BANK**

### 1 DESCRIBING PLACES

a Complete the sentences with a word or a phrase from the lists.

+	breathtaking /'bretterkin/ iconic /ar'konik/   imposing /im'paozin/ lively /'larvli/   off the beaten track /of do birth 'træk/ picturesque /piktfo'resk/
	remote /rɪˈməʊt/ unspoilt /ˌʌnˈspəɪlt/
	The view is absolutely <u>breathtaking</u> . (= impressive, spectacular)
2	It's a really area at night. (= full of life and energy)
3	We found a tiny café in the back streets of Venice, right (= away from where people normally go)
4	We went to a very little fishing village yesterday. (= pretty, especially in a way that looks old-fashioned)
5	It's a lovely city, almost completely by tourism. (= beautiful because it has not been changed)
6	The site of the temple is extremely – you can
	only get there on foot and it takes four hours. (= far away from places where other people live)
7	The enormous statue at the entrance to the palace is
	very (= large and impressive to look at)
8	The Leaning Tower of Pisa is one of Italy's mostsights. (= acting as a symbol of the place)
	pricey /'praisi/ run-down /ˌrʌn 'daun/ soulless /'səulləs/ spoilt /spoilt/ tacky /'tæki/ touristy /'tuəristi/ unimposing /ˌʌnɪm'pəuzɪŋ /
9	I think that restaurant's (= with a better reputation than it really deserves)
10	The museum's pretty, but the café's good. (= boring)
11	The shops are quite, but we bought some nice things. (= designed to attract a lot of tourists)
12	The seafront has been by all the new hotels. (= changed for the worse)
13	The hotel pool is always (= with too many people)
	The souvenirs were all plastic Eiffel Towers and key rings, really stuff. (= cheap, badly made, and / or lacking in taste)
15	The main square is quite smart. But the buildings behind are very (= in bad condition)
16	The old town has a lot of character, but the modern part of the city is mainly office blocks. (= with no attractive or interesting qualities)
17	The hotel breakfast was a bit, but it was worth it. (= expensive)
18	The hotel entrance is, but the lobby inside is spectacular. (= unimpressive)

b 38.8 Listen and check.



"We would like an unspoilt paradise, but with lots of shops."

### 2 VERB PHRASES

a Complete the phrases with a verb from the list.

chill out extend get away go go on hit postpone /pəˈspəun/ recharge sample /ˈsɑːmpl/ set off soak up wander round /ˈwɒndə round/

1	set off (syn set out) on a journey / early / late
2	a trip / a visit (= finish
	later than planned)
3	camping / backpacking /
	sightseeing / for a stroll
4	holiday / an outing /
	a trip / a safari / a trek / a cruise / a journey
5	(syn put off) a trip /
	a visit (= reschedule it for a later time)
6	the old town (= explore
	in a leisurely way)
7	(syn unwind) (informal)
	after a tiring day
8	(syn immerse yourself in)
	the atmosphere / the culture
9	the local cuisine
10	the shops IDM
11	from it all IDM
12	your batteries IDM

b 3.9 Listen and check. What do you think the three idioms mean?

ACTIVATION Think of a place in your country that you could describe with each of the adjectives in 1.

Talk about your last holiday using some of the verb phrases in 2.

# Animal matters

### **VOCABULARY BANK**

### ANIMALS, BIRDS, AND INSECTS Young ones

Match the animals and their young.



calf (plural	calves) /ka:	f/ chick/tsik/	cub /kab/
foal /faul/	kid /'kɪd/	эцрру / рлрі/	

1	dog	рирру	4	cow	
	goat		5	hen	
3	horse		6	lion	

b 9.1 Listen and check. Which word from the list would you use for: a baby bear / whale / fox / elephant / donkey?

### Where they live

Match the animals, birds, and insects and the places where they live.

<del>bee</del> <u>black</u> bird ca goldfish horse	nary dog	2	
1 a hive /harv/	bee	Viscol	
2 a stable /'sterbl/		1	
3 a cage /keidʒ/		3	1
4 a <u>ke</u> nnel /'kenl/		1	
5 a tank /tæŋk/			۲
6 a nest /nest/			
9.2 Listen and	check.		

d

### The noises they make

Match the animals and the noises they make.

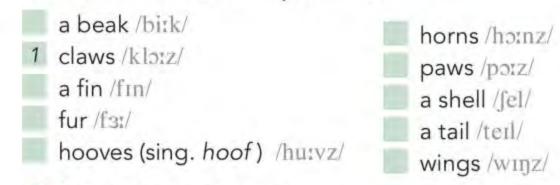
bi	rd cat	dog	horse	lion	mouse	pig
1	squeak	/skwi:l	c/ mo	use		
2	bark /bo	r:k/				
3	neigh /r	iei/				
4	meow /	mi'au/				
	roar /roa					
6	grunt /g	rant/				
	twitter					

9.3 Listen and check.

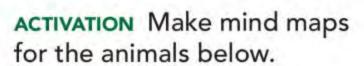
### Animal parts



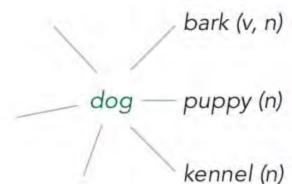
### Match the words and pictures.



9.4 Listen and check.



dog	bird	cat	horse
	701111	-15 2	1003105



### **ANIMAL ISSUES**

9.10 Listen to the questions below and focus on the meaning and pronunciation of the **bold** words and phrases. With a partner, say what they mean.

In your country, are there any...?

- 1 organizations that protect animals and their environment, or animal charities
- 2 animal rights activists who organize protests against the use of animals for entertainment, product testing, or medical research
- 3 local or regional festivals where animals are treated cruelly
- 4 national parks or conservation areas where animals live in the wild
- 5 endangered species /in,deindgad 'spirfirz/
- 6 animals that are **hunted for sport**
- 7 zoos or centres where animals are being bred in captivity in order to reintroduce them into the wild
- 8 animals that are kept or transported in inhumane conditions, e.g. veal calves

**ACTIVATION** Answer the questions above. Give examples.

@ p.89

### **VOCABULARY BANK**

# Preparing food

### 1 HOW FOOD IS PREPARED

- a Match the words and pictures.
  - baked figs
  - <u>bar</u>becued pork ribs
  - boiled rice
  - 1 chopped parsley
  - deep-fried onion rings
  - grated cheese
  - grilled <u>fi</u>llet of fish
  - mashed po<u>ta</u>toes
  - melted chocolate
  - minced beef
  - peeled prawns
  - poached egg
  - roast lamb
  - scrambled eggs
  - sliced bread
  - steamed <u>mu</u>ssels
  - stewed plums
  - stuffed <u>chi</u>cken breast
  - a <u>toa</u>sted <u>sand</u>wich
  - whipped cream
- b ① 9.12 Listen and check.

### 2 UTENSILS

- a Match the words and pictures.
  - a baking tray /'beikin trei/
  - a chopping board /'tsppin boid/
  - 1 a colander /'kʌləndə/
  - a food processor /'fund prouseso/
  - a frying pan /'fram pæn/
  - a (mixing) bowl /baul/
  - a saucepan /'səɪspən/ (or pan) /pæn/
  - scales /skeilz/
  - a sieve /sɪv/
  - a <u>spa</u>tula /ˈspætʃələ/
  - a whisk /wisk/

**ACTIVATION** Have you had any food recently that was prepared in any of the ways in **1**?

Which of the utensils in 2 might you need to make...?

an omelette spaghetti biscuits

**p.90** 



# Writing An article

### KEY SUCCESS FACTORS

- getting and keeping the reader's attention
- using rich and precise vocabulary
- having a clear structure that is easy to follow

### **ANALYSING A MODEL TEXT**

- a You're going to read an article about childhood covering the areas below. What information would you include if you were writing about your country?
  - What are the main differences between children's lives 50 years ago and children's lives now?
  - Why have these changes occurred?
  - Do you think the changes are positive or negative?

b Now read the article. Did the writer include any of your ideas? With a partner, choose the best title from the three below and say why you prefer it to the others.

# The lost joys of childhood Children of the past My forgotten childhood

- c Answer the questions with a partner.
  - 1 What is the effect of the direct question in the introduction? Where is it answered?
  - 2 What does paragraph 1 focus on? What examples are given?
  - 3 What are the changes that the writer focuses on in paragraph 2 and what reasons are given for the changes? Do you agree?
  - 4 <u>Underline</u> the discourse markers that are used to link the points in paragraphs 2 and 3, e.g. *First...*



# 4

# Children's lives have changed enormously over the last 50 years. But do they have happier childhoods today?

It's difficult to look back on one's own childhood without some element of nostalgia. I have four brothers and sisters and my memories are all about being with them, playing board games on the living room floor, or spending days outside with the other neighbourhood children, racing around on our bikes or exploring the nearby woods. My parents hardly ever appear in these memories, except as providers either of meals or of severe reprimands after some particularly hazardous adventure.

In the UK at least, the nature of childhood has changed dramatically since the 1970s. First, families are smaller and there are far more only children these days. It is common for both parents to work outside the home and far fewer people have the time to bring up a large family. As a result, boys and girls today spend much of their time alone. Another major change is that youngsters tend to spend a huge proportion of their free time at home, inside. This is often due to the fact that parents worry much more than they used to about real or imagined dangers, so they wouldn't dream of letting their children play outside by themselves.

Finally, the kinds of toys children have and the way they play is totally different. Computer and video games have replaced the board games and more active pastimes of my childhood. The fact that they can play the games on their own further increases the sense of isolation felt by many young people today. The irony is that so many of these games are called 'interactive'.

Do these changes mean that children today have a less idyllic childhood than I had? I personally believe that they do, but perhaps every generation feels exactly the same.

### USEFUL LANGUAGE

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### Using synonyms

Try not to repeat the same words and phrases too often in your writing. Instead, where possible, use a synonym or similar expression if you can think of one. This will both make the article more varied for the reader and help to link it together. A good monolingual dictionary or thesaurus can help you.

Find synonyms in the article for the following words and phrases.

1	at the present time		
2	children	·	
3	alone, without adults		



### Using richer vocabulary

You can make your writing more colourful and interesting to read by trying to use a richer range of vocabulary instead of the most obvious words.

How are the words in italics expressed in the article, to make the style more interesting?

1	spending days outside with the other children who lived near
	us
2	going around fast on our bikes
3	My parents don't appear very often in these memories
4	after some particularly dangerous adventure.
5	the nature of childhood has changed in a big way
6	usually both parents work outside the home
7	that children today have a less happy childhood than I had?

### PLANNING WHAT TO WRITE

Look at the exam question.

Many aspects of life have changed over the last 30 years. These include:

### dating communication education

Write an article for an online magazine about how one of these areas has changed in your country, and say whether you think these changes are positive or negative.

With a partner, brainstorm for each topic...

- 1 what the situation used to be like.
- 2 how the situation has changed in your country.
- 3 whether you think the changes are positive or negative and why.

Now decide which topic you're going to write about and which ideas you want to include.

Think of a possible title for your article.

### TIPS for writing an article:

- There is no fixed structure for an article, but it is important to have clear paragraphs.
- Use discourse markers to link your points or arguments.
- Use a suitable style, neither very formal nor very informal. Think about who your target reader is.
- Choose an interesting or provocative title that makes people want to read the article.
- Make the introduction short. You could ask a question or questions which you then answer in the article.
- Try to engage the reader, e.g. by referring to your personal experience.
- Vary your vocabulary, using synonyms where possible.

### WRITING

Write an article of about 260 words.

DRAFT your article, using the topic and title you worked on in the planning stage.

- · Write a brief introduction which refers to the changes and asks a question.
- · Write two or three main paragraphs saying what the situation used to be like and how it has changed.
- Write a final paragraph which sums up your feelings. If you asked a question in the introduction, then you should answer that question.

EDIT the article, checking paragraphing, cutting any irrelevant information, and making sure it's the right length.

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



# Writing A review

### KEY SUCCESS FACTORS

- summarizing main events in the plot in a concise way
- using a wide range of vocabulary to describe plot, characters, etc.
- expressing a reasonably sophisticated opinion

### ANALYSING A MODEL TEXT

- a Which of the following would normally influence you to read a book?
  - · a friend of yours recommended it
  - · it's a bestseller everybody is reading it
  - · you saw and enjoyed a film based on it
  - · you were told to read it at school
  - · you read a good review of it
- b Read the book review. In which paragraph, 1–4, do you find the following information? Write DS if the review doesn't say. Does the review make you want to read the book? Why (not)?
  - the strong points of the book
  - the basic outline of the plot
  - what happens in the end
  - where and when the story is set
  - the weakness(es) of the book
  - whether the reviewer recommends the book or not
  - who the author is
  - who the main characters are
  - who the book is published by
  - who the book will appeal to
- c Look at these extracts from a first draft of the review. Which words in the **bold** phrases did the reviewer leave out or change to make it more concise? Then read the **Participle clauses** box to check.
  - 1 A thriller which is set in the present day in a small town in Missouri, USA, it immediately became an international bestseller.
  - 2 ...a couple, Nick and Amy Dunne, who are now living in Nick's hometown of Carthage...
  - 3 Nick owns a bar, which was opened with his wife's money, which he runs with his sister Margo.

Gone Girl is the third
novel by American writer
Gillian Flynn. A thriller
set in the present day in a
small town in Missouri, USA,
it immediately became an
international bestseller.

The main characters in the novel are a couple, Nick and Amy Dunne, now living in Nick's hometown of Carthage after Nick lost his job as a journalist in New York City. Nick owns a bar, opened with his wife's money, which he runs with his sister Margo. On the day of his fifth wedding anniversary, Nick discovers that Amy is missing. For various reasons, he becomes a prime suspect in her disappearance. The first half of the book is told in the first person, alternately by Nick and then by Amy through extracts from her journal. The two stories are totally different: Nick describes Amy as stubborn and antisocial, whereas she makes him out to be aggressive and difficult. As a result, the reader is left guessing whether Nick is guilty or not. In the second half, however, the reader realizes that neither Nick nor Amy have been telling the truth in their account of the marriage. The resulting situation has unexpected consequences for Nick, Amy, and the reader.

- The great strength of this book is how the characters of Nick and Amy are revealed. Despite having the typical devices common to thrillers, for example, several possible suspects and plenty of red herrings, the novel is also a psychological analysis of the effect of failure and unfulfilled dreams on someone's personality. My only criticism would be that the first half goes on too long and perhaps could have been slightly cut down.
- Not only is this a complex and absolutely gripping novel, but it also tackles real problems in society, such as the unhappiness that is caused by economic difficulties, and the effect of the media on a crime investigation. For all lovers of psychological thrillers, Gone Girl is a must.

### Glossary

**red herring** an unimportant fact, event, idea, etc. that takes people's attention from the important one

### Participle clauses

The writer uses participles (set, living, opened) instead of a subject + verb. Past participles replace verbs in the passive, and present participles (-ing forms) replace verbs in the active. The subject of the clause is usually the same as the subject of the main clause.

Participle clauses can be used:

- instead of a conjunction (after, as, when, because, although, etc.) + subject + verb, e.g. Having run out of money... instead of Because she has run out of money...
- instead of a relative clause, e.g. set in the present day / opened with his wife's money instead of which is set... / which was opened...

When you use a participle clause, you do not need to link the next clause with and, e.g. It is set in 1903 and it tells the story of a young girl...  $\rightarrow$  Set in 1903, it tells the story...

- d Rewrite the sentences, making the highlighted phrases more concise by using participle clauses.
  - 1 As she believes him to be the murderer, Anya is absolutely terrified.
  - 2 Armelle, who was forced to marry a man she did not love, decided to throw herself into her work.
  - 3 Simon, who realizes that the police are after him, tries to escape.
  - 4 It was first published in 1903 and it has been reprinted many times.
  - 5 When he hears the shot, Mark rushes into the house.
  - 6 It is based on his wartime diaries and it tells the story of a young soldier.

### **USEFUL LANGUAGE**

e Look at the highlighted adverbs. What effect do they have on the words that follow?

The two stories are totally different...

...and perhaps could have been slightly cut down.

- f Cross out any adverbs that don't fit in these sentences. Tick (✓) if all are possible.
  - 1 My only criticism is that the plot is somewhat / slightly / a little implausible.
  - 2 The last chapter is really / very / absolutely fascinating.
  - 3 The end of the novel is rather / pretty / quite disappointing.
  - 4 The denouement is absolutely / incredibly / extremely thrilling.

### PLANNING WHAT TO WRITE

- a Think of a book or film that you have read or seen recently. Make a list of the main points about the characters and plot that you should cover in a review. Don't include a spoiler.
- b Exchange your list with other students to see if they can identify the book or film.

### TIPS for writing a book / film review:

- Choose a book or film that you know well.
- Organize the review into clear paragraphs.
- Use a suitable style, neither very formal nor very informal.
- Give your reader a brief idea of the plot, but do not give away the whole story. This is only part of your review, so choose only the main events and be as concise as possible.
- Use the present tense when you describe the plot. Using participle clauses will help to keep it concise.
- Use a range of adjectives that describe as precisely as possible how the book or film made you feel, e.g. gripping, moving, etc. (see p.37).
   Use adverbs of degree to modify them, e.g. absolutely gripping.
- Remember that an effective review will include both praise and criticism.

### WRITING

A student magazine has asked for reviews of recent books and films. Write a review of between 220 and 260 words.

### **DRAFT** your review.

- Paragraph 1: Include the title of the book or film, the genre, the author or director, and where / when it is set.
- Paragraph 2: Describe the plot, including information about the main characters.
- Paragraph 3: Talk about what you liked and any criticisms you may have.
- Paragraph 4: Give a summary of your opinion and a recommendation.

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

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



# Writing A formal email

### KEY SUCCESS FACTORS

- summarizing the issue clearly
- using formal language and maintaining an appropriate tone
- being clear about what you want to happen

### ANALYSING A MODEL TEXT

- a Have you ever had a very bad experience at a restaurant or a hotel? What happened? Did you make a complaint, either in person or in writing? What response did you get?
- b Read the formal email. What exactly are the complaints?
- c With a partner, discuss which phrase, a or b, is better for each gap and why.
  - 1 a I'm sorry to say
    - b I am afraid to say
  - 2 a did not live up to our expectations
    - b was a complete disaster
  - 3 a were requested to
    - b were told we had to
  - 4 a thought was OK
    - b considered reasonable
  - 5 a fed up
    - b dissatisfied
  - 6 a that is to say
    - b I mean
  - 7 a we had been charged
    - b you had charged us
  - 8 a they can eat their food
    - b their meal can easily be completed
  - 9 a we are owed an apology
    - b you ought to say sorry
  - 10 a some form of compensation
    - b a lot of money back



From: a.knight10798@gmail.com
To: manager@fiorellis.co.uk
Subject: Complaint

Dear Sir or Madam,

- First of all, according to our online reservation, the table was booked for 7.00 and we <sup>3</sup>\_\_\_\_ leave the table by 9.00, which we <sup>4</sup>\_\_\_. However, the service was extremely slow, and at 8.45, we had only just been brought our dessert. At this point, the waiter not only brought us the bill, but also asked us to hurry, as he would need the table back very soon. This left us feeling extremely <sup>5</sup>\_\_\_.
  - Secondly, when we were ordering our meal, the waiter recommended several dishes from the daily 'specials' board and we both chose tagliatelli al tartufo. We assumed that the price of this item would be in line with those on the menu, 6\_\_\_\_, between £10 and £15. However, when the waiter brought the bill, we discovered that 7\_\_\_\_ a total of £50, making it more than twice as expensive. When we complained to the waiter, he said that we should have asked the price when we ordered; however, in my opinion, the waiter himself should have pointed out that this dish was considerably more expensive than the other choices.
- I feel strongly that if customers are given a table which has a time limit, the service should be efficient enough to ensure that 

  8\_\_\_\_ within that time. I also think that, while it is understandable that some of the daily 'specials' may be more expensive because of the ingredients used, this should always be made clear from the start.
- Under the circumstances, I believe that 9\_\_\_ and that I should receive 10\_\_\_. I look forward to hearing your views on this matter.

Yours faithfully,

Andrew Knight

### **USEFUL LANGUAGE**

- d Can you remember how the writer expressed the following in a more formal way? Look at the model email again to check your answers.
  - 1 In this email I want to complain...
  - 2 ...it said on our online booking...
  - 3 ...the waiter gave us the bill and asked us to hurry...
  - 4 I really think that if customers are given a table...
  - 5 Considering what happened...
  - 6 I'd like to know what you think about this.

### PLANNING WHAT TO WRITE

a Read a message Hannah sent to a friend. What problems did she have at the Westfield Hotel?



### **Hannah Jones**



Just got back from Brighton. That's the last time we stay at the Westfield Hotel! We stayed there a couple of years ago and had a good time, so I booked again for a week in July. The website described it just as I remembered and said you could have bar food in the evening - you know what a pain it is to have to go out with the kids - so I just went ahead and booked. Anyway, when we turned up, we were gobsmacked! The kitchen and bar area were being done up and they said that in fact they were now a B&B and didn't do any food except for breakfast. It was too late to find anywhere else, so we decided to stay, but it was a nightmare. The builders started making a noise at 7.30 in the morning, the breakfast was rubbish - just cold food because the kitchen wasn't up and running - and we had to buy drinks and sandwiches and take them back to our room in the evening for dinner. I tried to complain, but somehow the manager was never there, only reception staff who weren't really responsible and obviously felt sorry for us. So I'm going to email the manager, and if I don't hear anything, I'm definitely going to put something on Twitter...

2 hours ago W

- b You're going to write Hannah's email to the manager of the Westfield Hotel. With a partner:
  - underline the relevant information in the message.
  - summarize exactly what you are dissatisfied with.
  - discuss what it would be reasonable for the hotel to do to compensate you for the inconvenience.
  - invent any other details you think might be important to include in the email, for example, the exact dates of your stay, the room number, etc.

## TIPS for writing an email / letter of complaint:

- Make a note of all the relevant details you want to include before you start drafting your complaint.
- Decide what action you want the person you are writing to to take.
- Use appropriate expressions for opening and closing the email or letter.
- Use a formal style and be clear and assertive, but not aggressive.
- Use the passive, e.g. we were told, we are owed an apology, etc. to make it more impersonal, or to make it clear that you are not accusing individuals.
- Use a variety of expressions for generalizing and making suggestions.

### WRITING

Write a formal email of complaint of between 220 and 260 words based on Hannah's experience.

### DRAFT your email.

- Introduction: Explain why you are writing.
- Main paragraphs: Say what the complaint relates to and give the details politely.
- Summary paragraph: Restate your complaints briefly.
- Closing sentences: Ask for some action from the hotel.

**EDIT** the email, checking paragraphing, cutting any irrelevant information, and making sure it's the right length.

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

