

ADVANCED

# OUTCOMES

[vk.com/englishlibrary](http://vk.com/englishlibrary)

*myoutcomesonline*  
PIN INCLUDED



**Outcomes Advanced Student's Book**

Hugh Dellar and Andrew Walkley

Publisher: Jason Mann

Senior Commissioning Editor: John Waterman

Development Editor: Karen Jamieson

Senior Marketing Manager: Ruth McAleavy

Content Project Editor: Amy Smith

Production Controller: Denise Power

Cover and text designer: Studio April

Compositor: Studio April

© 2012 Heinle, Cengage Learning EMEA

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, or applicable copyright law of another jurisdiction, without the prior written permission of the publisher.

For permission to use material from this text or product, submit all requests online at [cengage.com/permissions](http://cengage.com/permissions).

Further permissions questions can be emailed to [permissionrequest@cengage.com](mailto:permissionrequest@cengage.com).

ISBN: 978-1-111-21175-2

**Heinle, Cengage Learning EMEA**

Cheriton House, North Way, Andover, Hampshire  
SP10 5BE United Kingdom

Cengage Learning is a leading provider of customised learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil and Japan. Locate our local office at [international.cengage.com/region](http://international.cengage.com/region)

Cengage Learning products are represented in Canada by Nelson Education Ltd.

Visit Heinle online at [elt.heinle.com](http://elt.heinle.com)

Visit our corporate website at [cengage.com](http://cengage.com)

Printed in China by R. R. Donnelley  
1 2 3 4 5 6 7 8 9 10 – 16 15 14 13 12

## How to use MyELT and access the MyOutcomes Online activities

### 1 Go to [myelt.heinle.com](http://myelt.heinle.com)

### 2 Students

Key in your username and password.

### 3 Teachers

You need an Instructor Account. This is so you can access a Course and generate a Course-Key for your students to enroll in your course. Please contact your area representative or the book shop you bought Outcomes from. The representative will set up an Instructor's Account for you via your email address.

*If you need help at any time, click on the Help button (bottom right of each screen). This contains tutorials for new and returning users, students and teachers.*

**myoutcomesonline**  
**Peel label to see pin code**

In this unit, you learn how to:

## 01 CITIES

page 8

- describe different aspects of cities and city life
- emphasise and reinforce ideas in different ways
- talk about urban problems and how to tackle them
- talk about changes in urban areas
- tell urban myths

## 02 CULTURE AND IDENTITY

page 14

- talk about different aspects of culture and society
- politely disagree with people's opinions
- express feelings and opinions more emphatically
- talk about useful objects in the home
- discuss your own personal / national identities

## 03 RELATIONSHIPS

page 20

- talk about people you know
- give your impression of people you don't know well
- express opinions in more tentative ways
- discuss issues surrounding divorce
- share and talk through problems

## 04 POLITICS

page 26

- give opinions about politics
- talk about consequences of political proposals
- describe politicians and their qualities
- tell jokes
- talk about voting and elections

Review 01 page 32

Writing 01 page 120

Writing 02 page 122

This Review unit revises units 1–4  
Describing visual data  
Expressing your opinion

## 05 NIGHT IN, NIGHT OUT

page 36

- talk about feelings
- comment on what you hear
- change the subject
- understand and comment on a guide
- describe books

## 06 CONFLICT

page 42

- describe what people do during and after arguments
- give negative / private information
- talk about how you'd like things to be different
- discuss war and social conflict
- talk about peace and justice

## 07 SCIENCE AND RESEARCH

page 48

- explain and discuss news stories about science
- express surprise and disbelief
- discuss the uses and abuses of statistics
- talk about what different kinds of science entail

## 08 NATURE

page 54

- describe natural landscapes
- use tags to emphasise your opinions
- describe different ways of talking
- describe animals, their habitats and their habits

Review 02 page 60

Writing 03 page 124

Writing 04 page 126

This Review unit revises units 5–8  
A review  
Describing processes

Grammar	Vocabulary	Reading	Listening	Developing conversations
Perfect tenses	<ul style="list-style-type: none"> <li>• City life</li> <li>• Changes</li> <li>• Binomials (<i>bits and pieces</i>, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Cities that have overcome problems</li> <li>• Perpetuating the myths</li> </ul>	<ul style="list-style-type: none"> <li>• Two different cities</li> <li>• Recovering from disaster</li> <li>• Three urban myths</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasising and reinforcing</li> </ul>
Emphatic structures	<ul style="list-style-type: none"> <li>• Society and culture</li> <li>• Household objects</li> <li>• Expressions with <i>thing</i></li> </ul>	<ul style="list-style-type: none"> <li>• Foreign objects</li> <li>• National and individual identity</li> </ul>	<ul style="list-style-type: none"> <li>• Society and culture in different countries</li> <li>• Feelings about British culture</li> </ul>	<ul style="list-style-type: none"> <li>• Disagreeing</li> </ul>
<i>would</i>	<ul style="list-style-type: none"> <li>• Describing people</li> <li>• Divorce</li> <li>• Phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• The bitter end</li> </ul>	<ul style="list-style-type: none"> <li>• What're they like?</li> <li>• Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Giving your impression</li> <li>• <i>What's up?</i></li> </ul>
Conditionals	<ul style="list-style-type: none"> <li>• Consequences</li> <li>• Politicians</li> <li>• Elections and politics</li> </ul>	<ul style="list-style-type: none"> <li>• Beyond a joke!</li> <li>• The electoral system</li> <li>• Swiss style</li> </ul>	<ul style="list-style-type: none"> <li>• Government proposals</li> <li>• Political jokes</li> <li>• Voting</li> </ul>	<ul style="list-style-type: none"> <li>• Giving opinions</li> </ul>
Noun phrases	<ul style="list-style-type: none"> <li>• Feelings</li> <li>• noun + <i>of</i></li> <li>• Describing books</li> </ul>	<ul style="list-style-type: none"> <li>• A <i>What's on</i> guide</li> </ul>	<ul style="list-style-type: none"> <li>• A night out</li> <li>• Book clubs</li> </ul>	<ul style="list-style-type: none"> <li>• <i>I bet / imagine</i></li> </ul>
<i>I wish</i>	<ul style="list-style-type: none"> <li>• Adverbs</li> <li>• War and peace</li> <li>• Social conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Hope springs eternal</li> <li>• The Truth and Reconciliation Commission</li> </ul>	<ul style="list-style-type: none"> <li>• Two conflicts</li> <li>• Disputes in the news</li> <li>• The Truth and Reconciliation Commission</li> </ul>	<ul style="list-style-type: none"> <li>• Giving negative / private information</li> </ul>
Passives	<ul style="list-style-type: none"> <li>• Talking about science</li> <li>• Statistics</li> <li>• Forming words</li> </ul>	<ul style="list-style-type: none"> <li>• Truth and statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing news stories about science</li> <li>• Five scientists discuss their jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing surprise and disbelief</li> </ul>
Auxiliaries	<ul style="list-style-type: none"> <li>• Describing scenery</li> <li>• Communicating</li> <li>• Animals</li> </ul>	<ul style="list-style-type: none"> <li>• Why I love ... natural history programmes</li> <li>• Endangered animals</li> </ul>	<ul style="list-style-type: none"> <li>• Two different landscapes</li> <li>• A lecture by a linguistics professor</li> <li>• Animal habitats and features</li> </ul>	<ul style="list-style-type: none"> <li>• Emphatic tags</li> </ul>

In this unit, you learn how to:

## 09 WORK

page 64

- describe what people do at work
- signal that you are making deductions
- talk about the nature of work
- discuss terms and conditions of employment
- discuss issues related to dismissal and tribunals

## 10 HEALTH AND ILLNESS

page 70

- describe different medical and surgical procedures
- show you are not being exact when describing things
- describe medical conditions and their symptoms
- make comments about past and present situations

## 11 PLAY

page 76

- talk about sports you watch or do
- recognise and use irony
- explain how to play different games
- recognise and discuss playful language
- use sports and games metaphors

## 12 HISTORY

page 82

- describe key events in people's lives
- talk about how people have built success
- use similes to make descriptions more interesting
- ask for clarification
- discuss key historical events

**Review 03** page 88  
**Writing 05** page 128  
**Writing 06** page 130

This Review unit revises units 9–12  
A covering letter  
A magazine article

## 13 NEWS AND THE MEDIA

page 92

- understand news programmes better
- comment on news stories
- recognise and use rhetorical questions
- talk about the media
- report what people said

## 14 BUSINESS AND ECONOMICS

page 98

- discuss different aspects of running a firm
- talk about how your business is doing
- network and make small talk
- talk about problems with banks
- take minutes and hold meetings

## 15 FASHION

page 104

- describe hairstyles and clothes
- correct misunderstandings
- give opinions on style
- talk about trends
- discuss fashion and media images

## 16 DANGER AND RISK

page 110

- describe accidents
- use and understand a range of interjections
- talk about laws – risk and safety
- think critically about texts
- discuss the pros and cons of Internet use

**Review 04** page 116  
**Writing 07** page 132  
**Writing 02** page 134

This Review unit revises units 13–16  
A Wiki guide  
Giving information

**Grammar reference** pages 136–155  
**Information files** pages 156–159  
**Audioscript** pages 160–175

Grammar	Vocabulary	Reading	Listening	Developing conversation
• Continuous forms	<ul style="list-style-type: none"> <li>• Company jobs and tasks</li> <li>• Adverb adjective collocations</li> <li>• The world of work</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Living Dead</i></li> </ul>	<ul style="list-style-type: none"> <li>• The first day at work</li> <li>• Underemployment</li> <li>• Five news stories about work</li> </ul>	<ul style="list-style-type: none"> <li>• Deductions</li> </ul>
• Modal verbs	<ul style="list-style-type: none"> <li>• Operations</li> <li>• Body actions</li> <li>• Medical conditions</li> </ul>	<ul style="list-style-type: none"> <li>• East meets West</li> <li>• Two different medical conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Two surgical procedures</li> <li>• A mindfulness experience</li> <li>• A miracle cure</li> </ul>	<ul style="list-style-type: none"> <li>• Vague language</li> </ul>
• Linking words	<ul style="list-style-type: none"> <li>• Doing and watching sport</li> <li>• Games</li> <li>• Sports and games metaphors</li> </ul>	<ul style="list-style-type: none"> <li>• Not just child's play</li> </ul>	<ul style="list-style-type: none"> <li>• Sports success and failure</li> <li>• A short lecture on playing cards</li> <li>• Stories about different games</li> </ul>	<ul style="list-style-type: none"> <li>• Irony and humour</li> </ul>
• Dramatic inversion	<ul style="list-style-type: none"> <li>• Personal histories</li> <li>• Presenting arguments and theories</li> <li>• Recent history</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient history?</li> </ul>	<ul style="list-style-type: none"> <li>• An amazing life</li> <li>• Recent historical milestones</li> </ul>	<ul style="list-style-type: none"> <li>• Similes</li> <li>• Asking for clarification</li> </ul>
• Reporting and verb patterns	<ul style="list-style-type: none"> <li>• News headlines</li> <li>• Newspapers</li> </ul>	<ul style="list-style-type: none"> <li>• Popular papers</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Did you see ...?</i></li> <li>• Future of news publishing</li> <li>• The evening news</li> </ul>	<ul style="list-style-type: none"> <li>• Rhetorical questions and common opinions</li> </ul>
• Relative clauses	<ul style="list-style-type: none"> <li>• <i>How's business?</i></li> <li>• Business situations</li> </ul>	<ul style="list-style-type: none"> <li>• Laughing all the way from the bank</li> </ul>	<ul style="list-style-type: none"> <li>• Two phone calls between colleagues</li> <li>• A business meeting in a footwear company</li> </ul>	<ul style="list-style-type: none"> <li>• Small talk</li> </ul>
• Prepositions	<ul style="list-style-type: none"> <li>• Style and design</li> <li>• Fashion and the media</li> </ul>	<ul style="list-style-type: none"> <li>• An extract from <i>Adorned in Dreams</i></li> <li>• At a costume museum</li> </ul>	<ul style="list-style-type: none"> <li>• Four conversations about style</li> <li>• A lecture about fashion and society</li> </ul>	<ul style="list-style-type: none"> <li>• Backtracking and correcting</li> </ul>
• Other future forms	<ul style="list-style-type: none"> <li>• Accidents and injuries</li> <li>• Laws and regulations</li> <li>• Dangers and risks</li> </ul>	<ul style="list-style-type: none"> <li>• Bureaucrats back down on tan ban</li> </ul>	<ul style="list-style-type: none"> <li>• Scar stories</li> <li>• A health and safety officer</li> <li>• A radio phone-in programme</li> </ul>	<ul style="list-style-type: none"> <li>• Interjections</li> </ul>

# 01 CITIES

## In this unit, you learn how to:

- describe different aspects of cities and city life
- emphasise and reinforce ideas in different ways
- talk about urban problems and how to tackle them
- talk about changes in urban areas
- tell urban myths

## Grammar

- Perfect tenses

## Vocabulary

- City life
- Changes
- Binomials  
(*bits and pieces*, etc.)

## Reading

- Cities that have overcome problems
- Perpetuating the myths

## Listening

- Two different cities
- Recovering from disaster
- Three urban myths

## SPEAKING

### A Work in groups. Discuss these questions.

- What are the advantages / disadvantages of living in a city?
- Which is the best city in your country? Why?
- In your opinion, which is the worst city? Why?



## VOCABULARY City life

### A Match the adjectives in the box to 1–9.

well-run	congested	spotless
run-down	polluted	vibrant
dangerous	sprawling	affluent

- 1 The nightlife's wild. There's so much going on.
- 2 There are a lot of muggings and shootings.
- 3 Everything is very efficient and works very smoothly.
- 4 There's a permanent cloud of smog hanging over the city. You sometimes choke on the fumes.
- 5 People are obviously rolling in money.
- 6 There was no rubbish on the streets and no graffiti anywhere. It was amazing to see!
- 7 The transport system is non-existent and cars just crawl along bumper-to-bumper.
- 8 It just goes on for miles and miles. It's enormous.
- 9 The houses are crumbling and there are lots of derelict buildings, which seem to have been abandoned altogether.

### B Spend two minutes reading and memorising the adjectives in the box. Then work in pairs.

**Student A:** say sentences 1–9.

**Student B:** without looking at the box, say the adjective that matches each sentence.

### C Which adjectives in exercise A are opposites of the words in the box below?

filthy   deprived   dull   chaotic   compact   safe

### D Work in groups. Think of different places that each of the adjectives in exercises A and C could describe.

The *Vocabulary Builder* at the back of this book has more information on what new words mean and how to use them. It also contains explanations and lists of common collocations.



## DEVELOPING CONVERSATIONS

### Emphasising and reinforcing

We can emphasise by:

- using extreme words: *appalling, packed, crawl, stink*
- adding adverbs: *incredibly modern, ridiculously expensive*
- using repetition: *really, really nice; miles and miles*
- using *like*: *like crazy, like there's no tomorrow*

We often reinforce what we say using *honestly, seriously, I swear* and then adding a further description or example.

## LISTENING

You are going to hear two conversations about cities.

**A** 1.1 Listen and take notes on what the two cities are like.

**B** Compare your ideas. Which place would you rather live in? Why?

**C** Listen again and complete the sentences.

- It's really wild. It ....., actually.
  - Honestly. The people there party .....
  - Actually, that was ....., the congestion.
  - ..... Are you sure it's so great?
  - It does ....., but as I say, it just has a real buzz.
- It is, if you like .....
  - It's more lively. There's ....., you know.
  - So you ..... to live there?
  - Don't ....., it is a good place to live if you're bringing up kids.
  - So if I ....., I might move back. It's just not what I want right now.

**D** Work in groups. Discuss these questions.

- What places, people, etc. have taken you by surprise?
- Have you ever been out till four? Where? When?
- What downsides are there to the place you live in?
- What 'scenes' are there where you live?
- Where's a good place to settle down in your country / region? Why?

**A** Find at least one example of each of the ways of emphasising and reinforcing in audioscript on page 160.

**B** Write a reinforcing sentence to follow each of 1–6.

- 1 The amount of building work is incredible.
- 2 It's an absolutely huge sprawling city.
- 3 The city's a complete dump.
- 4 It's ridiculously cheap there.
- 5 It's like a war zone in some parts of the city.
- 6 It's an incredibly vibrant place.

**C** Work in pairs. Have conversations like the one below, using the sentences you wrote. Take turns being student A.

A: The amount of building work is incredible.

B: Really?

A: Seriously. There are buildings springing up absolutely everywhere. You could see hundreds and hundreds of cranes from our hotel.

B: Wow! That sounds amazing.

## CONVERSATION PRACTICE

You are going to have similar conversations about cities to the ones you heard in *Listening*.

**A** Write the names of two cities you've been to. Make notes about aspects of the cities, etc. and think of at least one thing that happened to you in each city. Use as much language from these pages as you can.

**B** Now have conversations starting *Have you been to ...?* Keep the conversation going by asking questions to get more details or by using comments like *Really?* or *Yeah?*





## READING

You are going to read about places that have overcome serious problems.

### A Before you read, discuss these questions in groups.

- Has your town or city ever been affected by any of the things in the box below? When? What happened?
- Which do you think is most damaging to a city?
- Which do you think is the most difficult to recover from – or which leaves the most lasting effects?

an economic downturn	a hurricane	a war
an earthquake	flooding	crime
severe pollution	terrorism	a fire

### B Divide the class into three groups.

**Group A:** look at File 1 on page 152.

**Group B:** look at File 12 on page 156.

**Group C:** look at File 18 on page 159.

Read your text and answer these questions.

- 1 What problem did the city suffer from?
- 2 How did it affect the city?
- 3 What is the city like now?
- 4 What brought about its recovery?
- 5 Has the recovery had significance beyond the city?

### C With a person from your group, check your answers and discuss any vocabulary you are not sure of.

### D Work with students from the other two groups. Discuss the three different cities, using the questions in exercise B and your own ideas.

Decide which is the most remarkable and / or the most interesting story. Explain why.

### E Choose two new words from your text that you think are useful. Explain the words to your partners.

## VOCABULARY Changes

### A Replace the words in *italics* with the correct form of the verbs in the box.

emerge	undergo	demolish	flourish
triple	decline	regenerate	overcome

- 1 The city has *gone through* huge changes since the war.
- 2 A strong community spirit *came out* from the disaster.
- 3 The city has *recovered from* a huge array of problems.
- 4 Many old buildings were *knocked down* in the 1960s.
- 5 The area has been *done up* – you might say gentrified.
- 6 Unemployment has *risen threefold* in the last year.
- 7 The whole area has *gone downhill* because of neglect.
- 8 Businesses are springing up and *thriving*.

### NATIVE SPEAKER ENGLISH

#### *gentrified*

We use *gentrify* or *gentrification* to describe what happens when a poor area changes as more middle class people buy the (cheap) properties and do them up to live there.

*It used to be quite rough, but it's become quite gentrified.*

*The area's undergoing a process of gentrification.*

### B Work in pairs. Discuss the questions below. Try to use some of the language in exercise A.

- Do you know any places that have suffered any of the problems in *Reading* exercise A? What happened? What changes took place?
- What changes have taken place where you live over the last ten years?



## GRAMMAR Perfect tenses

Perfect forms are formed using *have* + past participle.

There are past, present and future forms. We use perfect tenses to look back from a point in time and describe finished actions or continuing states. With finished actions, we often don't know exactly when they happened.

**A Work in pairs. Decide if one or both of the forms in italics is correct in the sentences below. If only one is correct, say why the other form is wrong.**

- 1 New York may *have been* / *always be* a major city for many years, but it has had to overcome many problems.
- 2 Murders *have fallen* / *fall* more than fourfold over the last 20 years and some believe the figure will *have dipped* / *dip* below 400 a year by the next election.
- 3 Tangshan *had been* / *was* a major industrial city until 28th July 1976.
- 4 Tangshan is now a symbol of that change, *having been* / *being* completely rebuilt since 1980.
- 5 The initial drop in crime is thought to *have contributed* / *contribute* to further reductions in crime rates over the last 20 years.
- 6 He said he'd *been* / *was* from Dortmund.

**B Which of the perfect forms above refer to finished actions and which to continuing states?**

► **Need help? Read the grammar reference on page 136.**



Mourners light candles to remember the victims of the Tangshan earthquake.

## LISTENING

You are going to hear an interview with Lloyd Jones, an expert on disaster recovery.

**A 1.2 Listen and decide what the main point of Lloyd Jones' answers is.**

**B Work in pairs. Explain what Lloyd and the interviewer say about:**

- 1 the hurricane
- 2 rubble and shelter
- 3 an opportunity
- 4 fishing villages and the tsunami
- 5 Chicago.

**C Listen again and read the audioscript on page 160 to check your ideas.**

**D Work in pairs. Discuss these questions.**

- How far do you agree with Lloyd Jones?
- Think again about changes that have happened where you live. How far was the local community involved in the decisions? Who did the decisions benefit?
- How important is it to preserve a place's heritage?

## SPEAKING

Oldbury is a small city of 150,000. There's a chemical works nearby which produces nasty fumes. The city has a number of deprived areas and high unemployment. The small historical centre, which is very run-down, dates back 300 years. It is to receive a £50 million regeneration grant.

**A Work in groups. Put the following in order of priority. Then decide how much should be spent on each project.**

- set up a recycling centre
- provide grants for people starting up new businesses
- renovate the historical centre and build a tourist centre
- provide low interest loans to improve homes
- shut down the chemical works and relocate it on the coast
- set up youth centres to give young unemployed people something to do and to keep them off the street
- recruit more officers to police the poorer parts of the city
- plant trees in every street and increase the amount of green space available for public use

**B Compare your ideas with another group and create one proposal to present to the class.**

**C Work in pairs and say what you'd spend the money on if it was for your town / city.**

You are going to read an article about urban myths.

**A Before you read, discuss these questions in pairs.**

- What do you think urban myths – or legends – are?
- What kind of things are they generally about?
- Why do you think people tell this kind of story?
- Do you think they are a purely modern phenomenon?

**B Read the article on the right and answer the questions.**

- 1 How is folklore generally defined in academic circles?
- 2 In what different ways can urban myths be analysed?
- 3 What kind of topics do urban myths generally tackle?
- 4 Why do we create these stories?
- 5 Why do popular urban myths spread so quickly?

**C Discuss with a partner what the words in bold mean in the article. Then complete the collocations below.**

- 1 ~ hope / ~ your congratulations / ~ advice
- 2 ~ changes / ~ surgery / ~ a radical transformation
- 3 ~ your opinion / ~ fears / ~ concern / ~ doubts
- 4 ~ possibilities / ~ solutions / ~ the issue in depth
- 5 ~ gossip / ~ the news / ~ like wildfire / ~ the word
- 6 ~ relevant / ~ confident / ~ a serious issue
- 7 ~ a message / ~ symbols / ~ dreams
- 8 ~ as a global power / ~ from recession / ~ from the shadows



**D Can you remember which words in the article went with each of the verbs in exercise C? Look again to check.**

**LANGUAGE PATTERNS**

Write the sentences in your language. Translate them back into English. Compare your English to the original.

- Some people just spread the stories out of boredom.
- How much was it, out of interest?
- I did it out of curiosity, just to see what would happen.
- No alcohol was served, out of respect for local traditions.
- I only agreed to go on a date with him out of pity!



PERPETUATING THE MYTHS

What's the similarity between a story about children finding a house built of sweets and one about someone waking up in a bath of ice having had a kidney removed in their sleep? Academics argue that they are both examples of folklore, simply separated by time.

Throughout history, folklore has served complex social functions, and with the circulation of urban myths today, it **remains** meaningful, even if the stories themselves have changed dramatically. In academic terms, folklore means stories that are repeated by different individuals and that **undergo** variations over time, often becoming exaggerated or sensationalised.

Most scholars attempt to **decode** the meanings of stories in one of three main ways: firstly, there are those who focus on the structure and literary merits of stories; secondly, there's the more cultural approach, which **explores** historical, social and economic contexts; and finally, there's the more psychological approach, which concentrates on the reasons why people create and **spread** stories.

Many urban myths deal with topics such as crime, accidents and death, and seem to **emerge** from deep-rooted fears people have about the world and from the need to **offer** lessons about these anxieties.

While urban legends aren't necessarily true, the popular ones nevertheless have a ring of truth about them. Listeners then spread them for a whole range of different reasons: out of boredom, to **voice** personal worries, to get attention, to harm people or simply to make small talk.

## LISTENING

You are going to hear three different people talking about urban myths they have heard in their countries.

**A** 1.3 Listen to each person. You won't hear the end of each story yet. Take notes on what happened.

**B** Compare what you heard with a partner. Try to use all the words below.

- 1 reported – driveway – note – ill – concert – whale of a time
- 2 collapsed – rushed – diagnosed – incident – the case
- 3 desperately sad – grabbed – freaked out – run out of – cashier – trolley – the spitting image – favour – good deed

**C** Listen again to check your ideas if you need to. Then discuss how you think each story will end.

**D** 1.4 Listen to the end of each story. See if you guessed correctly. Explain what happened in each story.

**E** Work in groups. Discuss these questions.

- Which story do you like best? Why?
- What do you think of each of the people in the three stories? Why?
- Do you think the stories are true? Why? / Why not?
- What do you think the moral message of each story is?
- Do you agree with the messages?

## VOCABULARY Binomials

Binomials are pairs of words linked together by *and* / *or*. The two words are always used in the same order.

He went to a supermarket to buy a few *bits and pieces*. They'll have to do something about it *sooner or later*.

**A** Work in pairs. Which four binomials are the wrong way round?

by and large	quiet and peace
take or give	long and hard
on and off	now and then
tired and sick	there and here

**B** Complete the sentences with the binomials in exercise A.

- 1 I've been studying Russian for about six years now, .....
- 2 Some buildings are crumbling a bit, but ..... the old town seems very well preserved.
- 3 I still like to party ....., but I've calmed down a lot.
- 4 It can be quite hard to find ..... in the city.
- 5 I thought ..... about it before making a decision.
- 6 It's a fairly affluent area, but there are still pockets of deprivation .....
- 7 I can't take it any more. I'm ..... of the constant noise.
- 8 The population's about ten million, .....

## SPEAKING

You are going to tell your own urban myths.

**A** Work in groups. The pictures below are from urban myths. Discuss what you think happens in each one.

**B** Choose one of these stories – or a story you have heard yourself – to tell. Plan what you are going to say. Then tell your partners. Who has the best story? Why?



# 02 CULTURE AND IDENTITY

## In this unit, you learn how to:

- talk about different aspects of culture and society
- politely disagree with people's opinions
- express feelings and opinions more emphatically
- talk about useful objects in the home
- discuss your own personal / national identities

## Grammar

- Emphatic structures

## Vocabulary

- Society and culture
- Household objects
- Expressions with *thing*

## Reading

- Foreign objects
- National and individual identity

## Listening

- Society and culture in different countries
- Feelings about British culture

## VOCABULARY Society and culture

**A** Work in pairs. Discuss how you feel about your country with regard to each of the categories below. Explain your ideas.

bureaucracy	religion	crime
climate	cultural life	family / community life

**B** Match each of the categories above to two sentences.

- 1 It's a very **close-knit** town. Everyone knows everyone.
- 2 Most people I met there seemed to be very **devout**.
- 3 A lot of companies are trying to **cut red tape** a bit.
- 4 They are **cracking down on** fraud.
- 5 The winters are incredibly **mild**.
- 6 We **got burgled** three times last year!
- 7 It's managed to remain a **secular** state.
- 8 Doctors are too busy **filling in forms** to do their job properly.
- 9 We get month after month of **damp** and **drizzle**.
- 10 There's a really **thriving** music scene.
- 11 It's still a very **male-dominated** society, in my opinion.
- 12 There's still a lot of  **censorship** in the media.

**C** Which sentences in exercise B do you think describe positive things and which describe negative aspects? Why? What might be the possible causes and / or results of each sentence?



## LISTENING

You are going to hear two conversations about society and culture in two different countries.

**A** 2.1 Listen and take notes on what you hear about each place. Compare what you heard with a partner.

**B** Decide if these sentences are true or false. Listen again to check your ideas.

### Conversation 1

- 1 She thinks it must be a dangerous country to visit.
- 2 People lead very isolated lives there.
- 3 The power balance in families perhaps wasn't what some people might expect.
- 4 He agrees that there's some truth in one of the stereotypes about the country.
- 5 He found the traffic absolutely infuriating.

### Conversation 2

- 6 He was surprised at how quiet people were at concerts.
- 7 There's a healthy artistic community there.
- 8 The films are all heavily censored.
- 9 One recent film dealt with some controversial issues.
- 10 The economy is in recession.

**C** Work in groups. Discuss these questions.

- Do you think your country is similar to either of the two places discussed? In what way?
- What do you think are the common stereotypes of your area / country?
- How much truth do you think there is in these stereotypes?



## GRAMMAR Emphatic structures

To emphasise a feeling or opinion, we often use these structures:

What The thing that One thing that	verb phrase	be	that ... the fact that ... the amount of ... the lack of ... the number of ... the way that ... etc.
--	----------------	----	--

To show we don't share someone's opinion – and that we have a different opinion – we can use this structure:

A: Do they really drive as badly as the stereotype has it?

B: To be honest, *it wasn't that* that really bothered me. *It was more* just the total lack of any decent public transport.

### DEVELOPING CONVERSATIONS

#### Disagreeing

We use several different expressions to disagree. We usually then explain why we have a different opinion.

A: It's a very male-dominated society, isn't it?

B: *I don't know about that.* It may have that reputation, but that wasn't really my experience of the place.

**A Put the words in the correct order to make expressions.**

- not that I'm about sure
- exaggeration isn't that of a bit an?
- far that I go wouldn't
- isn't over that's a top the it bit?
- looking well at way of things that's one
- of that's overstatement a bit it an isn't?
- really I see don't like it myself that

**B 2.2 Listen and check your answers. Practise saying the expressions.**

**C Work in pairs. Take turns giving the opinions below and disagreeing with them. Explain why you disagree.**

- Films have a duty to tackle socially sensitive issues.
- There should be no censorship of anything.
- Income tax should be completely abolished.
- Wars are often good for the economy.
- Corrupt government officials should get life in jail.
- The police don't do anything about most crimes!



**A Look at audioscript 2.1 on page 161. Find examples of emphatic structures in conversations 2.**

**B Write full sentences using the ideas below.**

- thing / disturbs me / lack of democracy
- worries / most / amount / censorship
- thing / annoys / way / president talks to everyone
- one / drives me mad / the traffic / the city
- thing / scares / amount / money spent / weapons
- bothers / lack / investment / art and culture
- concerns me / power / judges have
- one / gives / hope / future / fact / young people / so much more tolerant nowadays

► **Need help? Read the grammar reference on page 137.**

**C Work in pairs. Take turns saying your sentences from exercise B.**

If you agree with a sentence, respond by saying *I know* and then give an example. If you disagree, say *Really? It's not that that ... me. It's ...* – and explain your own ideas.

### CONVERSATION PRACTICE

You are going to have a conversation about the place where you live now.

**A Make a list of things that you like about the place and another list of things that annoy you.**

**B Work in groups. Explain your ideas. Agree or disagree with your partners. Use as much language from these pages as you can.**

## SPEAKING

### A Work in groups. Discuss these questions.

- In what ways do you think homes / rooms / household objects can reflect a person's culture or identity?
- Have you ever been in any homes in other countries? If yes, did you notice anything unusual about them?
- What do you think a foreigner might find unusual about your home or about other homes in your country?

## VOCABULARY Household objects

### A Check you know the objects in the box.

bucket	toilet	sink	nail
needle	cloth	ladder	tap
pin	string	oven	pan
glue	drill	dishwasher	

### B Decide which objects in exercise A you usually do the actions in the box below to.

stick in	thread	climb	cut
cover	knot	hit	turn off
unblock	heat	load	plug in
spread	flush	run	wring out

### C Take turns to act or draw the actions. Your partner should say the action and the noun.

#### D Discuss the difference between:

- rope** and **string**      a **mop** and a **brush**  
**wire** and **cable**      a **nail** and a **screw**  
a **cloth** and a **sponge**   a **ladder** and **stairs**  
a **bucket** and a **bowl**    a **knee pad** and a **bandage**  
a **drill** and a **hammer**   **soap** and **washing-up liquid**

### E Decide if the following are problems or solutions.

- |                  |                  |
|------------------|------------------|
| spill some water | protect yourself |
| rip your jeans   | sweep the floor  |
| soak your jeans  | drop my glass    |
| stain a shirt    | rinse my glass   |
| mend your shirt  | wipe the table   |

### F Work in groups. Take turns thinking of an object you want. Then say sentences like this: I've spilt my drink. OR I need to wipe the table.

Your partner should offer the object:

Do you want a **mop** and **bucket** / **cloth**?

See who guesses the most objects correctly.

## READING

You are going to read an article about objects people noticed when they travelled or lived in other countries.

### A Read the introduction and discuss these questions.

- How far do you agree with the writer?
- Can you think of anything that:
  - you take for granted?
  - you've reacted to with bemusement or disgust?
  - your culture has adopted from abroad?

#### Foreign objects

In our globalised world, we can often take it for granted that the things that surround us are universal, sensible or normal. So when we travel or live abroad and discover new objects or the absence of things we're familiar with, it can be surprising. We may react with bemusement or disgust, but at such times we should bear in mind that visitors travelling to our country would no doubt have the same experience and that what we see as extraordinary or ridiculous today, we may adopt as our own tomorrow. Take an English aristocrat's comment on seeing a bizarre instrument in 17th century Italy: "Why should a person need a fork when God had given him hands?"

#### NATIVE SPEAKER ENGLISH

#### take for granted

If you *take* something (or someone) *for granted*, you assume it will never change and you don't value it as you should.

*We often take it for granted that it's universal.*

*We take running water for granted and often waste it.*

*I don't take anything for granted.*

*My boss will realise he took me for granted when I leave.*



**B Now read the four people's accounts and decide:**

- if any of the things are usual in your country.
- if you think any of them will become common in the future. Why? / Why not?

**C Read again and decide who:**

- 1 expresses annoyance. ....
- 2 found something they liked a lot. ....
- 3 is impressed by someone. ....
- 4 couldn't adapt to something. ....
- 5 has adopted a foreign taste. ....
- 6 could be overstating how common something is. ....
- 7 felt restricted by something. ....
- 8 is reminded of something. ....
- 9 didn't agree with someone. ....

**D Work in groups. Discuss the following.**

- Which household objects do you think most reflect your national culture? In what way?
- Say three objects that remind you strongly of other countries or places.
- Have you seen anything in someone's house which you really liked? What? Why?
- What crazes did you have at school / when you were younger?
- Which objects would you miss the most if you went to live abroad? Why?

**LANGUAGE PATTERNS**

**Write the sentences in your language. Translate them back into English. Compare your English to the original.**

At times, it's not nearly as straightforward as it sounds!

It's far easier than it looks.

He's really not quite as laid-back as he seems.

It was nowhere near as bad as I expected.

It was miles better than I thought it'd be.



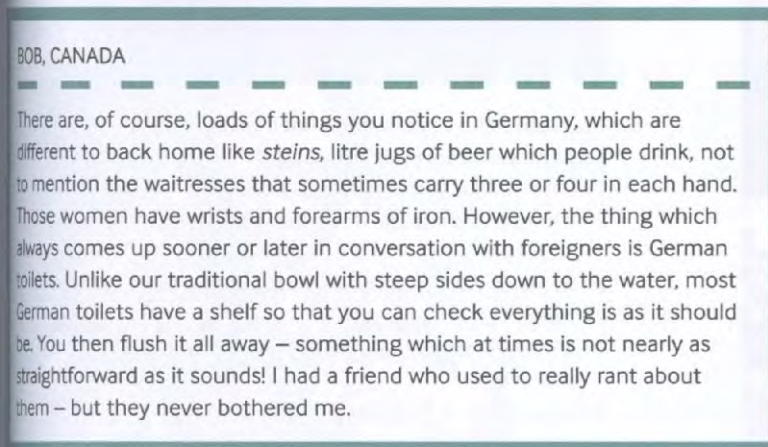
IN-HA, SOUTH KOREA

I got used to many odd things I found in Britain, but one thing I still struggle to understand is why so many places still use separate hot and cold taps at the sink rather than a mixer tap. You have to fill the basin to get the water at the right temperature, but then you can't rinse your face properly because the soap stays in the water. It's much better with the mixer tap because you can leave it running. In fact, what drives you mad even more is if there's no plug. Then you end up either getting freezing hands, or burning them, or trying to move between the two. Useless!



ED, UK

I don't know how widespread some of these things are because Chinese people don't tend to invite you to their home that much – you arrange to meet out somewhere. The flat I rented when I lived there was furnished and there were a couple of things that struck me. The first was that there wasn't an oven, which somewhat reduced the scope of my cooking. I also found a massive meat cleaver, which was a bit disconcerting as I associate it more with a butcher or with serial killers! One thing I really took to, though, was the rice cooker. I should've brought one back.



BOB, CANADA

There are, of course, loads of things you notice in Germany, which are different to back home like *steins*, litre jugs of beer which people drink, not to mention the waitresses that sometimes carry three or four in each hand. Those women have wrists and forearms of iron. However, the thing which always comes up sooner or later in conversation with foreigners is German toilets. Unlike our traditional bowl with steep sides down to the water, most German toilets have a shelf so that you can check everything is as it should be. You then flush it all away – something which at times is not nearly as straightforward as it sounds! I had a friend who used to really rant about them – but they never bothered me.



MAGGIE, IRELAND

I was staying with a friend, Sheila, and she had this thing. It was like a tall mug, but without a handle, and made out of horn. It also had this metal straw. It was lovely. She told me she'd picked it up when living in Uruguay. You brew this tea called *mate* in it and then drink it together. She's fallen in love with the thing and has taken to using it quite a lot, but she didn't persuade me to have much, though – it was a weird taste. The other thing I saw while I was with her was her son playing with a spinning top. It really took me back. At school there was a mad craze for them. It only lasted about six months, but we were all really into it.



## SPEAKING

**Work in groups. Discuss these questions.**

- What do you know about British culture? Think about: literature, theatre, music, broadcasting, visual arts, fashion, religion, cuisine, sport, buildings, monuments, etc.
- How much do you know about the things in the box below?
- How do you think each might be connected to British culture?
- How important is British culture in the world? In your country? For you personally?

God Save the Queen	Shakespeare
fish and chips	Islam
curry	punk
kilts	cricket
the Costa del Sol in Spain	Harrods
ballet	car boot sales
hip-hop	St George's Day
football	Easter
bowler hats	Jamaica

## LISTENING

**You are going to hear three people talking about their feelings about British culture.**

- A** **2.3 Listen and find out which of the things in *Speaking* they mention – and what they say about them.**
- B Listen again and decide which speaker:**
- 1 has a fairly global world view.
  - 2 was surprised to find out what acquiring British nationality involved.
  - 3 has sometimes had to deal with abuse.
  - 4 seems a bit confused about the whole issue of cultural identity.
  - 5 retains a sense of family roots.
  - 6 is annoyed by a common false assumption.
- C Work in pairs. Discuss these questions.**
- Did anything the speakers said surprise / amuse / interest you? What? Why?
  - Are there strong regional differences in your country?
  - Do you think it's good for regions to have a lot of autonomy from central government?

## VOCABULARY

Expressions with *thing*

**In the listening, the speakers said:**  
*it's no big thing* and *it's a personal thing*.

**There are many expressions with the word *thing* in English.**

- A Translate the expressions with *thing*. Are any the same in your language?**
- 1 Don't make a fuss. *It's no big thing*.
  - 2 It's rude. *It's not the done thing* in our society.
  - 3 I'd love to do it, but *chance would be a fine thing!*
  - 4 *It's the furthest thing from my mind* at the moment.
  - 5 I always do it *first thing in the morning*.
  - 6 *It's the sort of thing* that makes you glad to be alive.
  - 7 It's difficult, *what with one thing and another*.
  - 8 I didn't plan it – just *one thing led to another*.
- B Work in pairs. Discuss what 'it' could be in each of 1–8 above.**



## READING

You are going to read an extract from an article in a sociology journal about identity.

**A Before you read, discuss with a partner how far you agree with each of the statements below. Explain why.**

- 1 Globalisation has led to an increase in nationalism.
- 2 Individuals in any society are likely to share many common cultural characteristics.
- 3 Our cultural identities are not fixed; they change over time.
- 4 The Internet and big multi national companies have an influence on the kind of people we become.
- 5 The different kinds of roles we play and identities we have in life often lead us to feel conflicted.
- 6 National cultures are rooted in history and tradition.
- 7 All nations consist of a diverse range of peoples.
- 8 Nations are partly founded on negatives.

**B Now read the extract below and decide which four sentences above best summarise the points it makes.**

**C How would you summarise the main message of the extract? Compare your ideas with a partner – and discuss whether or not you agree with this message.**

## SPEAKING

**A Work in groups of three. Choose ONE of the speaking activities below to do.**

- 1 Write down the top eight cultural icons from your country. They could be people, cultural / youth movements, kinds of food / drink, special days, places, sports, etc.
- 2 What eight things do you think people should know about your country as a minimum to gain citizenship? Think about:
  - history
  - the law
  - art, music and culture
  - facts and figures about the country
  - religions, traditions and special days
  - politics and the government
  - public services like schools, healthcare, etc.
- 3 Make a list of your own eight personal cultural markers. The list should include people, historical events, books, films, music, kinds of food / drink, places, sports and sporting events, etc. These can come from anywhere in the world, but should be important for you personally.

**B Work on your own. Spend a few minutes preparing for the activity. Then present your lists to your group and explain them. Your partners should comment or ask questions to find out more.**



The notion of a unified national culture which all those who inhabit a particular land share and participate in is a comforting one, especially in times of global uncertainty. It is, however, something of a myth.

The individual cultural identity of those living in any given society will vary so widely as to make the extraction of common features very difficult indeed. Furthermore, identity is not static: it emerges through our interactions with others, and in an increasingly globalised world driven by commerce, such interactions are becoming ever more complex and multi-layered.

Through our relationships with others, we grow into the many distinct roles we play in life. Each role may well be negotiated separately from the others, and may involve interacting only with those affected by the role in question. Given this, it is clearly quite possible for one person to be, say, a mother, a wife, a ballet lover, Welsh, British, Jamaican, black, and a marketing manager without any contradiction.

Where does all this leave national identity? Historian Eric Hobsbawm has argued that a nation's so-called traditions are not based in historical fact, but rather are propagated through certain kinds of education, public ceremonies and monuments, for the purposes of the ruling elite.

Perhaps the final word, though, should go to William Ralph Inge, a priest and Cambridge professor, who claimed that 'a nation is a society that nourishes a common delusion about its ancestry and shares a common hatred for its neighbours!'

# 03 RELATIONSHIPS

UNIT 18

## In this unit, you learn how to:

- talk about people you know
- give your impression of people you don't know well
- express opinions in more tentative ways
- discuss issues surrounding divorce
- share and talk through problems

## Grammar

- *would*

## Vocabulary

- Describing people
- Divorce
- Phrasal verbs

## Reading

- The bitter end

## Listening

- What're they like?
- Relationships

## SPEAKING

- A Spend two minutes noting down words that you feel describe your personality.**
- B Compare your ideas in pairs. Then discuss these questions.**
- Do you think other people see you in the same way?
  - Is there anything about your character you'd like to change? Why?

## VOCABULARY Describing people

- A Discuss whether you think the descriptions below are usually positive or negative. Explain your ideas.**
- 1 She's completely incompetent.
  - 2 She's very direct.
  - 3 She's such a snob.
  - 4 She's quite absent-minded.
  - 5 She's quite hard work.
  - 6 She's really bitchy.
  - 7 She's very laid-back.
  - 8 She seems very principled.
  - 9 She's very strong-willed.
  - 10 She's quite thick-skinned.
- B Match the follow-up comments below to the descriptions in exercise A.**
- a She's prone to forget things from time to time.
  - b Once she's set her heart on something, there's no stopping her.
  - c She's one of those people who never worry about anything.
  - d She's not the easiest person in the world to talk to.
  - e She certainly stands up for what she believes in.
  - f She looks down her nose at everyone.
  - g She never seems that bothered by criticism or bitchy comments.
  - h Honestly, she hasn't got a clue what she's doing!
  - i She doesn't mince her words, I'll say that for her.
  - j I wouldn't trust her an inch. She'll stab you in the back the minute you're not there.

**C Work in pairs. Test each other.**

**Student A:** say the follow-up comments a–j.

**Student B:** close your book. Say the descriptions 1–10.

- D Work in groups. Discuss which descriptions in exercise A are the best / worst. Then discuss which suit people you know, and why.**

## LISTENING

You are going to hear three short conversations about different people.

**A 3.1 Listen and answer these questions.**

- 1 What kind of person is described in each conversation?
- 2 How is each person described?

**B Work in pairs. Can you remember the missing verbs from each of the sentences below? Some are phrasal verbs.**

- 1 a He's ..... the rest of the team down with him.  
b He always just ..... really defensive and ..... this great big barrier.  
c Maybe you need to ..... his head.
- 2 a I've always thought he ..... as a really decent guy.  
b I just think you've ..... him wrong.  
c He's done a lot to ..... awareness of various different causes.
- 3 a We ..... it ..... straightaway.  
b The only problem is she kind of ..... the bathroom.  
c He ..... me as a bit of a slacker.

**C Listen again to check your ideas.**

- D In groups, tell each other whether any of the people described remind you of anyone you know. In what way?**



## LANGUAGE PATTERNS

Write the sentences in your language. Translate them back into English. Compare your English to the original.

He's one of those people who'll just never accept they've done anything wrong.

She's one of those people who never worry about anything.

He's one of those people who are always willing to try new things.

## DEVELOPING CONVERSATIONS

### Giving your impression

To give our opinions about famous people or about people we haven't met many times, we often use these structures:

*He / She seems really nice and bright and chatty.*

*He / She strikes me as a bit of a slacker.*

*He / She comes across as a really decent person.*

*I get the impression / feeling he's / she's very principled.*

**A** Work in pairs. Together, think of five people currently in the public eye. Then spend two minutes thinking about your individual impressions of them and why you feel like this.

**B** Share your impressions of each person using the structures above. Start like this:

So what do you think of ...?

What do you make of ...?

What's your impression of ...?

## GRAMMAR *would* 1

We often use *would* when giving opinions, to be polite or because we are uncertain or reluctant to say what we think. It makes our ideas sound more tentative. It's sometimes used with past tenses – even when talking about the present.

*I'd say it was worse if anything, to be honest.* (tentative)

*It's worse, if anything.* (more direct)

*I'd have to agree with you on that.* (tentative)

*I completely agree with you.* (more direct)

**A** Using the words in brackets, rewrite the sentences without *would* to make them more direct.

- 1 I'd imagine that they'll buy a new one. (probably)
- 2 I'd expect it to arrive sometime next week. (should)
- 3 I'd say it was your own fault, to be honest. (think)
- 4 I'd have to agree with you on that. (couldn't, more)
- 5 I would've thought that most people could see through the marketing. (surely, can)
- 6 I wouldn't have thought it'd be that hard to organise. (can't)

**B** Divide the sentences below into four groups of two to show different uses of *would*.

- 1 Would you mind just keeping the music down a bit?
- 2 He'd always hog the remote control and watch what he wanted to watch.
- 3 I'd like him more if he wasn't so self-centred.
- 4 Would you care to explain what you mean by that?
- 5 I wouldn't have said anything if I'd known he was going to react like that!
- 6 She promised she'd stop, but she never did.
- 7 I knew that would happen!
- 8 I wouldn't see him very often. He'd only visit during the holidays.

**C** Compare your ideas with a partner and explain the different uses of *would*.

► Need help? Read the grammar reference on page 138.

## CONVERSATION PRACTICE

**A** On a piece of paper, write the name of someone:

- you find a bit annoying
- you don't get on very well with
- you get on really well with
- quite unusual or eccentric
- you admire.

**B** Swap pieces of paper with a partner and ask each other about the people on the lists. Explain who each person is, how you get on with them and what they're like.

## VOCABULARY Divorce

### A Check you understand the words in bold. Then discuss the questions with a partner.

- 1 Why do couples sometimes sign a **pre-nuptial agreement**?
- 2 What do you think are the most common reasons couples **file for divorce**?
- 3 What happens at the end of a **custody battle**?
- 4 What can happen during an **acrimonious divorce**?
- 5 Do you believe it's possible to have an **amicable divorce**? How?
- 6 What do you think of people who throw parties after their divorces **go through**?
- 7 What usually happens if a father (or sometimes a mother) refuses to **pay maintenance** for the children?
- 8 Which of the **grounds for divorce** below do you think are most / least understandable? Why?

unequal burden of housework   adultery   boredom  
lack of physical intimacy   greed   physical abuse

## READING

You are going to read an article about the history of divorce.

### A Read the article on the opposite page and think about why the writer mentions each of the things below.

- 1 Sweden, Finland and Belarus
- 2 celebrity divorces and custody battles
- 3 Mesopotamia, the Greek Empire and Cairo
- 4 Emperor Charles the Fifth
- 5 the Church of England
- 6 1857
- 7 TV, junk food, social networking sites
- 8 a heated argument at a wedding reception

### B Work in pairs. Cover the article and explain why the writer mentioned the things in exercise A.

### C Complete the sentence starters about the article. Then explain your ideas to a partner.

- I was quite surprised to learn that ...
- It didn't surprise me at all to read that ...
- I honestly couldn't believe that ...
- I wonder why / how / what / when ...
- I'd like to know a bit more about ...

### D Look at the words in bold in the article. Underline the words that collocate with them. Some words will have more than one collocate. Compare your ideas with a partner.

### E Look at the article again and find as many collocations for the word *divorce* as you can. The collocates could be adjectives, verbs, other nouns, etc. For example: (One in every two marriages) *ends in divorce*

### F Work in groups. Discuss these questions.

- Do you think the divorce rate in your country is high or low? Why do you think this might be?
- What do you think of the divorce laws in your country? Do you agree that it's too easy to get divorced?
- Is it easy for someone who has been divorced to remarry in your country?
- Have there been any high-profile divorce cases in the news recently? Do you know why the couples split up?
- Why do you think people continue to get married these days?

## GRAMMAR *would* 2

We can use **wouldn't + verb** to talk about things that people – or objects – refused to do in the past.

... the Pope ... *would not comply* with Henry's wishes.  
Her husband *wouldn't stop* eating junk food.

### A Complete the sentences with *wouldn't* + a verb from the box below.

come	hear	leave	let
listen	put	start	stop

- 1 I tried to make him change his mind, but he .....
- 2 I slept really badly. My son just ..... crying last night. I don't know why.
- 3 I realised things weren't going well when he ..... to my mum's 60th birthday party.
- 4 I begged her father to open the door, but he ..... me see her.
- 5 I'm not surprised she left him. He never lifted a finger round the house. I mean, he ..... even ..... the rubbish out!
- 6 Sorry I'm late. My car .....
- 7 I offered to pay for my share of the meal, but he simply ..... of it.
- 8 It was so annoying! I was trying to work, but my little brother just ..... me alone.

### ► Need help? Read the grammar reference on page 138.

### B Tell a partner about two things that people you know *wouldn't* do – even if you asked them to.

# The Bitter End



then the only legal grounds were adultery and cruelty. Nowadays, around 70% of all divorces in the country are instigated by women and the grounds are much broader and include 'mutual separation' and 'unreasonable behaviour', which can cover **a multitude of sins**.

Indeed, many believe that divorce has now become too easy and point to the increasing number of divorces filed for ridiculous reasons. There was the English couple who went their separate ways because they could never agree what to watch on TV; then there was the Indian man who claimed he was allergic to his wife's sweat – and the Jamaican woman who claimed her husband wouldn't stop eating junk food and loved fried chicken more than he loved her! A remarkable number of divorce cases now also mention social networking sites such as Facebook.

What happens if you **follow** such trends to their logical extreme was recently demonstrated by the painfully short marriage of a young Polish couple who got into a heated argument while cutting the cake at their reception – and ended up seeking an annulment there and then! Given all this, it's amazing that people still want to get married at all!

A recent survey found that slightly more than one in every two marriages in the United States now ends in divorce, with Sweden, Finland and Belarus sharing this dubious **distinction**. Given such news, coming as it does against a **backdrop** of endless high-profile celebrity divorces and custody battles, it would be easy to assume that chronically **high** divorce rates were a strictly modern phenomenon.

The truth, however, is rather more interesting. In fact, even in ancient times, divorce was commonplace. It is known to have existed in ancient Mesopotamia and certainly occurred during the Greek Empire. By the 15th century, around 30% of all

marriages in Cairo were ending in failure and many people were marrying two or even three times.

The concept arrived in England at around the same time, as a result of a rather unusual set of circumstances.

In 1533, King Henry the Eighth decided he wanted to leave Catherine of Aragon, his wife of 18 years, due to her failure to provide him with a male **heir** to the throne. All divorces had to be officially **sanctioned** by the Pope, who would not **comply** with Henry's wishes for fear of offending Catherine's uncle, Emperor Charles the Fifth, then the most powerful man in Europe. Furious at this decision, Henry persuaded an English archbishop to grant him his divorce. There was a subsequent split from the Church of Rome and the Church of England was born.

However, it was not until 1857 that ordinary British people (which tended to mean just men!) were allowed to file for divorce through a court of law, and even



King Henry the Eighth



## SPEAKING

**A** Work in pairs. Discuss which items in the list below usually go with the people in the different age groups in the box. More than one person is possible. Explain your reasons.

a toddler	a thirty-something	a pensioner
a teenager	a middle-aged person	

- being frail and unsteady on your feet
- feeling very self-conscious
- being very affectionate
- fancying someone
- wetting the bed
- going into a home
- settling down
- being cheeky and answering back
- going bald
- going off the rails
- losing your faculties
- establishing a career
- paying off a mortgage
- having no commitments

**B** What else do you think is typical of these age groups? Which age do you think is the best / most difficult?



## LISTENING

You are going to hear five conversations about different relationships.

**A** 3.2 Listen and decide which of the relationships below are being discussed.

- |               |                      |
|---------------|----------------------|
| • a couple    | • teacher and pupil  |
| • a neighbour | • doctor and patient |
| • colleagues  | • coach and player   |
| • sisters     | • mother and baby    |

**B** Listen again and answer the questions.

- 1 a Why is the main speaker worried?  
b What shows the old lady is strong-willed?
- 2 a What two reasons does the woman give for the behaviour?  
b What solutions do they each give?
- 3 a What do they agree about?  
b What happened at the Open and why is it mentioned?
- 4 a What was sweet?  
b What was amazing?
- 5 a Why was the first speaker unhappy?  
b What does the second speaker advise and why?

**C** Discuss in pairs.

- Do you know anyone like the people in the conversations? In what way are they similar?
- What traits are there in your family?
- What relationships do you have with different professionals that you know? Are they good? Why? / Why not?

### NATIVE SPEAKER ENGLISH

#### *have a ... streak*

We say someone *has*, for example, a *competitive streak*, to show an important part of their character, especially one which contrasts with their normal behaviour.

*He has a strong competitive streak.*

*He has a vicious streak, if you get on the wrong side of him.*

*She seems easy-going, but she's got a stubborn streak.*

*You'd be surprised. He has an adventurous streak.*

## VOCABULARY Phrasal verbs

As with normal verbs, it's important to notice collocations and expressions which go with phrasal verbs.

They can form part of a fixed expression. (i.e. only the grammar of the verb can change):

*He went off the rails* when he was young and got into drugs.

They might be part of a semi-fixed expression (a word in the expression can vary it a little):

*She's got no family / money / experience to speak of.*

They may have a few very common collocations:

*I took time / a day / a week off.*

They may have more than one meaning:

*Take off your jacket. / The plane's taken off.*

**A** Look at the underlined phrasal verbs in audioscript 3.2 on pages 162–3. Discuss which other words go with each one.

**B** Complete each sentence with one of the phrasal verbs from exercise A.

- 1 We had big plans, but nothing ..... them.
- 2 He's ..... I think he's in his mid-80s.
- 3 It'd be better if she ..... her energy ..... something useful, rather than sticking her nose into my business.
- 4 You shouldn't ..... being treated like that. You should tell him to get lost!
- 5 They were really pleased with our work and they ..... you ..... for particular praise.
- 6 I really don't want to ..... an ordeal like that again.

**C** Find six more phrasal verbs in audioscript 3.2 on pages 162–3 and think of your own examples of how to use them.

## DEVELOPING CONVERSATIONS

### What's up?

We often use *What's up?* or *What's the matter?* if we think something's wrong. We often give a very short answer followed by details:

*It's (just) work. I'm completely snowed under.*

**A** Decide what the problem could be in 1–6.

- 1 It's this ..... I'm sick of this drizzle. It's depressing.
- 2 It's my ..... She's always singling me out and she gives me bad grades.
- 3 It's my ..... I don't seem to be making any progress.
- 4 It's my ..... They keep me up all night partying.
- 5 It's my ..... I twisted it really badly and I can hardly walk on it.
- 6 It's the ..... She's teething at the moment and she doesn't stop screaming!

**B** Practise short conversations, starting *What's up?* / *What's the matter?*

## SPEAKING

**A** Work in groups.

**Student A:** look at File 2 on page 152.

**Student B:** look at File 14 on page 157.

**Student C:** look at File 17 on page 158.

Read the problems and choose one which you think is the most interesting. You are going to talk about the problem as if it was really happening to you. Think about some details you could add.

**B** Role-play a conversation about each problem. Ask someone *What's up?* As they explain the problem, you should sympathise and share experiences / give advice / reassure. Use expressions such as:

Oh dear!

That must be difficult.

How awful!

I know exactly what you're going through!

Something similar happened to a friend of mine.

I'd talk it over with them (if I were you).

Have you been in touch with the police?

I'd have thought they could help.

I'd imagine it'll all blow over.

I wouldn't worry about it.

What an idiot!

**C** When you have discussed one problem each, choose another one or invent your own relationship issue. Have another conversation.



"I thought we agreed not to fight in front of the children."



# 04 POLITICS

In this unit, you learn how to:

- give opinions about politics
- talk about consequences of political proposals
- describe politicians and their qualities
- tell jokes
- talk about voting and elections

Grammar

- Conditionals

Vocabulary

- Consequences
- Politicians
- Elections and politics

Reading

- Beyond a Joke!
- The electoral system
- Swiss style

Listening

- Government proposals
- Political jokes
- Voting

## DEVELOPING CONVERSATIONS

### Giving opinions

**A Find six pairs of sentences with a similar meaning.**

- 1 I'm a huge fan of the idea.
- 2 I don't know where I stand, really.
- 3 I'm totally against it.
- 4 I think the negatives far outweigh the positives.
- 5 I can't pass judgement. I don't know enough about it.
- 6 It's a good idea in theory, just not in practice.
- 7 I am in favour. I just have some slight reservations.
- 8 I have some major doubts about it.
- 9 It's OK in principle. I just think it's unworkable.
- 10 I'm completely opposed to it.
- 11 It's not without problems, but on the whole I like it.
- 12 I'm totally in favour of it.

**B Work in groups. Give opinions about the following.**

- a maximum wage
- nuclear energy
- globalisation
- US foreign policy
- free health care
- banning golf
- six-week school holidays
- hosting an international event
- a 30-hour working week
- allowing only electric cars

## LISTENING

You are going to hear two conversations discussing topics from *Developing Conversations*, exercise B.

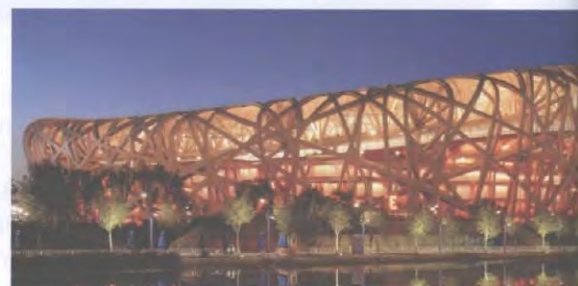
**A 4.1 Listen and decide what the topics are and where each person stands on the issue.**

**B Choose the words that you heard. Then listen again to check.**

- 1 a Some of these salaries are *obese / obscene*.  
b It *puts / pushes* up prices.  
c They'd just *declare / detail* it as part of their income.  
d I'm sure they'd be able to find ways *round / through* it.  
e I did. I'm just playing devil's *advert / advocate*.
- 2 a Did you hear about this proposal to *bet / bid* to hold the Olympics here?  
b Won't the games *earn / make* a lot of money?  
c They always talk about them leaving a good *facility / legacy*.  
d It's lucky we don't have a hope in *hell / earth*.  
e It'd be a *recipe / receipt* for disaster.

**C Work in pairs. Discuss the following.**

- Explain what the sentences in exercise B refer to.
- Which people do you sympathise with more? Why?





## GRAMMAR Conditionals 1

### A Match 1–5 to the best endings a–e.

- 1 If people don't have to pay for a service,
- 2 If they go ahead with the proposal,
- 3 If the New Party gets elected,
- 4 I think if we had a shorter working week,
- 5 What if you were on a low wage, though,

- a what would happen then? You might not get by.
- b they say they're going to end nuclear power.
- c it could lead to energy shortages.
- d they take it for granted.
- e there'd be less unemployment.

In *if*-clauses, we talk about general or likely conditions with a present tense, and unlikely conditions about now or the future with the past simple / continuous. This choice may be dependent on the speaker's point of view. The condition is sometimes implicit, so people don't say the *if*-clause but only refer to the consequence.

We can talk about the consequences of a condition using present tenses or *will*, *going to*, *would*, *might* or *could* – depending on how certain we are of the result.

### B Look at the sentences in bold in audioscript 4.1 on page 163 and answer the questions.

- a What's the condition for each of the sentences?
- b Does the speaker see the condition as generally true, likely or unlikely?
- c Does the speaker think the consequence is likely?

► **Need help? Read the grammar reference on page 139.**

## VOCABULARY Consequences

### A Complete the sentences with the words in the box.

compound trigger devastate curb discourage  
undermine benefit bankrupt lead boost

- 1 It might ..... people from working.
- 2 It's a bad idea. If anything, it'll ..... the existing social problems.
- 3 It might ..... the rich, but it'll harm the poor.
- 4 It might ..... an election earlier than they wanted.
- 5 It could ..... the area and leave thousands dead.
- 6 It'll create division and ..... to tension.
- 7 It'll ..... the economy and create jobs.
- 8 It's bad. It'll ..... relations between the two countries.
- 9 It might help to ..... drug addiction.
- 10 It'd put an enormous strain on finances. It could ..... the country.

### B Can you think what conditions might be needed for each of 1–10 to happen? For example:

If they put up taxes, it might discourage people from working.

### C Use the verbs below to rewrite five sentences from exercise A so that they mean the opposite. You need to change more than just the verb!

encourage strengthen damage sort out delay

## CONVERSATION PRACTICE

You are going to have similar conversations to the ones you heard in *Listening*.

- A Think of two proposals in areas such as education, health, the economy, housing, culture or transport, one you would like to see happen (*Personally, I'm in favour of ...*) and one which you have heard is happening – good or bad (*Did you hear about this proposal to ...?*). Make notes about the consequences of each.
- B Work in pairs. Take turns to start conversations and then discuss the proposals.



## VOCABULARY Politicians

**A** In your view, which of the qualities below do politicians most need? Rank them from 1 (most important) to 10 (least important).

honesty	compassion
ruthlessness	flexibility
passion	bravery
charisma	excellent communication skills
self-confidence	the ability to compromise

**B** Explain your choices to a partner.

**C** Work in groups. Can you think of any politicians you would describe using the words below? Explain your ideas.

passionate	humble and down to earth
arrogant	sincere
shrewd	indecisive
no substance	hypocritical
charismatic	brave

## READING

You are going to read a short article about the effect of humour on politics and politicians.

**A** Read and decide if 1–8 are true or false, according to the article. Underline the sentences in the article that help you decide.

- 1 The old saying teaches people not to use violence.
- 2 Professor Peterson claims comedians spend too much time mocking politicians' track records and theories.
- 3 The jokes on late-night comedy shows reaffirm rather than challenge the public's perception of politicians.
- 4 Some comedians like to suggest that politics is just a waste of time.
- 5 Ben Lewis suggests that humour helped to undermine the system in some totalitarian states.
- 6 The humour that emerged under these systems was racist.
- 7 People used to laugh at their own misfortunes as a way of voicing their frustrations.
- 8 Some dictators were very fond of telling jokes.

**B** Work in pairs. Discuss these questions.

- How far do you agree that comedy is bad for democracy?
- What satirical shows are on TV at the moment? Do you ever watch them? Why? / Why not?
- Have you seen any impressionists? Were they any good?
- Can you do any impressions of famous people? Who?



## BEYONDA JOKE

The old saying claims that 'sticks and stones will break my bones, but words will never hurt me'. However, according to two new books, this might not quite be true for politicians.

In *Strange Bedfellows: How Late-Night Comedy Turns Democracy into a Joke*, Professor Russell Peterson argues that comedians are having a harmful effect on politics as a result of the way they constantly ridicule all politicians, irrespective of track records, theories or qualifications. Because the main target of most jokes is the character and personal qualities of politicians, audiences are left with the impression that all politicians are equally awful, a feeling which increases already widespread cynicism and frustration with the democratic process. 'The jokes play into the public perception

of politics,' Professor Peterson explains, and so we come to believe that 'every candidate in every party is, has, and always will be the same: corrupt, inadequate or self-interested. They turn political engagement into a joke by implying that it's just a silly game and futile.'

In *Hammer and Tickle: A History of Communism Told Through Communist Jokes*, Ben Lewis argues that humour played a rather different role in totalitarian states. The black humour that emerged under such systems represented not just a release for people living in grim circumstances, but was an act of defiance against oppression. As such, the more extreme dictatorships tended to regard comedians as a threat and the telling of jokes was frequently banned or severely restricted.

## LISTENING

You are going to hear three jokes.

A **4.2** Listen and decide which book's argument each joke illustrates – Russell Peterson's or Ben Lewis's.

B **Work in pairs. Compare your ideas. Which jokes did you find amusing? Why?**

We often dramatise jokes by using the present tense instead of past forms. We also often use quite descriptive or exaggerated verbs and act them out at the same time.

C **Listen again and complete the sentences.**

- Two friends are ..... the road when one turns to the other.
  - 'Follow me.' And he ..... off down a side street.
  - 'Not here. It's not safe.' And they ..... the stairs.
  - The other one ..... nervously. 'Well' he .....
- The son arrives home and they ..... out to watch him.
  - He picks up the money, holds it up to the light and then ..... it into his pocket.
  - He picks up the Bible, ..... it and then pockets that as well.
  - Finally, he ..... the bottle, opens it and ..... it to check it is good quality, before sticking it into his bag.
  - He then happily ..... up the stairs to go for a nap.
- A man is walking down the street ..... to himself, cursing the government.
  - They all suddenly ..... on him and ..... him down to the station.
  - The man's scared stiff and ..... in fear.

D **Take turns to say the sentences in exercise C and act them out at the same time.**

## LANGUAGE PATTERNS

Write the sentences in your language. Translate them back into English. Compare your English to the original.

The boy seemed quite unable to decide on a career  
He seems utterly unable to give a straight answer!  
She seems unable to differentiate between right and wrong.  
They were just completely unable to cope with the situation.  
They're either unwilling or unable to spend more.

## SPEAKING

You are going to tell each other jokes like the ones you heard in *Listening*.

A **Work in pairs.**

**Student A:** look at File 5 on page 153.

**Student B:** look at File 7 on page 154.

Read out your jokes and decide which you prefer.

B **Spend a few minutes trying to remember the joke you chose. Then tell the jokes to each other – from memory. Use present tenses. Act out some of the actions and the way the characters speak. Which joke do you like best? Why?**

C **Work in groups. Discuss these questions.**

- Do you know any other jokes about politics or politicians?
- Have you heard any funny – or crazy – anecdotes about politics or politicians? What happened?
- Do you know any funny books or films about politics or politicians? Tell your partner about them.
- What other things make you laugh?



"At last, a politician we can trust!"



"Think about it – if you were a politician, would you want more prison space available?"

## READING

You are going to read a text about the Swiss electoral system.

**A** Read the text. In the margin, tick ✓ what you think is positive, and cross ✗ what you think is negative about the system.

**B** Work in pairs. Compare and explain your ideas.

**C** Work in groups.

- 1 Discuss what the words in **blue** mean.
- 2 Find the word forms based on these words.

elect	devolve
represent	normal

**D** Discuss what is similar too / different from the system in your country.



## VOCABULARY Elections and politics

You can improve your listening and fluency by learning collocations of key topic words. Many exercises in *Outcomes* help with this. You may know the key words, but not the collocates. The *Vocabulary Builder* has information on these.

**A** Match a key word to its collocates. Two are extra.

election	victory	figure	vote	MP
consensus	scandal	strike	poll	party

- 1 she's a prominent ~ in the anti-war movement / a hate ~ / be seen as a ~ of fun / a divisive ~
- 2 the ~ takes place in May / call an ~ / trigger an early ~ / fix the ~ / what'll decide the ~? / the run-up to the ~
- 3 go to the ~s / carry out a ~ / conduct a ~ among students / in the latest ~ / have a low standing in the ~s
- 4 reach a ~ / establish a ~ / an emerging ~ / a broad ~
- 5 a bribery ~ / a sex ~ / expose a ~ / the ~ erupted / he's mixed up in a ~ / be hit by a series of ~s / cover up a ~
- 6 stand as an ~ / a long-standing ~ / a prominent ~ / a right-wing ~ / an outspoken ~ / lobby ~s
- 7 a unanimous ~ / cast your ~ / a protest ~ / a no ~ / an overwhelming ~ in favour / alleged ~-rigging
- 8 a narrow ~ / a landslide ~ / a stunning ~ / a hollow ~ / claim ~ / ensure their ~ / pull off a surprise ~

**B** Underline the collocations which you hadn't heard before or needed to look up in the *Vocabulary Builder*.

**C** Compare the words you underlined with a partner. Say an example sentence for each.

## THE ELECTORAL SYSTEM SWISS STYLE

Switzerland has a long tradition of democracy – some claim it dates back to the 13th century. It is also perhaps unique in the amount of power it **devolves** from central government to regional and local institutions. Parliament only sits 12 weeks a year and MPs are paid modest salaries compared to **counterparts** abroad. Most have second jobs in the community.

In fact, this devolution of power extends to individual citizens. Even when parliament decides to change federal law individuals can challenge the decision by collecting 50,000 signatures

on a **petition**. This triggers an automatic **referendum**. Furthermore, anyone can propose laws by getting 100,000 signatures. Similar processes exist at a local level. People may vote on these single issues 15 times a year or more. Most of these votes are done via post rather than heading to a **polling station**.

The Swiss have a federal parliament with two bodies – the National Council and the Senate – which chooses the government. The Senate is formed by the individual states (cantons) electing two representatives each, **irrespective** of population size. The 200 MP's in the National Council are elected via a complex form of proportional

representation. Each canton is allocated a number of seats according to population, ranging from 34 (Zurich) to one (Uri). The political parties provide lists of candidates for each canton, which are sent to the electorate. Voters can vote not only for the party, but for specific candidates. They can even make their own list.

The number of seats each party gains in any canton is determined by the percentage of party **ballot papers** returned. The specific people who are then chosen for each party depends on the individual votes cast for each candidate. Because of this system, individual representatives maintain a direct relationship with their voters, often rejecting **the party line**. Special interest groups often **lobby** voters to support MPs favouring their cause.

Coalitions are the norm in Switzerland as parties don't gain an absolute majority, with the result that a tradition of consensus has become established. This may partly explain why voter **turnout** is often only 40% of the electorate.

## LISTENING

You are going to hear five people talking about votes.

**A** Before you listen, work in groups. Look at the words in the box and answer the questions.

a general election	an opinion poll
a local election	a strike ballot
a referendum	election for student council
a talent show vote	a parliamentary vote

- In which do you vote for a person or party? In which for a law or action?
- Who votes in each case?
- Which ones have you voted in and why? What was the outcome?
- Can you think of any other times you might vote?
- Have you ever stood for election or campaigned in a vote? When? What happened?

**B** 4.3 Listen and say which of the votes in exercise A they are talking about.

**C** Listen again. Decide in which extract someone does the following. One is extra.

- mentions a broken promise
- talks about vote-rigging
- talks about voter turnout
- talks about standing for parliament
- expresses surprise at something
- is defending an unpopular decision

**D** Compare and explain your choices.



## GRAMMAR Conditionals 2

The past simple or continuous in an *if*-clause shows a real past event or an *imagined present / future condition*. Past perfect in an *if*-clause shows an *imagined past condition*. The consequences of the conditions may refer to now (*would be*) or to before now (*would've been*).

**A** Work in pairs. Try to write the missing parts of the sentences from *Listening*. Listen if you need to.

- It ..... if they had a kind of hate figure.
- I might not have minded so much if .....
- If it hadn't been for their intransigence, .....
- I guess if ....., they'd be keener to bring about electoral reform.
- On another day I ....., but I was at a bit of a loose end when the researcher called.
- It's unlikely we ..... if we didn't have a body like this.

**B** Compare your sentences with audioscript 4.3 on page 164. Explain the use of the verb forms in the six sentences.

► **Need help?** Read the grammar reference on page 139.

**C** Think about the effects of the following things. Write two conditional sentences about each.

- the result of the last election
- a famous figure in your country
- an important moment in your life

### NATIVE SPEAKER ENGLISH

#### Tokenism

We accuse an organisation or leader of *tokenism* if they do something to show they are being fair or trying to change, but it's not really true or genuine.

*He's the token disabled person on TV.*

*Her appointment in the government is tokenism.*

*It's a token gesture to try and win votes.*

*It's just tokenism with no real power.*

## SPEAKING

**A** Work in groups. Discuss these questions.

- What's voter turnout like in your country? Why?
- How do you think you could improve democracy?
- Which elections were significant for you personally / your country / the world? Why?
- Have you heard of any scandals? What happened?
- Have you heard of any results that were fixed?
- Can you think of any examples of tokenism?
- What would be your proposals if you stood for a school body / a local election / parliament?

# 01 REVIEW

## TWO MINUTES

Work in groups. You are going to give a short two-minute talk on one of the topics in the list below. Spend five minutes thinking about what you are going to say. Look back at your notes to check language if you like.

- A city that's changed
- Culture
- A political system
- Divorce
- Relationships
- A political party

Give each other marks out of ten for language, interest and clarity. Who got the most marks?

## GAME

Work in pairs. Student A use *only* the green squares; student B use *only* the yellow squares. Spend five minutes looking at your questions and revising the answers. Then take turns tossing a coin: heads = move one of your squares; tails = move two of your squares. When you land on a square, your partner looks at the relevant page in the book to check your answers, but *you don't!* If you are right, move forward one square (but don't answer the question until your next turn). If you aren't right, your partner tells you the right answer and you miss a go. When you've finished the game, change colours and play again.

### Start

1

*Developing Conversations* p. 9: your partner will say sentences 1–6 in exercise A. You should say a reinforcing sentence.

2

*Native Speaker English* note p. 10: if you can say what the *Native Speaker English* note was and give an example, throw again.

3

*Grammar* p. 11: tell your partner five things about you or your city using four different perfect forms.

4

*Vocabulary* p. 13: say six sentences using binomials.

5

*Grammar* p. 15: say five things about your family or your country using three different emphatic structures.

6

*Developing Conversations* p. 15: your partner will say 1–6 in exercise C. Reply with a different expression each time.

7

*Native Speaker English* note p. 16: if you can say what the *Native Speaker English* note was and give an example, throw again.

8

**Miss a go!**

9

*Vocabulary* p. 18: say six expressions with *thing*.

10

*Grammar* p. 21 and 22: say five things about you or people you know using four different uses of *would*.

11

**Miss a go!**

12

*Vocabulary* p. 22: say the eight phrases in **bold** connected with divorce.

13

*Native Speaker English* note p. 24: if you can say what the *Native Speaker English* note was and give an example, throw again.

14

*Developing Conversations* p. 25: your partner will ask *What's up?* six times. Each time, give a different answer.

15

*Developing Conversations* p. 26: say eight of the expressions for giving your opinion.

16

*Grammar* p. 139: your partner will read six conditional starters from the table. Complete the sentences in your own words.

17

*Vocabulary* p. 30: your partner will say the eight key words. Give two collocations for each.

18

*Native Speaker English* note p. 31: if you can say what the *Native Speaker English* note was and give an example, throw again.

**Finish**

For each of the activities below, work in groups of three. Use the *Vocabulary Builder* if you want to.

## CONVERSATION PRACTICE

Choose one of the following *Conversation Practice* activities.

Cities p. 9

Culture and Identity p. 15

Relationships p. 21

Politics p. 27

Two of you should do the task. The third person should listen and then give a mark between 1 and 10 for the performance. Explain your decision. Then change roles.

## ACT OR DRAW

One person should act or draw as many of these words as they can in three minutes. The others should try to guess the words. Do not speak while you are acting or drawing!

a pin	peer	sweep	curl up
drip	rinse	sneak	mutter
suck	wring	glance	demolish
knot	flush	a crane	shelter
leap	choke	drizzle	thread
soak	a pad	a straw	a stain

## QUIZ

Answer as many of the questions as possible.

- How would you describe an area with **crumbling** or **derelict** buildings?
- What do you need to do if you **rip** your shirt?
- If a situation is **grim**, is it very good or very bad?
- What happens when an economy is **thriving**?
- What's happened if you need to **clear rubble**?
- How do you feel if you're **thrilled** with something?
- What is **burgled** and who does it?
- Why might an area **go downhill**?
- Why might you **single** someone **out**?
- What does **close-knit** describe?
- What do politicians try to **cover up**?
- What happens if there's a **craze**? Give an example.
- If someone one is **bitchy**, what do they do?
- What kind of things might be **cracked down on**? How?
- Say four different **grounds** for divorce.

## COLLOCATIONS

Take turns to read out collocation lists from Unit 1 of the *Vocabulary Builder*. Where there is a '~', say 'blah' instead. Your partner should guess as many words as they can. Each time you change roles, move to the next unit.

## IDIOMS

Discuss the meaning of the idioms and try to think of a real example about you – or about someone you know.

- I'm just playing devil's advocate.
- I'm at a bit of a loose end.
- He can be very hard work.
- She's really set her heart on it.
- She didn't mince her words.
- He stabbed me in the back.
- I tend to take things in my stride.
- You should put your foot down.
- We didn't really hit it off.
- He never lifts a finger in the house.
- It came completely out of the blue.
- Chance would be a fine thing!
- They're rolling in money.
- It's just not the done thing.
- It spread like wildfire.





## LISTENING

**A** **R 1.1** Listen and choose one answer for each speaker. There are two extra. Decide which speaker is talking about:

- a referendum
- falling out with a friend
- making a friend
- a historical perspective (on a current issue)
- an urban regeneration
- a politician
- doing up their house.

**B** **R 1.1** Listen again and choose one answer for each speaker. There are two extra. Which speaker:

- complains about losing their community?
- expresses uncertainty about what they're going to do?
- suggests a theory is not true?
- regrets something they did?
- shows sympathy with someone?
- reveals the reason for someone's behaviour?
- criticises a government policy?

[... / 10]

## GRAMMAR

**A** Complete with one word in each gap.

- The thing ..... concerns me is the power they have.
- It sounds great. I wish I ..... seen it.
- I ..... imagine there might be some opposition to the demolition of the building.
- I wouldn't buy a car without ..... driven it.
- When I was a teenager, I ..... often sneak out at night to play with friends after I had 'gone to bed'.
- What I hate is the ..... of public transport at night.
- It's the ..... they've done nothing to curb pollution that bothers me.
- If I wasn't worried, I wouldn't ..... talking to you now.

[... / 8]

**B** Complete the second sentence with 2–5 words and the word in bold so it has a similar meaning to the first.

- Debt was three times lower when they won the election.  
**since**  
Debt ..... they came to power.
- The policies they followed compounded the problem.  
**so**  
With a different policy, the problem ..... bad.
- Losing the vote, will definitely force an early election.  
**trigger**  
If they lose the vote it's ..... early election.
- There's a lot of red tape, which is infuriating.  
**mad**  
What ..... of bureaucracy there is.
- I wouldn't recommend it after the ordeal we underwent.  
**through**  
Having ..... a terrible experience, I wouldn't recommend it.
- We would've won, but they fixed the result.  
**rigged**  
If they ..... election, we'd be in power now.

[... / 12]

## LANGUAGE PATTERNS

Find the four sentences with a mistake and correct them.

- She's one of those people that she's always moaning.
- It's nowhere nearly as complicated as it sounds.
- It was miles better than I thought it'd be.
- He utterly unable to make up his mind.
- He's one of those people who'll always play devil's advocate.
- I read it three times out of disbelieving.

[... / 6]

## PREPOSITIONS

Choose the correct preposition.

- The whole region is prone *to* / *with* earthquakes.
- Comedians mock politicians irrespective *to* / *of* their track record.
- Once she's set her heart *at* / *on* something there's no stopping her.
- He's very laid back. He takes everything *in* / *on* his stride.
- The building does not comply *for* / *with* regulations.
- The controversy comes *against* / *to* a backdrop of ethnic tension.
- He's regarded *as* / *of* a very shrewd politician.
- We should look into the issue *in* / *with* depth.

[... / 8]

## OPPOSITES

Replace the words in *italics> with their opposite from the box.*

deprived	sprawling	acrimonious	long-standing
vibrant	secular	filthy	thriving

- 1 It's a *compact* city.
- 2 It was an *amicable* divorce.
- 3 It's quite a *dull* area.
- 4 It's a *devout* community.
- 5 The place was *spotless*.
- 6 The industry is *struggling*.
- 7 It's a very *affluent* area.
- 8 It's quite a *recent* problem.

[... / 8]

## MISSING WORDS

Complete each set of three sentences with one word.

- 1 I don't know where I ..... on the issue.  
He decided not to ..... again in the next election.  
She's principled. She'll ..... up for what she believes in.
- 2 The murder rate has fallen threefold and it is hoped the ..... will dip below 300 this year.  
She's a prominent ..... in the green movement.  
You don't need to diet. You have a lovely .....
- 3 It must've fallen through the hole in my trouser .....  
The city's flourishing now, but there is still the odd ..... of deprivation.  
I've never seen him give a receipt. I think he must just ..... the money.
- 4 It was a very ..... victory. They only won by two votes.  
There's a lot of prejudice and .....-mindedness here.  
The street's too ..... to get the car down.
- 5 I think she's seven months old. She's just started .....  
It took ages. The traffic was ..... along.  
I saw a cockroach ..... along the kitchen floor.

[... / 5]

## NOUNS

Complete the collocations with a household object.

- 1 wring out the ~ / wipe the table with a ~ .....
- 2 switch on the ~ / load the ~ / empty the ~ .....
- 3 flush the ~ / clean the ~ / unblock the ~ .....
- 4 plug in the ~ / ~ a hole / hold the ~ .....
- 5 climb the ~ / hold the ~ steady / fall off a ~ .....
- 6 cut the ~ / knot the ~ / tie it up with ~ .....
- 7 a hammer and ~ / hit the ~ / ~ it together .....
- 8 rinse it under the ~ / leave the ~ running / turn the ~ on .....

[... / 8]

## WORD FAMILIES

Complete the gaps with the correct form of the words in CAPITALS.

There's always this <sup>1</sup>..... that ASSUME  
love will conquer all in marriage so  
couples <sup>2</sup>..... the stress that ESTIMATE  
basic things such as housework can put  
on a relationship. The way you squeeze  
the toothpaste tube can be <sup>3</sup>..... RIDICULE  
divisive. So if you have any <sup>4</sup>..... RESERVE  
about your partner, you should resolve  
them before you make a <sup>5</sup>..... COMMIT  
to marriage. Of course people have the  
<sup>6</sup>..... to change, but in practice we CAPABLE  
tend to be quite <sup>7</sup>..... to change WILL  
if we perceive a habit as being part of our  
personality.

[... / 7]

## VOCABULARY

Complete the book review by choosing the correct words A-C.

Mariam is getting on. She's <sup>1</sup>..... and a little unsteady on her feet, but her mind is as sharp as ever. She <sup>2</sup>..... doubts that the new election will <sup>3</sup>..... old-age pensioners. "This country is undergoing a transformation, but <sup>4</sup>..... it's one driven by young people. I think they feel older generations have let them down, and they may be right!"

Certainly, Nigeria has <sup>5</sup>..... many difficulties with a number of the ruling elite being <sup>6</sup>..... bribery and corruption scandals. However, in the <sup>7</sup>..... to new elections there are signs of change. The country is emerging from recession and with a population that is predominantly under the age of 30, a new generation of politicians are <sup>8</sup>..... hope that the many remaining problems can be overcome. However, having seen it all, you can understand why Mariam may be a little cynical.

- |                  |                |                 |
|------------------|----------------|-----------------|
| 1 A grim         | B frail        | C thick-skinned |
| 2 A voices       | B instigates   | C strikes       |
| 3 A flourish     | B shelter      | C benefit       |
| 4 A by and large | B now and then | C give or take  |
| 5 A got by       | B devastated   | C been through  |
| 6 A mixed up in  | B involved     | C got away with |
| 7 A leading      | B aftermath    | C run-up        |
| 8 A offering     | B tackling     | C granting      |

[... / 8]

=

[Total ... /80]

# 05 NIGHT IN, NIGHT OUT

## In this unit, you learn how to:

- talk about feelings
- comment on what you hear
- change the subject
- understand and comment on a guide
- describe books

## Grammar

- Noun phrases

## Vocabulary

- Feelings
- noun + of
- Describing books

## Reading

- A *What's on* guide

## Listening

- A night out
- Book clubs

## VOCABULARY Feelings

**A Use the extra information in 1–10 to guess the meaning of the words in bold. Translate them.**

- 1 We were **in stitches**. It was hilarious.
- 2 I was bored to death. I just couldn't stop **yawning**.
- 3 She was **in bits** – just in floods of tears.
- 4 I was **stuffed** after the meal. I thought I'd burst.
- 5 I'm exhausted. I was **tossing and turning** all night.
- 6 He was **off his head**. He was shouting loudly and he couldn't walk straight.
- 7 The film didn't **live up to the hype**. I was really disappointed.
- 8 I was a bit **overwhelmed**. I couldn't take it all in.
- 9 I'm feeling a bit **rough**. I think I overdid it last night.
- 10 Honestly, I was **mortified**. I went bright red and just wanted to curl up and die.

**B Work in pairs. Take turns giving a reason for the feelings in 1–10. Your partner should say the expression. For example:**

- A: I was really stressed and couldn't get to sleep.  
B: I'm exhausted. I was tossing and turning all night.

## LISTENING

You are going to hear two conversations where people talk about a night out and something else.

**A 5.1 Listen and answer these questions.**

- 1 What did they do on the night out?
- 2 What is the other thing they talk about?
- 3 What phrases from *Vocabulary* do you hear?

**B Compare the phrases you heard and discuss why the speakers used them. Then listen again and check.**

**C Complete 1–12 with the correct preposition / adverb. Then read the audioscript on pages 164–5 to check.**

- 1 She actually burst ..... tears.
- 2 She's been ..... a lot recently.
- 3 She got ..... it pretty quickly.
- 4 He's so full ..... himself.
- 5 Anyway, talking ..... dancing, are you still going to those tango classes?
- 6 I'm still a bit prone ..... treading on toes.
- 7 It's all ..... hand.
- 8 I just couldn't switch .....
- 9 Tell me ..... it.
- 10 Thanks for being so ..... top of things.
- 11 ..... the way, how was your meal?
- 12 He just burst ..... shouting at a waiter.





## DEVELOPING CONVERSATIONS

### I bet / imagine

We often give our opinion about what someone says using *I bet / imagine* or *You must / must've*.

*I bet she was pleased.*

*You must be getting quite good.*

*You must've been stuffed by the end.*

#### A Rewrite 1–6 using *must be / must've been*.

- 1 I bet that was pretty dull.
- 2 I bet you're glad you didn't go now.
- 3 I imagine he was a bit disappointed.
- 4 I bet you're feeling a bit rough now.
- 5 I bet you were mortified.
- 6 I imagine she was quite upset.

#### B 5.2 Listen and check. Notice the responses.

We usually respond to opinions like those in 1–6 by agreeing or disagreeing. We often also add a comment.

#### C Take turns saying 1–6 in exercise A. Your partner should agree / disagree and comment.

## SPEAKING

#### A Work in groups. Discuss these questions.

- Have you ever been to a surprise party? How was it?
- Explain a time when someone reacted unexpectedly.
- Do you know anyone who's a really good / bad dancer? In what way? Are you any good? What do you dance to?
- Do you ever take the mickey? Out of who? Why?
- How good are you at dealing with stress?

### NATIVE SPEAKER ENGLISH

#### *strut your stuff*

We can say someone *struts their stuff* when they do something very well, but more commonly it is an ironic way to talk about dancing at a party or club.

*You've never seen him strutting his stuff, then?  
Are you ready to strut your stuff (on the dance floor)?  
We were strutting our stuff all night.*

## CONVERSATION PRACTICE

You are going to have similar conversations to the ones you heard in *Listening*.

#### A Think of a night which resulted in at least one of the feelings in *Vocabulary*. Think about what happened.

#### B Work in pairs. First discuss the night out and then change the subject to something else. Use language from these pages.



## READING

You are going to read an online *What's on* guide for London on the opposite page.

### A Before you read, discuss these questions in groups.

- Where do you get information about what's on?
- Do you ever read reviews of films, plays, etc.? How much attention do you pay to them?

### B Work in pairs. Read the *What's on* guide and decide:

- 1 what you think of each event.
- 2 how much you'd be prepared to pay for each thing.

### Use some of these expressions:

*It sounds too weird / pretentious / gory, etc. for my liking.*

*It doesn't sound like my cup of tea / my kind of thing.*

*It sounds interesting / brilliant / dreadful, etc.*

*It sounds like a laugh / the kind of thing I'd like, etc.*

### C Work in groups. Choose the three things you would all most like to go to. Then compare with the rest of the class.

### D Which event(s) / person:

- 1 aims to make you laugh? ..... and .....
- 2 is an updated version of something old? ..... and .....
- 3 is part of a public campaign? .....
- 4 has already been successful? ....., ..... and .....
- 5 helps you get a better figure? ..... and .....
- 6 offers suggestions on how to improve? ..... and .....
- 7 is a bit scary in parts? .....
- 8 is about space? .....
- 9 can help you get rid of something you own? .....
- 10 overcame something? .....

## LANGUAGE PATTERNS

Write the sentences in your language. Translate them back into English. Compare your English to the original.

Each week you learn a routine that will have you in stitches!

The band had everyone up dancing.

That scene had me in floods of tears.

You had me worried for a moment.

I should have it ready for you by tomorrow.

## SPEAKING

Work in pairs. Answer these questions and explain your choices.

- What's the best museum you've ever been to?
- If you could re-release a film, what would it be?
- If you could put any art in Art Bin, what would it be?
- If you could put on an exhibition about someone, who would it be of and what would you display?
- If you had time to do any course, what would you do?

## VOCABULARY Noun + of

Many nouns often go with *of*, such as these from the guide:

*the secrets of surgery; the format of the classes; a wealth of hints; the centenary of his birth; the loss of both his legs; the onset of war; the Battle of Britain; the existence of ice; a set of questions; the disposal of works of art*

### A Think of one more ending for each of the nouns in *italics* in the explanation box.

### B Match the nouns + *of* to the possible endings.

- |                    |                                      |
|--------------------|--------------------------------------|
| 1 a bundle of      | slavery / the death penalty / VAT    |
| 2 a fraction of    | enquiries / complaints / people      |
| 3 a risk of        | life / weakness / things to come     |
| 4 a flood of       | my tongue / the island / the iceberg |
| 5 a sign of        | the cost / an inch / a second        |
| 6 the supply of    | fun / measures / wood / clothes      |
| 7 the abolition of | water / drugs / blood to the brain   |
| 8 the tip of       | accidents / cancer / failure         |

## GRAMMAR Noun phrases

A basic pattern in English is subject-verb-object.

*Rory McCreadie reveals secrets.*

We can add extra information to the basic subject / object in different ways, to make noun phrases.

*Rory McCreadie, a barber surgeon from the 17th century, reveals the gory secrets of surgery in the past.*

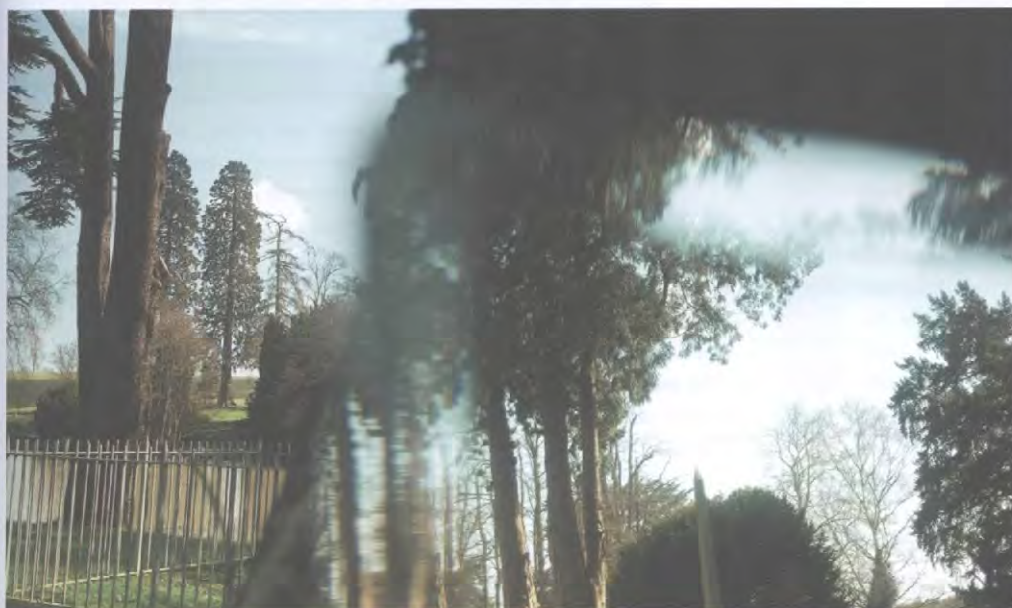
### A Look at the underlined words in the guide and discuss these questions.

- 1 What are they?
  - adjective
  - noun
  - relative clause
  - a participle clause
  - a prepositional phrase
- 2 Which noun do they go with?
- 3 How many words are in the whole subject / object phrase?

### ► Need help? Read the grammar reference on page 140.

### B Work in pairs. Choose one of the sentences in 1–4. Add information to the subject and object. Which pair can write the longest sentence?

- 1 Leona Hart won the award.
- 2 A policeman found a boy.
- 3 The exhibition presents sculptures.
- 4 Man seeks woman.



# WHERE CAN WE GO?

## Barber Surgeon: leeches, lancets and blood-letting

From trepanning (drilling a hole in the skull) to blood-letting with leeches, Rory McCreadie, a barber surgeon from the 17th century, reveals the gory secrets of surgery in the past. Audience participation encouraged!

## Blues Brothers Banned Live at The 100 Club

Eleven young musicians deliver a twist on Blues Brothers' classics. The Banned packed London's legendary Hard Rock Cafe last year. A gig for everybody.

## Can-Can Course

Polestars Can-Can course is a fun-filled, high-intensity dance class for legs, bums and tums. Each week you learn a routine that will have you in stitches!

## Douglas Bader Centenary Exhibition

In this display, marking the centenary of his birth, we examine Bader's early career, the accident that led to the loss

of both his legs and his legacy to the disabled community. Despite his disability, with the onset of war in 1939 Bader rejoined the RAF becoming a crack pilot in the Battle of Britain and a national hero.

## Ice Worlds

Discover the important role ice plays throughout the Solar System in the fascinating Ice Worlds planetarium show.

Take an awe-inspiring journey exploring Earth's frozen extraterrestrial neighbours and see how the existence of ice shapes the landscape.

## London Treasure Hunt: Ideal Quirky Winter Trip Out!



Spitalfields is one of London's most vibrant areas: our exciting Treasure Hunt takes in the

soaring 'Gherkin' building, passes Hawksmoor's stunning Christ Church, and then creeps down a creepy burial chamber before venturing along Brick Lane. Two sets of questions (easy/cryptic) for all ages.

## Michael Landy: Art Bin

Michael Landy transforms the South London Gallery into Art Bin, a container for the disposal of works of art. Over the course of the six-week exhibition, the enormous 600m<sup>3</sup> bin will gradually fill up as people discard their art works in it, ultimately creating, in Landy's words, 'a monument to creative failure'. Anyone can dispose of their art works.

## Cupcake Decorating Classes

Learn how to make and decorate delicious cupcakes. The format of the classes will be demonstration and interactive participation. You will take home your own creations, recipes used during the class and a wealth of hints and tips relating to baking and decorating.

## Odyssey UK Tour

Theatre Ad Infinitum reinvent Homer's timeless Greek myth with Odyssey. One actor. One hour. One man's epic quest to reunite with his family and seek his bloody revenge. This passionate retelling was an Edinburgh Fringe sell-out show, receiving four- and five-star reviews across the board.

## Rainman

Re-release of the 80s film that follows the journey of Charlie Babbit and his autistic brother Raymond across America, to coincide with mental health awareness week. Funny and incredibly moving. Take a handkerchief.

## Re/Landscape – Impossible Photographs

Re:Landscape presents illusory photographs of English rural scenes and coastlines. Using mirrors when photographing each landscape, Karen Grainger blurs the boundary between the reflected and the real, presenting an extraordinary take on the traditional landscape genre.

## Richmond and Twickenham Jazz Club

This thriving weekly jazz club, featuring some of the finest names in jazz and hosted by saxophonist Kelvin Christiane and vocalist Lesley Christiane, has different guest artists each week and an outstanding rhythm section.

## Weight Loss through Ayurveda

This two-day workshop looks at simple guidelines for quick and effective weight loss. It explores the cause of weight gain, and shows yoga and breathing exercises suitable for losing weight along with anti-aging therapies.

## SPEAKING

### A Work in groups. Discuss these questions.

- Which of the things in the box below do you ever read?
- Which do you enjoy reading most / least? Why?
- How often do you read in English? What kind of things do you usually read?
- Do you know anyone who's ever belonged to a book club? Would you consider joining one? Why? / Why not?

newspaper articles	poems	instruction manuals
academic books	novels	Internet forums
comics	blogs	

## LISTENING

You are going to hear a radio programme about book clubs.

### A 5.3 Listen and complete the summary below with your own notes.



Support from Oprah can have a big effect on

1.....

Website features<sup>2</sup>.....

Britain now has around<sup>3</sup>.....

including specialist groups like

4.....

Two main reasons for popularity of book clubs:

1 <sup>5</sup>.....

2 <sup>6</sup>.....

However, there's been some criticism on the grounds that reading groups<sup>7</sup>.....

Fears also voiced about mass audience's taste for

8.....

One popular book, 'Reading Lolita in Tehran', is about<sup>9</sup>.....

Book Crossing also growing in popularity.

Main idea is to encourage people

10.....

One City, One Book idea - started in Seattle.

Basic idea is everyone<sup>11</sup>.....

Can also involve<sup>12</sup>.....

### B Work in pairs. Compare your notes.

### C Match the verbs to the nouns they were used with in *Listening*.

- |              |                                 |
|--------------|---------------------------------|
| 1 endorse    | a a number of different factors |
| 2 boast      | b the spread                    |
| 3 share      | c over two million members      |
| 4 be down to | d the movement of items         |
| 5 see        | e the trend in a positive light |
| 6 halt       | f a book                        |
| 7 track      | g free copies                   |
| 8 fund       | h their thoughts                |

### D Compare your answers with your partner. Discuss who or what each of the verb-noun collocations in exercise C is connected to.

### E Listen again and read the audioscript on page 165 to check your ideas.

### F Work in groups. Discuss these questions.

- Who do you think are the most influential tastemakers in your country? Why?
- Do you think tastemakers have a positive or negative influence? In what way?
- Do you think any of Brian Sewer's criticisms of book clubs are fair? Why? / Why not?
- Do you like the idea of Book Crossing? Would you consider taking part in it?
- Do you think the One City, One Book idea would work in your town / city? What book would work best?



## VOCABULARY Describing books

A Complete the reviews by choosing the correct words.

1

**Tove Jansson**

**Fair Play**

This slim novel contains seventeen loosely connected chapters and <sup>1</sup>centres / revolves on the lives and loves of two elderly female artists. There is very little <sup>2</sup>plot / argument as Jansson is far more interested in the minutiae of everyday life and in the way the relationship between her two <sup>3</sup>stars / protagonists is realised through the sparse, minimal <sup>4</sup>dialogue / speech.

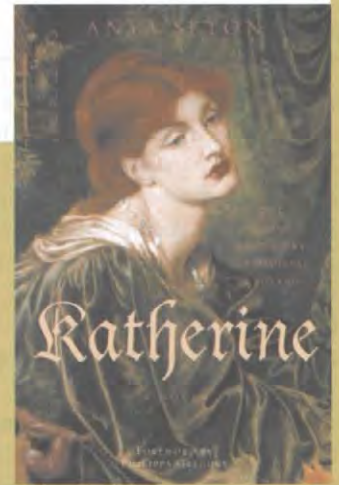


2

**Anya Seaton**

**Katherine**

This vivid portrayal of love and politics in medieval England is <sup>1</sup>rooted / based on a true story and manages to <sup>2</sup>bring / carry its characters and era to life through its rich, vibrant language. If you believe that love conquers all and enjoy stories <sup>3</sup>held / set in the past, then this uplifting <sup>4</sup>history / tale may well be for you.



5

**Kaylie Jones**

**Lies My Mother Never Told Me**

In this moving <sup>1</sup>memoir / memory, Jones confronts her childhood and her troubled relationship with her abusive mother, whose <sup>2</sup>conflict / struggle to overcome her alcoholism is explored in heart-wrenching detail. The book <sup>3</sup>treats / deals with the themes of acceptance and transcendence and is a real page-turner from start to finish. I can't <sup>4</sup>suggest / recommend it highly enough.

4

**Mil Millington**

**Things My Girlfriend and I Have Argued About**

This comic novel is so frequently laugh-out-loud funny that you might not want to read it in public! Told in the <sup>1</sup>main / first person, the book explores the many arguments between the <sup>2</sup>narrator / commentator and his German girlfriend – to hysterical effect! By <sup>3</sup>turns / episodes, absurd, dark and full of <sup>4</sup>insight / judgement, it's a must-read for anyone who's ever been in a relationship!

3

**Megan McDonough**

**Step By Step**

This gripping non-fiction work <sup>1</sup>traces / discovers the history of the feminist movement in twentieth-century America and <sup>2</sup>explores / finds the impact it had on women. <sup>3</sup>Basing / Revolving around the lives of ten women, the book <sup>4</sup>sorts out / tackles such issues as marriage and divorce, domestic violence and the civil rights movement.

B Underline any new adjective + noun collocations in the book reviews in exercise A.

A. Compare and discuss what they mean.

C Work in pairs. Discuss these questions.

- Would you recommend any of the five books to people you know? Which ones? Who to? Why?
- Which of the books would you most / least like to read? Why?
- Have you ever read anything similar to any of the books described?

## SPEAKING

Imagine you and some of your classmates have joined a book club and you are going to decide what to read first.

- Think of the book you would most like other students to read. Who's it by and what's it called? Decide how to describe it. Use some of the language from Vocabulary.
- Work in groups. Try to persuade your partners to read your choice first – and explain why it's so good.
- Vote to decide which book to read first.



# 06 CONFLICT

## In this unit, you learn how to:

- describe what people do during and after arguments
- give negative / private information
- talk about how you'd like things to be different
- discuss war and social conflict
- talk about peace and justice

## Grammar

- *I wish*

## Vocabulary

- Adverbs
- War and peace
- Social conflict

## Reading

- Hope springs eternal
- The Truth and Reconciliation Commission

## Listening

- Two conflicts
- Disputes in the news
- The Truth and Reconciliation Commission

## SPEAKING

**A** Check you understand the words in **bold**. Then tell a partner which of the things below you sometimes do.

- lose your temper and scream and shout
- **storm off** and **slam** the door behind you
- throw things across the room – or at someone
- have a big **sulk**
- **hold a grudge** against someone after an argument
- apologise first and try to **make up**

**B** Look at the list of things people often argue about in the box below. With a partner, discuss how each might lead to arguments and which you think cause the worst arguments.

money	politics
religion	work
sport	homework
careers	kids
stress and tiredness	exes
time spent together	household chores
silly annoyances	in-laws

**C** Which of the things above do you argue about most often? Who with? How do the arguments usually end?

## LISTENING

You are going to hear two conversations in which conflicts occur.

**A** 6.1 Listen and answer these questions about each conversation.

- 1 What's the relationship between the people?
- 2 What are the conflicts about?
- 3 What happens in the end?

## NATIVE SPEAKER ENGLISH

### *I hasten to add*

To clarify or comment on a previous statement, we can use *I hasten to add*. It can be used either formally or jokingly.

A: *I do understand I made a mistake.*

B: *And not for the first time, I hasten to add.*

*I was absolutely furious about it – not that I'm normally an angry person, I should hasten to add!*

## DEVELOPING CONVERSATIONS

### Giving negative / private information

When we give negative or private information, we often use sentence starters that warn the listener about what's to come.

*To be frank with you, I'm really not sure there's a future for you here at all.*

**A** Work in pairs. Imagine the sentence starters below were all used in an office over the space of a week. Complete each one in a humorous or serious way.

- 1 I don't mean to be rude, but .....
- 2 To be brutally honest, .....
- 3 With all due respect, .....
- 4 To put it bluntly, .....
- 5 If you want my honest opinion, .....
- 6 Between you and me, and this shouldn't go any further, .....

**B** Compare your sentences with another pair. Who has the best ideas?



## GRAMMAR *I wish*

### A Divide the sentences below into three groups of two according to the grammatical patterns.

- I just wish you were a bit less selfish, to be honest!
- I wish I'd never started this conversation.
- I wish I didn't have such a short temper!
- I wish he'd understand that people do have exes!
- I wish I'd told him what I thought of him earlier, to be honest!
- I wish you wouldn't always make fun of me in front of all my friends.

### B Compare your ideas with a partner and explain the different uses of *wish*.

▶ **Need help?** Read the grammar reference on page 141.

### C Complete the sentences below by adding the correct forms of the verbs in the box.

be    can    have    leave    sent    think

- I wish I ..... longer to stop and talk, but I'm afraid I'm actually in a bit of rush.
- I wish I ..... her that e-mail! It just made everything worse.
- I wish you ..... your things lying around all over the place all the time. It's so annoying!
- I wish I ..... turn back time and start again.
- You always talk such rubbish! I wish you ..... sometimes before you open your mouth!
- It's the fact that you lied to me that really hurts. I just wish you ..... more honest with me!

### D Write down five things you wish using the patterns below. Explain your sentences to a partner.

- I wish I'd never .....
- I wish I wasn't .....
- I sometimes wish I could .....
- I wish my ..... wouldn't .....
- I wish my ..... would sometimes .....

## VOCABULARY Adverbs

Some adverbs commonly go with particular verbs. We also use adverbs at the start of sentences to show our attitude towards the information that follows.

*I expressly asked you to send that parcel recorded delivery.*  
*I'm really sorry. Honestly, it won't happen again.*

### A Complete the sentences with the adverbs in the box.

bitterly    desperately    dramatically    expressly  
 freely    strongly    stupidly    vaguely

- I ..... told you never to contact me at home!
- He's a real snob – and to make it worse, he ..... admits it!
- I ..... recommend that you try it before you buy it.
- I ..... need to find a job! I'm really short of money.
- I ..... remember him saying something about it last time we spoke, but I might be wrong.
- I'm such an idiot. I ..... left my bag on the bus!
- I ..... regret what I did. It was totally wrong of me.
- The number of ongoing civil wars has increased ..... over the last 20 years.

### B Work in pairs. Think of one more verb that goes with each of the adverbs in the box.

### C Choose the correct adverb in each sentence.

- Apparently* / *Evidently*, I'm wasting my breath here. You're clearly not listening to me.
- Personally* / *Hopefully*, we'll just be able to make up and put it all behind us.
- Realistically* / *Theoretically*, it's possible, but let's see how it works in practice.
- Presumably* / *Ideally*, you think that's funny!
- Surprisingly* / *Technically*, you're not supposed to be using that phone to make personal calls.
- Frankly* / *Luckily*, I think that's totally ridiculous.

## CONVERSATION PRACTICE

You are going to have two conversations similar to the ones you heard in *Listening*.

- A Student A:** read File 3 on page 152.  
**Student B:** read File 10 on page 156.

### B Prepare for both conversations. Try to use some of the new language from these pages. Then role-play each one.

## VOCABULARY War and peace

### A Read the short editorial from a newspaper and discuss these questions.

- Are the examples given also true for your language?
- In what other areas of life might war vocabulary be used in English (or in your language)?
- Do you agree with the points made in the final two sentences?

We must be violent people by nature. Just consider the way the language of war invades all sorts of aspects of our lives. Advertisers *bombard* target groups; politicians get involved in *wars of words* as they *attack* plans and *defend* policies; lobby groups want to *combat* poverty; companies might *join forces* to *gain ground* in the market, they might *fight off a hostile takeover* or engage in a *price war*. Patients might *battle* cancer or *surrender* to a disease.

Much less common seems to be the language of peace and negotiation. Is this reflected in other languages? If so, perhaps this is why conflict resolution is so difficult. People find it difficult to forget about aggression because so much of our lives is framed in terms of victory and defeat. We need to find a new language if we are to work together.



The peace talks collapsed when the dogs insisted the sandbox had to go out in the hall.

### B Put each group of verbs into the most likely order that they happen, starting with the words in bold

- 1 is called a truce / conflict escalates / **tension rises** / some fighting breaks out / war rages
- 2 have a row / fall out / **take offence** / get in touch / make amends
- 3 defend yourself / **be invaded** / join forces / defeat the enemy / gain ground / lose ground
- 4 restart negotiations / sign a peace agreement / **declare a ceasefire** / begin negotiations / talks break down / reach a settlement.
- 5 return to democracy / seize control of the country / **plot to overthrow the president** / suffer sanctions / stage a coup / undermine the economic stability
- 6 be under siege for weeks / **be surrounded** / run out of food / become a prisoner of war / surrender
- 7 seek a UN resolution / **receive reports of human rights violations** / withdraw troops / send in international troops / re-establish security
- 8 put on trial / arrest / cause casualties and fatalities / track down / claim responsibility / **plant a bomb**

### C Try to memorise the words in exercise B. Then test each other.

**Student A:** say an expression in bold.

**Student B:** try to say the rest of the verbs in order.

### D Work in groups. Try to think of an example of each of the following and explain what happened – and what the causes and results of each were.

- an invasion
- a civil war
- a terrorist attack
- a siege
- a coup
- a falling-out
- an international intervention
- a peace process



## LISTENING

You are going to hear four news stories about different issues, all using vocabulary of war and peace.

**A** 6.2 Listen and decide which issue is the most serious.

**B** Work in pairs and explain your choices.

**C** Listen again and decide which sentences are true.

- a Dan Craddock has been found guilty of spying.  
b Mr Craddock was a manager for Pit-Pots.  
c Jazz Drinks has a bigger market share now.
- a Jonas Bakeman is in danger of losing his job.  
b Bakeman spoke to the press and fully apologised.  
c Ms Campbell claims she didn't initiate the affair.
- a A court decided people didn't have to submit to body scans at airports.  
b One lobby group funded the woman's defence.  
c The government has accepted the ruling.
- a Pig farming is an important industry in Paulston.  
b Both sides in the dispute inflicted some kind of damage.  
c The sides agreed a settlement between themselves.

**D** Match the words from the listening. Then check in the audioscript on page 166.

- |              |                       |
|--------------|-----------------------|
| 1 a fierce   | a wrongdoing          |
| 2 deny       | b invasion of privacy |
| 3 a lapse of | c symbol              |
| 4 claim      | d eyesor              |
| 5 a gross    | e battle              |
| 6 split      | f victory             |
| 7 a hideous  | g into two camps      |
| 8 a proud    | h judgement           |

**E** Discuss any stories that you have heard which are similar to those in *Listening*.

## LANGUAGE PATTERNS

Write the sentences in your language. Translate them back into English. Compare your English to the original.

They've been pouring money into ever more extravagant advertising campaigns.

Last year was Jazz Drinks' best ever.

It comes against a backdrop of ever-increasing tension.

There are more weapons than ever on our streets.

As ever, she managed to calm things down.

The government is, as ever, committed to peace.

## SPEAKING

**A** As a class, choose two of the following statements to debate. Then divide into groups – half the class will agree with the two statements and the other half will disagree.

- You should never negotiate with terrorists.
- There should never be international intervention in a country's internal affairs.
- Wars are a necessary evil.
- You can't win a war on drugs.
- Peaceful protests are the only ones that work.
- Companies are too concerned with market share or growth.
- There should be more restrictions on advertising.

**B** In your group, spend ten minutes preparing your ideas and think how you might attack your opponents. Choose a spokesman for your group.

**C** One group should speak for two minutes, presenting their ideas *agreeing* with one statement. Another group should then speak against. When they have finished, anyone can comment or ask questions.

**D** Repeat exercise C with the other statement.



## SPEAKING

In groups, discuss what you know about South Africa.

## VOCABULARY Social conflict

A Match the nouns in the box to their collocates.

oppression	support	condemnation	dissent	boycott
unrest	sanctions	segregation	march	massacre

- 1 a policy of racial ~ / strict ~ of men and women
- 2 call for a ~ / a consumer ~ / a mass ~
- 3 a ~ of innocent civilians / carry out a cold-blooded ~
- 4 draw widespread international ~ / issue an official ~
- 5 ~ of non-whites / suffer racial ~ / battle ~
- 6 impose ~ on the country / lift economic ~
- 7 go on a pro-democracy ~ / break up a protest ~
- 8 express ~ / crush ~ / growing ~ / tolerate political ~
- 9 growing popular ~ / a wave of social ~ / spark fresh ~
- 10 strengthen ~ for the resistance / enjoy popular ~

B Work in pairs. Test each other.

Student A: say the nouns in the box.

Student B: close your book. Say at least one collocate.

C With a partner, discuss how the nouns in the box in exercise A might be connected to the history of South Africa. Try to use some of the collocates in your discussion.

## READING

A Read the article about South Africa's recent history and see if your predictions were right.

B With a partner, discuss how the ten nouns in **bold** are connected to South Africa's recent history.

# HOPE SPRINGS ETERNAL



As the eyes of the world focused on South Africa at the start of the 2010 football World Cup, national pride was at an all-time high. The new stadiums glittered, the national anthem was sung as never before and the multiracial team took to the pitch fully aware of what their presence on the global stage meant to their nation, for behind the choice of location for the tournament lies one of the most remarkable transformations undergone by any nation in recent times.

A mere twenty years before, the man who was to become the country's first black president, Nelson Mandela, was released from jail after 27 years, having initially been imprisoned for his role as leader of the banned African National Congress and for planning acts of sabotage against the state. The road to freedom had been littered with obstacles, and for a long time it had seemed as if the destination would never be reached.

The system of apartheid that was formalized in the 1940s, and which lasted until 1994, had its roots in the racial **segregation** introduced during colonial times, when the British and Dutch battled for control of the country's riches. The policy of **oppression** and relocation of non-whites initially reaped huge rewards for the ruling white minority and by the 1960s the country had economic growth second only to Japan. At the same time, however, the effort to maintain the rigid social structures imposed upon the majority of the nation was becoming ever more costly and complicated.

Internationally, calls for **boycotts** were growing, and the country was becoming increasingly isolated. Pressure was also growing for **sanctions** to be imposed. Internally, popular **unrest** was growing. The government faced wave after wave of strikes, **marches**, protests and sabotage by bombing and other means.

The repeated **massacres** of demonstrators drew widespread international **condemnation** and, of course, served to strengthen **support** for resistance organisations. By the 1970s, the country was also embroiled in a number of military missions in neighbouring countries in an attempt to crush all **dissent**, while internal repression and censorship reached new levels. By the mid-80s, South Africa's economy was one of the weakest in the world and the writing was clearly on the wall.

Following Mandela's release and the dismantling of the apparatus of apartheid, the issue of how to move the country forward peaceably loomed large. The establishment of The Truth and Reconciliation Commission was a major step in this direction.



**C Work in pairs. Discuss these questions about the article.**

- 1 In what ways was the 2010 World Cup significant?
- 2 Why was Nelson Mandela sentenced to jail?
- 3 When – and why – did the apartheid system begin?
- 4 What seems to have been the main factor in its collapse? What other factors played a part?
- 5 What do you think the goals and working methods of The Truth and Reconciliation Commission were?

**D Read the Wiki about The Truth and Reconciliation Commission and see if you guessed correctly.**

## Wiki:

### The truth and Reconciliation Commission

Following the abolition of apartheid, a court-like body entitled The Truth and Reconciliation Commission was established. The main aim of the Commission was to establish the truth about human rights violations by giving both victims and perpetrators the chance to describe their experiences. The Commission had no explicit power to prosecute, but in exchange for the truth about their actions, those who had committed crimes in the past could request amnesty from prosecution, provided their actions had been politically motivated and proportionate.

Despite this, the Commission explicitly set out to focus primarily on the victims. It was hoped that through the process of revealing their stories they would reach some kind of closure. Compensation was also offered in some situations.

**E Decide if these sentences are true or false.**

- 1 The Truth and Reconciliation Commission aimed to punish those who had committed atrocities.
- 2 It did not have the power to sentence people to prison.
- 3 It had the power to exempt people from prosecution.
- 4 Anyone wanting a pardon had to show remorse.
- 5 The Commission sometimes gave money to victims.

**F Work in groups. Discuss these questions.**

- How do you feel about the idea of The Truth and Reconciliation Commission?
- What do you imagine its main strengths and weaknesses would be?
- How successful do you imagine the Commission was when it came to establishing the truth? Why?
- How successful do you imagine it was at bringing about reconciliation between people? Why?

## LISTENING

You are going to hear three people discussing their experiences of The Truth and Reconciliation Commission.

**A 6.3 Listen and decide how each speaker feels about the Commission and why.**

**B Listen again and decide which speaker:**

- 1 speaks the most highly about the Commission.
- 2 found telling the truth did not lead to reconciliation.
- 3 had a minor crisis of faith.
- 4 feared the worst when apartheid was abolished.
- 5 turned down compensation.
- 6 found listening to testimony traumatic.
- 7 wants a different solution to the problems of the past.
- 8 complains about a delay.
- 9 feels the country's standing in the world has been boosted.

**C Work in pairs. Discuss these questions.**

- Did any of the speakers mention any pros / cons that you didn't think of in *Reading*?
- What seems to have been the biggest problem with the Commission? And what about the biggest strength?
- Did the three speakers leave you feeling that the Commission was more a good or a bad idea? Why?
- Have you heard of any similar processes anywhere else in the world?

## SPEAKING

**A Discuss in groups how far you agree with each of the ideas about justice below.**

Mercy bears richer fruits than strict justice.

An eye for an eye; a tooth for a tooth.

It is better that ten guilty escape than one innocent suffer.

The more laws there are, the less justice there is.

In seeking justice, we must ensure we do not become as evil as that which we oppose.

Injustice anywhere is a threat to justice everywhere.

# 07 SCIENCE AND RESEARCH

## In this unit, you learn how to:

- explain and discuss news stories about science
- express surprise and disbelief
- discuss the uses and abuses of statistics
- talk about what different kinds of science entail

## Grammar

- Passives

## Vocabulary

- Talking about science
- Statistics
- Forming words

## Reading

- Truth and statistics

## Listening

- Discussing news stories about science
- Five scientists discuss their jobs

## VOCABULARY Talking about science

**A** Replace the words in *italics* with the correct form of the synonyms in the box.

underlying	impaired	devise	adverse
slippery slope	undertake	insert	lead to
step forward	duplicate	disorder	due

- 1 It's a major *breakthrough* in the fight against AIDS.
- 2 No-one knows the *root* cause of the phenomenon.
- 3 The huge noise left many with *diminished* hearing.
- 4 They *stuck* probes into the skin.
- 5 The experiment represents a *thin end of the wedge*.
- 6 Researchers *carried out* the survey to establish a link between attitudes and health.
- 7 The findings could *pave the way for* new techniques.
- 8 Other scientists are yet to successfully *reproduce* the results under laboratory conditions.
- 9 The lack of funding was *down* to the radical nature of the theory.
- 10 There are concerns about *negative* side-effects to the procedure.
- 11 The study found that the genetic *condition* was more prevalent than first thought.
- 12 Scientists have *created* a way to detect seismic waves before earthquakes hit.

**B** Test each other.

**Student A:** say the words in *italics* in 1–12.

**Student B:** say the synonyms.

Note that the words and phrases above will not always be synonymous. It will depend on context or register, typical collocations or changes in meaning. For example:

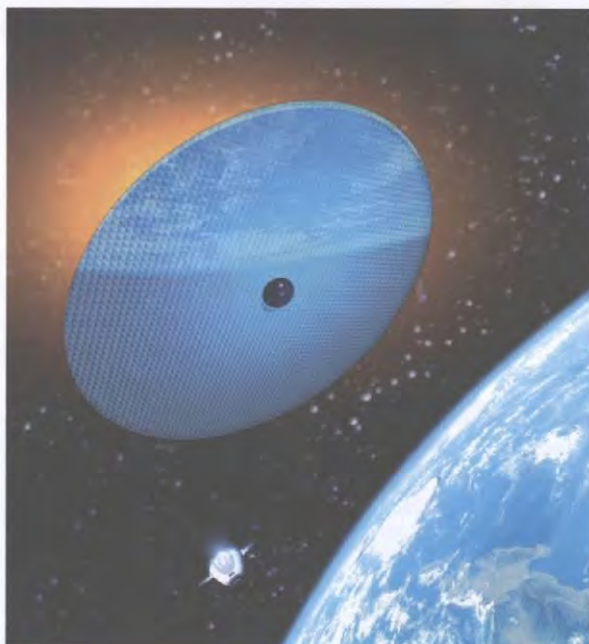
Can you just *insert* stick this in your bag?  
It's the law of *impairing* diminishing returns.  
The next bus is *down* due in two minutes.

## LISTENING

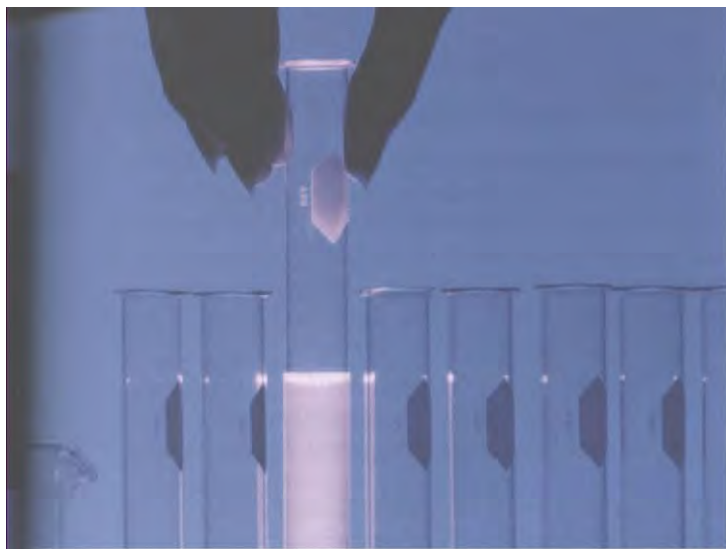
You are going to hear two conversations about science-based stories in the news.

**A** Work in pairs. Look at the newspaper headlines and discuss what you think each story is about.

- a Researchers clone glow-in-the-dark dogs
- b Hormone inhaler may help autism
- c Cat owners are more intelligent
- d Backing for space sun shield
- e Gay penguins adopt chick
- f DNA fragrance with the smell of Elvis Presley
- g Mind-reading a step closer
- h Scientists breed see-through frogs and fish
- i Scientist gets funding for time-reversal experiment
- j Scientists successfully transplant mosquito nose
- k One in five scientists on performance-enhancing drugs



**B** 7.1 Listen and take notes on the news stories the speakers talk about.



**C Listen again and decide if 1–9 are true or false.**

**Conversation 1**

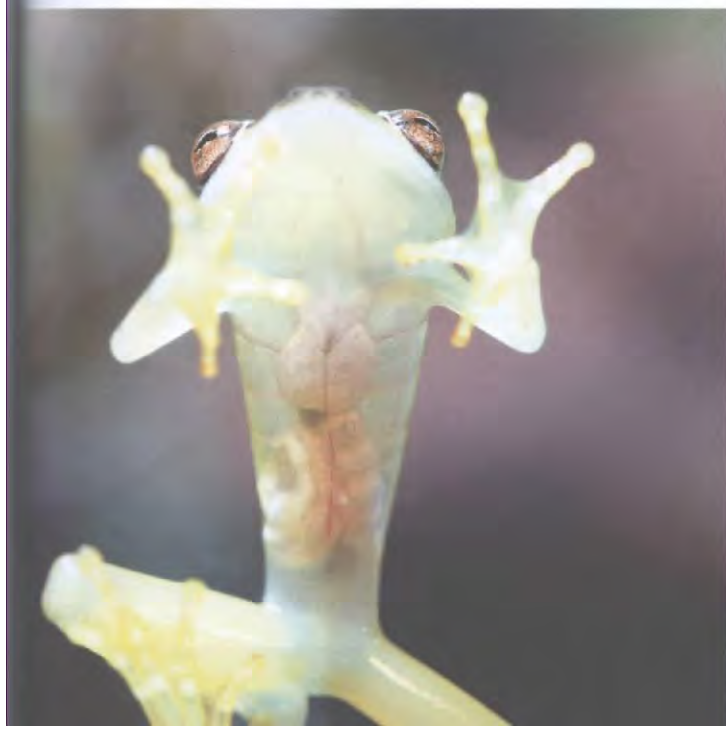
- 1 The mosquito receptors are transferred to a frog.
- 2 The research is connected to preventing disease.
- 3 The researchers are going to produce a perfume.
- 4 The speakers are both concerned about the implications of the research.

**Conversation 2**

- 5 The shield is to stop the earth heating up.
- 6 They also want to build a stadium in space.
- 7 The 'cloud' could be finished ten years from now.
- 8 The researcher has received funding for the proposal.
- 9 One of the speakers thinks all the talk about climate change is really only for the benefit of big business.

**D Work in pairs. Discuss these questions.**

- What do you think of the two stories you heard?
- Do you have any concerns about genetic research?
- Do you know anyone who is sceptical about climate change or other scientific theories? What are their reasons?



## LANGUAGE PATTERNS

Write the sentences in your language. Translate them back into English. Compare your English to the original.

It's hardly the same thing!

Hardly an instant solution, then!

It's hardly surprising people are concerned about it.

Hardly a day goes by without hearing one of these stories.

I hardly know anyone who agrees with it.

There's hardly any funding available for research into it.

## DEVELOPING CONVERSATIONS

### Expressing surprise and disbelief

You can show surprise or disbelief by adding *on earth* to questions.

How *on earth* do they do that?

How *on earth* are they going to build something that big?

**A 7.2 Listen and repeat the questions. Pay attention to the stress and intonation.**

**B Write questions in response to 1–6 using *on earth*.**

- 1 We're developing a Nanobridge.
- 2 They've managed to grow a human ear on a rat's back.
- 3 Their head office is in Flitwick.
- 4 They're planning to send farm animals into space.
- 5 I'm going to take part in a drugs trial.
- 6 Apparently, they've bred see-through frogs to sell.

**C Take turns saying 1–6 above. Your partner should respond with their question from exercise B. Continue each conversation for as long as you can.**

## CONVERSATION PRACTICE

You are going to read some articles and talk about them in a similar way to the conversations in *Listening*.

**A Work in groups.**

**Student A:** look at File 8 on page 155.

**Student B:** look at File 15 on page 157.

**Student C:** look at File 19 on page 159.

Read the articles quickly and choose one to talk about. Read it again and make sure you understand it.

**B Close your books and take turns starting conversations by saying *Did you read that thing about ...?* Your partners should ask questions and make comments to find out more. Finish by discussing your opinions on the subject.**

**C When you have discussed one article each, choose another one you read or a similar one you've heard about. Have further conversations.**



You are going to read an article about statistics.

**A Use the extra information in 1–9 to guess the meanings of the phrases in bold. Translate them.**

- 1 The data showed a **negative correlation** between income and birth rate: the richer the country, the lower the birth rate
- 2 The research didn't come up with the 'right' result so the company **twisted the figures to suit its own ends**.
- 3 With the run-up to the election, the government has a **vested interest** in removing people from the unemployment figures.
- 4 The figures **don't stand up to scrutiny** when you look at them closely. They're full of holes.
- 5 **Contrary to popular belief**, the latest statistics show crime has been falling, and not getting worse as the papers suggest.
- 6 The **research is seriously flawed**. The sample group wasn't chosen at random: they were self-selected.
- 7 Because a number of variables weren't covered by the data, it's difficult to **establish a causal link** between gaming and bad behaviour.
- 8 It's too early to say if these two figures are part of a new upward trend or whether they are a **statistical anomaly**.
- 9 There is **conflicting evidence**. Some data shows a correlation, some doesn't.

**B Work in pairs. Choose five of the phrases in bold and give a true example of them.**

**A Before you read, discuss why it might be important to ask these questions about research.**

- 1 Who was the research commissioned by?
- 2 How was data collected?
- 3 How big was the sample?
- 4 Are the numbers in their full context?
- 5 Does the data explain the conclusions?
- 6 Has the data been reviewed by peers?

**B Read the article and find out why it claims the questions in exercise A are important.**

**C Work in pairs. Discuss these questions.**

- Do you react to statistics in the ways the author says?
- Was there anything you didn't understand? Can your partner explain?
- Say two things you agree / disagree with in the article.
- Do you think there is anything else about statistics people should know?
- Agree on three new words you want to remember from the text. What are the collocations?



We are bombarded by statistics every day – from opinion polls to government figures on crime, from measures of what is a healthy weight or what our salt intake should be, to product claims in advertising: 'eight out of ten owners said their cats preferred it', and so on! What is more, where there is a statistic, there is also bound to be an argument with counter statistics.

Faced with this onslaught of figures, it is easy to run and hide or alternatively to simply respond with cynicism. However, both responses are probably born out of a fear of maths. Statistics is

simply a way of interpreting data and, as in other walks of life, the truth can be fuzzy.

Even so, different interpretations have lesser or greater validity. A survey with a sample of 5,000 chosen at random will be more valid than if you just asked five friends who think the same way as you. A study which has been checked by other experts is more likely to be accurate than one which is published anonymously on the Internet. Without any truth in statistics, we have no science, no policy developments, no progress. So part of every responsible citizen's armoury should be a basic understanding of how statistics work and a certain scepticism which looks for underlying problems with the data and research we are presented with.

For example, differences between absolute and relative figures can be manipulated. Company A could report it had increased production 100% more than a rival, by comparing *relative* increases. Company A may have started producing 1,000 TVs and increased it to 1,400 (40%) while Company B started from 10,000 and increased it to 12,000 (only 20%). Furthermore, the absolute increase may disguise inefficiencies, because

Company A employed more people to get the increase whereas Company B achieved it while reducing staff. Nor does one year make a trend. Something unusual could have happened that year.

In the case of probabilities, we also need to ask whether variables are independent of each other and the sample group. For example, the chances of being involved in a train crash are the same each time you board a train: in terms of the passenger, it is essentially a random event, like winning the lottery. So experiencing a train accident will not increase your risk the next time you take the train. The probability of having a heart attack, however, may be dependent on various things including whether you have had one before. If you have, the risk of another is very much increased.

Finally, once you have checked the figures, you still need to assess the conclusions drawn: the fact that TV sales increased in line with crime does not prove that one affected the other. The *choice* of statistics and conclusions may be the result of cynical self-interest if the researcher is not independent.

**A Work in pairs. Look at the sentences from the texts you read in Conversation Practice and:**

- 1 underline the passive construction(s).
  - 2 decide who / what the doer of the actions is.
  - 3 decide how you would write it without a passive.
  - 4 decide why an active sentence wasn't used.
- 1 The frogs, which will be sold for around \$100 each, were bred for educational purposes.
  - 2 Rather than getting killed for dissection in class, the transparent frogs allow students to see all the internal organs in action.
  - 3 The fish, which are genetically similar to humans, have cancerous cells inserted in their bodies.
  - 4 The so-called 'love' hormone is thought to be responsible for encouraging bonding.
  - 5 This is just one finding of a census undertaken by the Department of Clinical Veterinary Science
  - 6 The two male penguins are rearing a chick after they were given an egg to look after.
  - 7 The research is seen as a step towards finding cures.
  - 8 The DNA has been extracted from locks of hair.

▶ **Need help? Read the grammar reference on page 142.**

**B Work in groups. Discuss these questions.**

- Have you heard of any scientific discoveries or developments recently? How were the breakthroughs achieved?
- Do you know anyone who's had an operation? What did they have done?

**C Complete the research reports by putting the verbs in brackets in the correct active or passive form.**

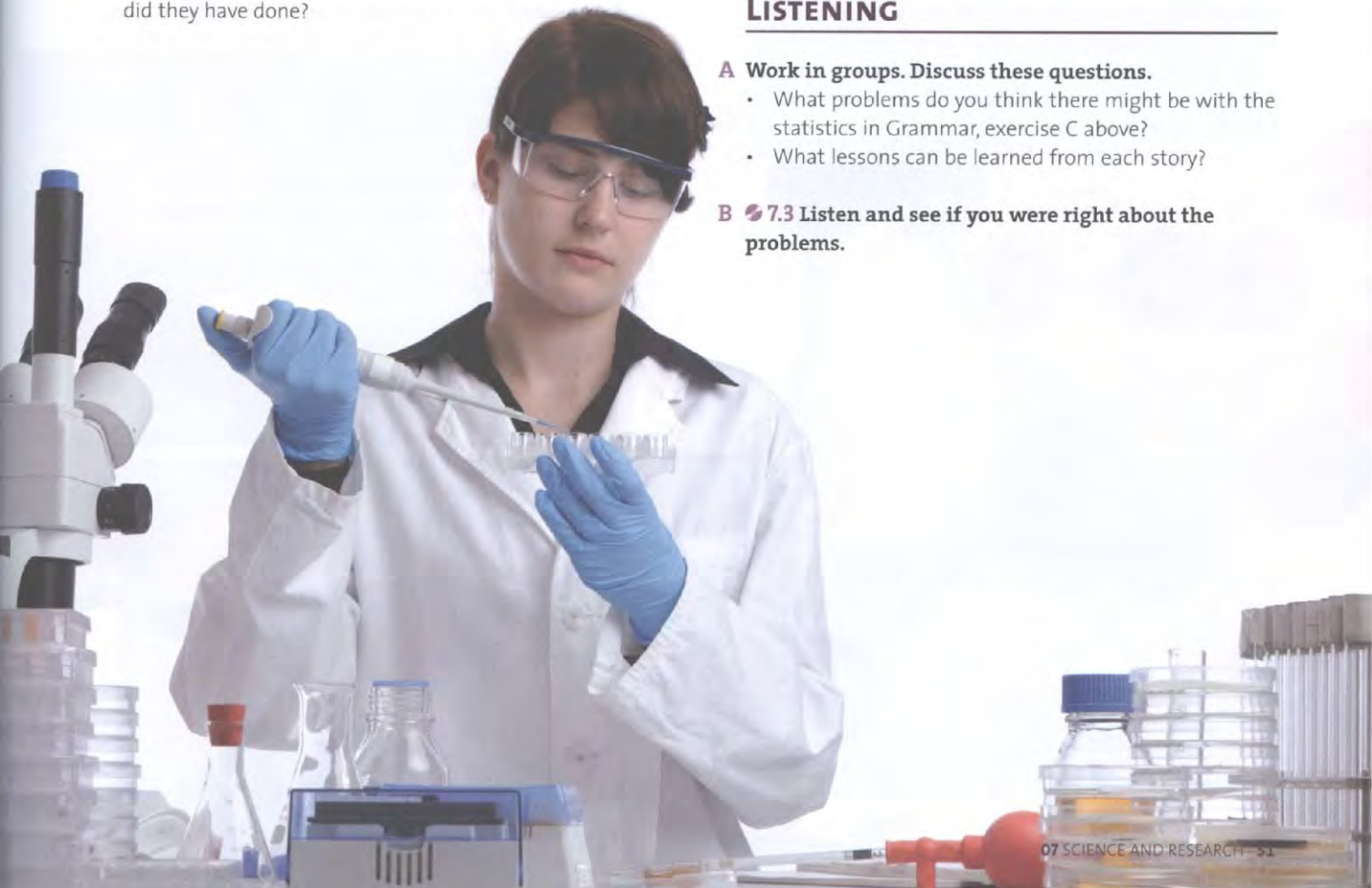
- 1 Whenever there was heavy snowfall, a journalist would call the headquarters of the traffic police, and ask how many car crashes <sup>1</sup>..... (report). The news would then <sup>2</sup>..... (lead) with a story like 'A fierce winter storm <sup>3</sup>..... (dump) a foot of snow on the south today, <sup>4</sup>..... (cause) huge tailbacks and 28 accidents.' One day, the journalist asked how many crashes were typical for clear, sunny days. The answer? 48!
- 2 A study <sup>5</sup>..... (publish) in a child education journal <sup>6</sup>..... (find) that the toddlers in pre-school were more aggressive than the kids who <sup>7</sup>..... (keep) at home with mum. In the study, 'aggression' <sup>8</sup>..... (define) as stealing toys, pushing other children and starting fights.
- 3 A small study conducted after motorcyclists <sup>9</sup>..... (oblige) by law to wear helmets discovered that the actual number of injuries <sup>10</sup>..... (treat) in hospital leapt suddenly.
- 4 A poll in a magazine, where readers phoned in to vote, revealed that 85% of people felt that rules around experiments <sup>11</sup>..... (involve) live animals ought <sup>12</sup>..... (tighten).
- 5 The government claimed that the murder rate in the city <sup>13</sup>..... (plunge) by 30% in just eight years as a result of their policies, falling from 130 a year at the beginning of the period to just 91 last year.

**LISTENING**

**A Work in groups. Discuss these questions.**

- What problems do you think there might be with the statistics in Grammar, exercise C above?
- What lessons can be learned from each story?

**B 7.3 Listen and see if you were right about the problems.**



## SPEAKING

**A** Read the short text below. Then discuss the questions that follow in groups.

Scientists are often seen as a homogenous bunch of geeky men in white lab coats and protective glasses, hunched over some kind of bubbling test tube while muttering to themselves or frantically scribbling equations on a scrap of paper. Such stereotypes not only fail to represent the full diversity of activities that scientists (of both sexes!) engage in, but also serve to dissuade the young from contemplating a career in science. It's time for this to change!

- Does this text reflect your own view of scientists?
- Do you agree that negative stereotypes of scientists may well put young people off entering the field?
- Do you know anyone who works in the field of science? What do they do?

### NATIVE SPEAKER ENGLISH

#### geeky

If we think someone is boring or socially inept because they're only interested in computers / science / academic study, we might call them *geeky* / *a geek* or *nerdy* / *a nerd*.

*A homogenous bunch of geeky men in white lab coats. My brother is a complete science geek. He's a nice guy, but he looks a bit nerdy, if you ask me! He's such a nerd! He only talks about computers and has no social skills whatsoever.*

## LISTENING

You are going to hear five different kinds of scientists talking about their jobs.

**A** Work in pairs. Discuss these questions.

- What do you know about each of the different kinds of scientist in the box?
- What's the main point of each job?
- What do you think their working lives involve on a day-to-day basis?

agricultural scientist	hydrologist
anthropologist	immunologist
astronomer	marine biologist
neurologist	military scientist
geologist	educational psychologist

**B** 7.4 Listen and match each speaker to one of the different kinds of scientist in the box. What does each job involve?

**C** Listen again and decide which speaker:

- 1 studies the possible harm that drought can do.
- 2 sometimes makes recommendations about living environments.
- 3 says their line of work involves making policy recommendations.
- 4 finds their job immensely satisfying.
- 5 says their line of work is more boring than is commonly believed.
- 6 feels the stereotype about their job is out of date.
- 7 says work on family traits is a part of their field.
- 8 has done research on the global spread of a particular phenomenon.
- 9 notes a way in which their field is unusual.
- 10 is quite secretive about what their job involves.

**D** Work in pairs. Discuss these questions.

- Which of the five jobs do you think sounds most interesting? Why?
- Which do you think is likely to be best / worst paid? Why?
- Can you think of any jobs where the stereotype may well be more glamorous than the reality? In what way?

## VOCABULARY Forming words

### A Complete the sentences below by adding the correct noun forms of the adjectives in brackets.

- 1 Continuing to invest in space ..... is a total waste of money! (exploratory)
- 2 There are too many ..... to be able to say for sure what causes crime. (varied)
- 3 There's not much ..... in my country. (diverse)
- 4 Learning about statistics is beyond my ..... (capable)
- 5 One of the main causes of depression is the ..... of human needs and desires by advertising. (manipulative)
- 6 ..... plays an important and useful role in both business and sport. (aggressive)
- 7 When it comes to health, ..... is far better than cure. (preventative)
- 8 It's healthy to have a large degree of ..... (cynical)
- 9 There's currently an ..... of employment opportunities in my town / city. (abundant)
- 10 We're not doing enough to reduce the number of ..... on the road. (fatal)
- 11 In all ....., I'll end up working overseas at some point in my career. (probable)
- 12 The desire of scientists to explore the limits of what is possible has serious ..... for both human and animal rights. (implied)

### B Which six of the adjectives in brackets in exercise A can be made into verbs? What are the verb forms? Compare your ideas with a partner.

### C Work in groups. Discuss the degree to which you agree with each of the statements in exercise A. Explain your ideas.



## SPEAKING

### As a class, choose one of the two activities below.

- 1 Work in groups of four or five. Look at the different kinds of scientists in the box in *Listening* exercise A. Choose a different one each. Make sure you choose ones not featured in *Listening* exercise B.

Working individually, use the Internet to find out as much as you can about what the job involves, what qualifications you need, what the career opportunities are, etc.

Report back to your group on what you found. The others in your group should ask questions. Once you have all finished, vote to decide which job sounds best.

- 2 Work in groups. Discuss these questions.
  - What do you think are the most important scientific discoveries of recent times? Why?
  - What future scientific breakthrough would have the most positive impact on the world? Why?
  - Did / Do you enjoy science subjects at school? Why? / Why not? What was the most useful thing you learned?
  - How many examples of scientific developments that we take for granted in our daily lives can you think of?
  - Which would you miss the most if you had to live without it?

# 08 NATURE

## In this unit, you learn how to:

- describe natural landscapes
- use tags to emphasise your opinions
- describe different ways of talking
- describe animals, their habitats and their habits

## Grammar

- Auxiliaries

## Vocabulary

- Describing scenery
- Communicating
- Animals

## Reading

- Why I love ... natural history programmes
- Endangered animals

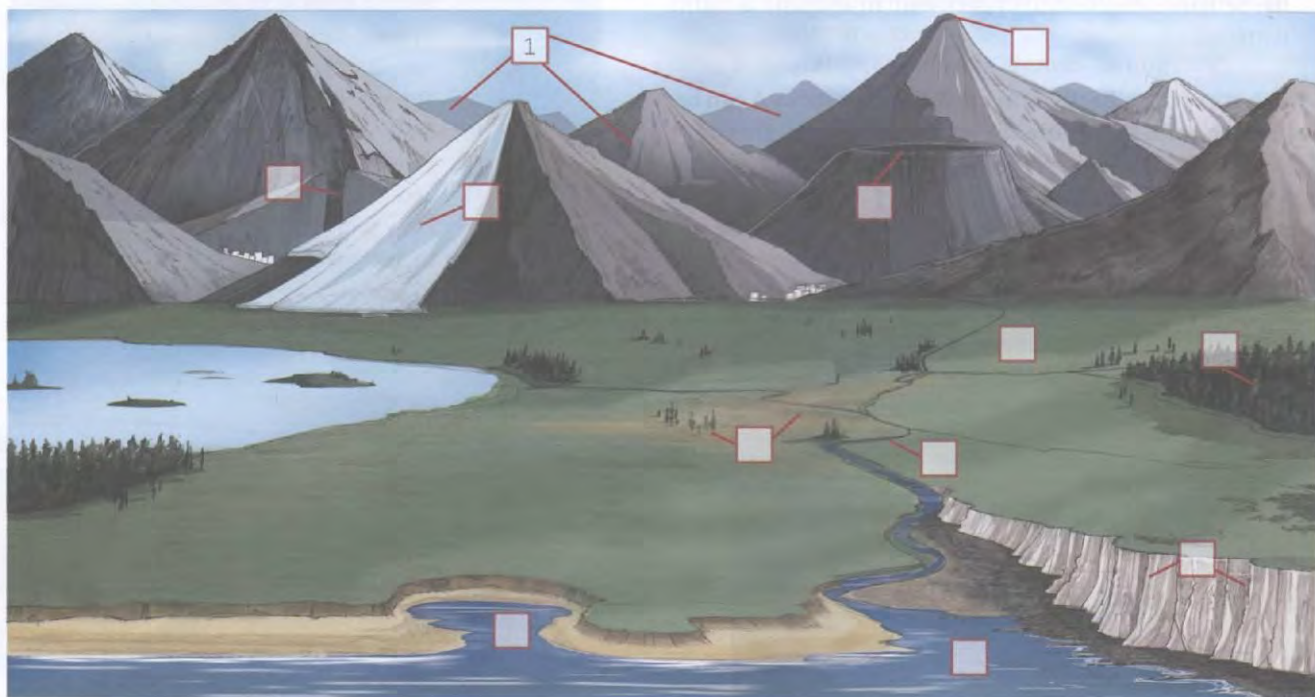
## Listening

- Two different landscapes
- A lecture by a linguistics professor
- Animal habitats and features

## VOCABULARY Describing scenery

### A Label the picture with the correct numbers in the box.

- |                    |            |          |            |                          |             |
|--------------------|------------|----------|------------|--------------------------|-------------|
| 1 a mountain range | 2 plains   | 3 a peak | 4 a crater | 5 the mouth of the river | 6 a glacier |
| 7 wetland          | 8 a stream | 9 cliffs | 10 a bay   | 11 a gorge               | 12 woodland |



### B Work in pairs. Decide if both or only one of the words in *italics* is correct.

- 1 It's a beautiful area – *rolling* / *barren* green hills, winding *lakes* / *streams* and *thick* / *dense* woodland.
- 2 It's very *arid* / *deserted*. We passed through all these little villages on the *edge* / *fringes* of the desert – and then we hit the sand *dunes* / *hills*.
- 3 The *countryside* / *landscape* is very lush and green. The land's very *fertile* / *barren*.
- 4 We drove along this bumpy dirt *track* / *road*, through an *industrial* / *rugged* landscape of mountain peaks and deep *cliffs* / *gorges*.
- 5 The scenery was *breathtaking* / *stunning*. Around every bend were views of *sandy* / *rocky* beaches and crystal *clear* / *coastal* seas.

### C Work in pairs. Discuss these questions.

- Which parts of your country do you think are the most beautiful? Which are the worst? Why?
- Have you been to these areas? When? Why?
- Which of the features in exercises A and B do you have in your country? Whereabouts?



## DEVELOPING CONVERSATIONS

### Emphatic tags

We often add tags to emphasise our opinions. We usually begin with a pronoun + *really* and we then repeat the auxiliary if there is one (or add *do / does / did* if there isn't).

A: So how was your holiday? Did you have a good time?

B: Yeah, it was amazing, *it really was*.

## LISTENING

You are going to hear two people talking about the scenery in places they have visited.

### A 8.1 Listen and answer these questions about each conversation.

- 1 Where have they visited?
- 2 What were they doing there?
- 3 What was the scenery like?

### B Work in pairs. Do you remember what the speakers said about the following?

#### Conversation 1

- a a border
- b vineyards
- c the Internet
- d being fit
- e her hometown

#### Conversation 2

- f all over the place
- g the other day
- h global warming
- i snow-capped mountains
- j conclusive

### C Listen again to check your ideas.

### D Work in pairs. Discuss these questions.

- Had you heard of either of the two places they visited?
- Which of the two visits sounds better to you? Why?
- Have you ever been hiking? Where did you go?
- Do you think climate change is affecting your country at all? If yes, in what way?

## LANGUAGE PATTERNS

Write the sentences in your language. Translate them back into English. Compare your English to the original.

It's really mountainous, with all these gorges dropping down into the valleys.

We rented one of those foot pedal boats.

Our HQ was right on the edge of all this dense woodland.

We stayed in that hotel you recommended.

I haven't felt this fit in years.

It wasn't that bad.

### A Add emphatic tags to the sentences below.

- 1 I wouldn't drive it if I were you.
- 2 The views were just stunning.
- 3 The scenery takes your breath away.
- 4 I just love it there.
- 5 It made no difference whatsoever.
- 6 He'll never change.
- 7 I've never been anywhere like it.
- 8 That sounds amazing.

### B 8.2 Listen and check your ideas. Then practise saying the sentences with the added tag. In the tag, stress *really*.

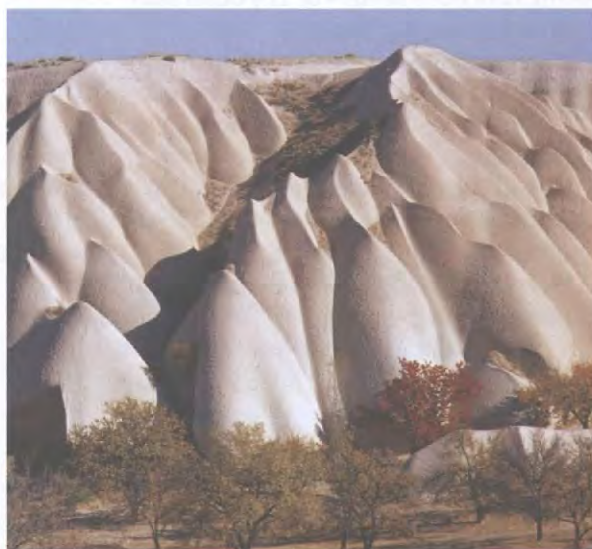
## CONVERSATION PRACTICE

You are going to have conversations like the ones you heard in *Listening*.

### A Think of two places you have visited that had interesting scenery. Think about what you were doing there, how you travelled around and what the place was like. If you want, you can use your imagination and pretend you have been to a place that you know of.

### B Have conversations with other students about your places.

### C Which was the best place you heard about? Why?



## SPEAKING

A Read the short text below. Then discuss the questions that follow in groups.

When it was first published in 1992, John Gray's *Men are from Mars, Women are from Venus* shot to the top of the best-seller lists – and has since gone on to sell over 30 million copies. The book has spawned a mini-industry of copycat self-help books and Gray himself not only has published numerous follow-ups but also runs seminars, residential retreats, a telephone helpline and a dating service.

At the heart of the book lies the notion that men and women communicate in fundamentally different ways; that, indeed, they are hard-wired to process the world differently and that, consequently, there are tips that can help to bridge this vast divide.



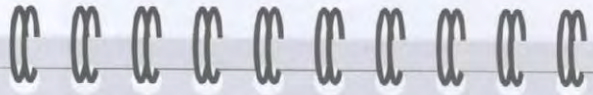
Have you ever read *Men are from Mars, Women are from Venus* – or any other self-help or relationship books?

- If yes, what did you think of it / them?
- If no, would you like to? Why? / Why not?
- Why do you think such books are so popular?
- Do you agree that men and women are 'hard-wired to process the world differently'? Why? / Why not?
- How far do you agree with the statements below?
  - Women talk more than men.
  - Women know and use more words than men.
  - Women talk about their feelings more.
  - Men interrupt more than women.
  - Men use language more competitively than women.

## LISTENING

You are going to hear a lecture about language and gender by a professor of linguistics.

A 8.3 Listen and complete the summary below with your own notes.



Stereotypically, men deal with stress by

1....., while women

prefer to<sup>2</sup>.....

Self-help books have perpetuated

3..... and have

had<sup>4</sup>.....

Hardly any of these books are actually

5..... !

It's a myth that women talk more and have larger vocabularies. In reality, <sup>6</sup>.....

and use around<sup>7</sup>.....

a day while doing so. Similarly, how much

someone interrupts has more to do with

<sup>8</sup>..... than gender. Appeal

of Mars-Venus concept due to:

(a) fact it matches<sup>9</sup>.....

and therefore we remember<sup>10</sup>.....

while forgetting contradictory examples.

(b) popular fear of changing<sup>11</sup>..... !

Proof that nurture more important than

nature seen in Papua New Guinea village,

where men speak more indirectly, and women

<sup>12</sup>..... !

B Work in pairs. Compare your notes.

C Match the adjectives to the nouns they were used with in *Listening*. Then compare with a partner.

- |                    |                   |
|--------------------|-------------------|
| 1 common           | a inspection      |
| 2 a negative       | b research        |
| 3 valid scientific | c generalisations |
| 4 a cursory        | d changes         |
| 5 sweeping         | e effect          |
| 6 the continuing   | f gender roles    |
| 7 unsettling       | g knowledge       |
| 8 traditional      | h appeal          |

**D Work in groups. Discuss these questions.**

- Was there anything in the lecture that surprised you?
- Was there anything you strongly agreed or disagreed with? What? Why?
- Do you agree that nurture is more important than nature in determining how people act? Why? / Why not?
- How have gender roles changed in your country over the last 30 years? How do you feel about this? Why?

**NATIVE SPEAKER ENGLISH**

**the slightest**

We often use *the slightest* to mean 'any at all' or 'the smallest'.

*The male of the species retreats into a cave to brood at the slightest sign of stress.*

*Even the slightest noise will make it run for cover.*

*Watch out! He'll bite at even the slightest provocation.*

*I haven't got the slightest idea what that is.*

**GRAMMAR** Auxiliaries

**A Complete the sentences by adding the correct auxiliaries. You will need to use negatives.**

- 1 a It's common knowledge that men and women do things differently, ..... it?  
b Women are better communicators, ..... they?
- 2 a It's easy to assume these books must be based on valid scientific research, but in reality very few .....  
b Both sexes tend to talk equally as much and use as many words per day while ..... so.
- 3 a While some men ..... interrupt far more than the vast majority of women, this is atypical.  
b That guy certainly ..... like to talk!
- 4 a A: You'll find the research backs me up on this.  
B: ..... it? OK. I'll have to read more about it, then.  
b A: It was awful. She just kept interrupting me!  
B: ..... she? That's so rude!
- 5 a A: I wish he'd get to the point!  
B: So ..... I. This is taking forever!  
b A: I've never really believed in that kind of thing.  
B: No, neither ..... I, to be honest.

**B Compare your ideas with a partner. Discuss the five different uses of auxiliaries shown in the pairs of sentences.**

► **Need help? Read the grammar reference on page 143.**

**VOCABULARY** Communicating

**A Complete the sentences with the pairs of words in the box.**

articulate + struggle	manners + butting into
bush + point	mince + blunt
gossip + rumours	shuts up + word
listener + shoulder	twisting + words

- 1 He's a terrible ..... – and he's always spreading ..... about everyone in the office.
- 2 He's never less than 100% honest. He certainly doesn't ..... his words. He can be very ..... sometimes.
- 3 Once he starts talking, he never ..... . No-one else can get a ..... in edgeways!
- 4 He's always ..... what I say and trying to put ..... into my mouth.
- 5 He's got no ..... ! He's always ..... other people's conversations.
- 6 He's a great ..... – always good to go to if you need a ..... to cry on.
- 7 He's not very ..... I mean, he seems to find it quite a ..... to express himself.
- 8 I wish he'd stop beating around the ..... and get to the ..... . This is taking forever!

**B All the sentences in exercise A are about men. Do you think any of the ways of communicating mentioned really are more common among men than women? Tell a partner.**

**SPEAKING**

**A Work in groups. Discuss these questions.**

- Do any of the sentences in *Vocabulary* exercise A remind you of people you know? In what way?
- Which do you think describe you?
- Do you know any men / women who completely defy gender stereotypes? In what way?
- Do you know any men / women who completely conform to traditional gender stereotypes? In what way?
- Do you know people who are very different to the stereotype that exists of them (age, gender, nationality, etc.)?
- Why do you think people stereotype others? Do you think it's useful in any way? What harm might it cause?
- What stereotypes do you think other people might think you fit in with? To what degree do you think you conform to these stereotypes?



## READING 1

### A Before you read, discuss these questions in pairs.

- Do you ever watch natural history programmes on TV? Why? / Why not?

### B Read the opinion piece below and list the reasons the writer gives for watching and making natural history programmes.

Simon Dawkins

## Why I love ... natural history programmes.

I absolutely adore natural history programmes. Watching them from the comfort of my sofa on my super widescreen high-definition TV with surround sound, they make me marvel at the ingenuity of the human race. I find myself thinking that humans truly are the masters of our universe as we are able to capture the tiniest details of nature and transport them around the world through these invisible forces. Then at the same time, I start to realise that there are

vast expanses of earth totally deserted in terms of mankind, but teeming with other life: huge **herds** of caribou roaming over arctic plains; **flocks** of migrating birds in their millions, taking hours to pass overhead; bizarre fish drifting in the dark depths of the ocean. It's awe-inspiring and I soon feel humbled.

Next up, you get the details of the each animal's life – hunting their **prey**, defending themselves against predators, **foraging** for food

in the trees and shrubs, putting on displays to attract a partner, **mating**, giving birth, **rearing** their young, dying. It's like watching six films rolled into one: a thriller, a tragedy, a comedy, a costume drama, a feel-good movie and an 18-certificate film!

Finally, what it all brings home is that we humans really have little more than these animals: we are born, we eat, we reproduce, we die. And it is us who have evolved and diversified in the

most bizarre ways. Take these documentary programmes: why do we make them? We may think of them as entertainment or education, but really they are no more than an elaborate way of attracting a partner and / or getting food. We may be at the top of the **food chain** with no real **predators**, we may have miracles of technology like nature documentaries, but in the end it is the universal laws of nature that master us.



**C Work in pairs. Discuss the following.**

- Think of an example from the natural history world for each of the six types of film that the writer mentions.
- How far do you agree with the last paragraph of the article?
- What did you think of the article in general – is it depressing, silly, funny or what? Explain why.

**D Complete the sentences below with the correct form of the words in bold in the article.**

- 1 Its body is covered in sharp needles to protect itself from .....
- 2 It catches its ..... by making a sticky web.
- 3 They swim back upstream to ..... and reproduce.
- 4 I get really depressed seeing the old homeless guys ..... for food in the rubbish bins.
- 5 It exists in a delicate ecosystem in the middle of the .....
- 6 There was a huge ..... of seagulls on the beach.
- 7 We saw a ..... of elephants when we were on safari.
- 8 The male incubates the eggs before they hatch and ..... the young.

## VOCABULARY Animals

**A Look at the photos of animals on the left and find examples of the words in the box.**

a hoof	legs	nostrils	a horn	a toe
scales	fur	a claw	teeth	a hump
a tail	feelers	a beak	a wing	a breast

**B 8.4 Listen to two short descriptions and decide which of the animals in the photos are being described. What are the different parts of their bodies for?**

**C Match 1–10 to the correct endings.**

- |                    |                           |
|--------------------|---------------------------|
| 1 It builds        | a through the bark.       |
| 2 It can sense     | b a high-pitched squeal.  |
| 3 It digs          | c reserves of fat.        |
| 4 It blends        | d its chest.              |
| 5 It can withstand | e a nest.                 |
| 6 It gnaws         | f into the background.    |
| 7 It puffs up      | g the slightest movement. |
| 8 It leaps out     | h and snatches its prey.  |
| 9 It stores        | i freezing temperatures.  |
| 10 It lets out     | j down into the earth.    |

**D Look at the photos again. Discuss these questions in pairs.**

- Which of the animals look cute / horrible to you?
- Do they look like anything else – or remind you of anyone?
- Where do you think they live – in what kind of landscape and in what part of the world? Explain why.
- Why do you think they have adapted as they have?
- What do you think they might eat? Explain why.

## READING 2

You are going to read about two of the animals shown opposite.

**A Divide the class into two groups.**

**Group A:** look at File 6 on page 154.

**Group B:** look at File 11 on page 156.

**B Read the texts and find out about:**

- the animal's habitat
- the animal's behaviour
- its unique features
- any threats it is facing
- conservation efforts.

**C With someone from your group, check your answers and discuss any vocabulary you are not sure of.**

**D Work with a student from the other group. Discuss the two different animals, using the topics in exercise B. Decide which animal you prefer. Explain why.**

## SPEAKING

**A Work in pairs. Decide which speaking activities below you prefer.**

- 1 Discuss these questions.
  - Have you seen any nature documentaries about animals recently? What animals did they show? Report everything you remember about what was said.
  - What animal life did you study at school? Why? What aspect of nature did they illustrate?
  - What animals do you know that:
    - are endangered species? Why are they endangered?
    - are unusual predators? How do they catch their prey?
    - are protected in your country? In what ways? Do you agree with this?
    - have unusual behaviour? Explain what they do.
    - look funny / cute / ugly / scary? Describe them.
    - make an unusual noise?
    - have a symbolic significance?
- 2 Do a web search for unusual animals. Choose an animal that looks interesting or strange. Find out more about it on the Internet. Tell your partner what you learnt.

**B Work on your own. Spend a few minutes preparing for the activity. Then compare and discuss your ideas with your partner.**

# 02 REVIEW

## TWO MINUTES

Work in groups. You are going to give a short two-minute talk on one of the topics in the list below. Spend five minutes thinking about what you are going to say. Look back at your notes to check language if you like.

- A favourite book or film
- Lies and statistics
- War: what is it good for?
- Arguments I have had
- A weird animal
- What's on

Give each other marks out of ten for language, interest and clarity. Who got the most marks?

## GAME

Work in pairs. Student A use *only* the green squares; student B use *only* the yellow squares. Spend five minutes looking at your questions and revising the answers. Then take turns tossing a coin: heads = move one of your squares; tails = move two of your squares. When you land on a square, your partner looks at the relevant page in the book to check your answers, but *you don't!* If you are right, move forward one square (but don't answer the question until your next turn). If you aren't right, your partner tells you the right answer and you miss a go. When you've finished the game, change colours and play again.

### Start

1

*Developing Conversations* p. 37: your partner will say sentences 1–6 in exercise A. You should agree / disagree and comment.

2

*Native Speaker English* note p. 37: if you can say what the *Native Speaker English* note was and give an example, throw again.

3

*Grammar* p. 38: write five different kinds of addition to the nouns in: *Bob Martin has written a book.*

4

*Vocabulary* p. 38: say eight 'of' expressions.

5

*Native Speaker English* note p. 42: if you can say what the *Native Speaker English* note was and give an example, throw again.

6

*Grammar* p. 43: say five things starting with / wish using three different structures.

7

*Developing Conversations* p. 42: give five pieces of negative / private information starting with a different phrase each time.

8

**Miss a go!**

9

*Vocabulary* p. 44: your partner will say six of the phrases in **bold**. Each time, say two more of the phrases the same group.

10

*Vocabulary* p. 48: your partner will say the words in italics. You need to say nine of the synonyms.

11

**Miss a go!**

12

*Developing Conversations* p. 49: your partner will say 1–6. You must respond with a question showing surprise or disbelief.

13

*Vocabulary* p. 50: your partner will read sentences 1–9 apart from the words in **bold**. You need to say seven of the expressions.

14

*Native Speaker English* note p. 52: if you can say what the *Native Speaker English* note was and give an example, throw again.

15

*Vocabulary* p. 54: say ten of the words to describe scenery in exercise A.

16

*Grammar* p. 143 [*Auxiliaries*]: your partner will read six sentences in exercise 3. You should say the correct auxiliary.

17

*Native Speaker English* note, p. 57: if you can say what the *Native Speaker English* note was and give an example, throw again.

18

*Vocabulary* p. 59: say 12 of the body parts for different animals in exercise A.

**Finish**

For each of the activities below, work in groups of three. Use the *Vocabulary Builder* if you want to.

## CONVERSATION PRACTICE

Choose one of the following *Conversation Practice* activities.

Night in, Night out p. 37

Conflict p. 43

Science and Research p. 49

Nature p. 55

Two of you should do the task. The third person should listen and then give a mark between 1 and 10 for the performance. Explain your decision. Then change roles.

## ACT OR DRAW

One person should act or draw as many of these words as they can in three minutes. The others should try to guess the words. Do not speak while you are acting or drawing!

storm off	slam	yawn	a web
disguise	sulk	a herd	fuzzy
winding	grip	waves	tread
overlap	bark	a flock	insert
dispose	gory	snatch	hatch
plunge	dense	a siege	pluck

## QUIZ

Answer as many of the questions as possible.

- 1 Why might you feel **rough**?
- 2 How do you feel if you are **mortified**?
- 3 Who's paid **royalties**?
- 4 Why might someone hold a **grudge**? What might they do?
- 5 What might be described as **cold-blooded**?
- 6 What happens if fighting **escalates**?
- 7 Who might **seize power**? How?
- 8 If something is **prevalent**, is there a little or a lot?
- 9 Say three things you might **devise**.
- 10 Who might have a **vested interest** in a war continuing?
- 11 Give an example of a **positive** and **negative** correlation.
- 12 Say three things you could **manipulate** and explain why.
- 13 What kind of landscape is **rugged**?
- 14 When might someone **butt in** and how would you feel?
- 15 What kind of animals **gnaw**?

## COLLOCATIONS

Take turns to read out collocation lists from Unit 5 of the *Vocabulary Builder*. Where there is a '~', say 'blah' instead. Your partner should guess as many words as they can. Each time you change roles, move to the next unit.

## IDIOMS

Work in pairs. How many of these idioms can you explain? For how many can you give a true example?

- 1 He was off his head.
- 2 I was tossing and turning all night.
- 3 We were in stitches.
- 4 He was in bits.
- 5 We need to draw a line under it.
- 6 The writing's on the wall.
- 7 It was something else, it really was.
- 8 The research is full of holes.
- 9 You're putting words into my mouth.
- 10 I couldn't get a word in edgewise.
- 11 Don't beat about the bush.
- 12 Can you get to the point.
- 13 I got into the swing of it in the end.
- 14 I think he was taking the mickey.
- 15 We're on a slippery slope.



## LISTENING

You are going to hear an interview with a photographer, Leila Flannagan, about her new book.

### A R 2.1 Listen and complete the notes with 1–3 words.

- Her new book is called .....
- She's found the response to the book quite .....
- The book is a blend of wildlife photography and .....
- By challenging and mixing different genres she believes you can .....
- She started out photographing .....
- The dam project caused unrest because it ..... where a number of tribes lived and worked.
- She found big projects were often corrupted by .....
- She started taking photos of wildlife because it was also threatened by projects and as a means .....
- Leila was frightened by a ..... when she was photographing it.
- She compares the iguana's behaviour to ..... against projects.

### B Listen again to check.

[... / 10]

## GRAMMAR

### A Correct the mistake in each sentence.

- I do go to several shops, but the books I wanted weren't on sale anywhere.
- It's an adventure story basing on his travel experiences.
- I occasionally wish I'm doing something else, but generally I like my job.
- The disease is believed that it has a genetic component.
- We won't be gone that long, are we?
- They're building a 35-storeys office block in the city centre, which is due to open next year.
- I wish I'd said something, but I hadn't.
- The device can withstand high temperatures after treated with the special paint.

[... / 8]

### B Complete the second sentence with 2–5 words and the word in bold so it has a similar meaning to the first.

- In the end, we threw out the toys as no-one used them.  
**ended**  
The toys ..... as no-one used them.
- The share price has shot up so it's a shame I sold them.  
**only**  
..... the shares – I might be rich!
- Both Steve and I would love to visit India some day.  
**so**  
Steve's keen to visit India some day and .....
- There are days I regret moving to this part of town.  
**live**  
I sometimes wish ..... this part of town.
- The dentist said he'd have to extract two teeth.  
**taken**  
Apparently, I'll have to .....
- Paul Krugman, who's a professor of economics from the United States and has won a Nobel prize, is speaking.  
**economist**  
The Nobel ..... Professor Paul Krugman is speaking.

[... / 12]

## LANGUAGE PATTERNS

### Complete the sentences with one word in each gap.

- There is more violence than ..... on our streets.
- I ..... know anyone who hasn't been affected by it.
- With ..... this crime, I don't want to go out at night.
- ..... ever, the government's failing to help.
- I went to see ..... film you told me about.
- It's so moving, it ..... me in floods of tears.

[... / 6]

## PREPOSITIONS

### Complete 1–8 with a preposition from the box.

around	from	of	out	for	into	on	to
--------	------	----	-----	-----	------	----	----

- They burst ..... laughter when I told them.
- The book revolves ..... three main characters.
- Their reaction was largely born ..... of fear.
- The Queen is exempt ..... paying taxes.
- It was a minor lapse ..... judgement. That's all.
- They've imposed sanctions ..... the country.
- Several businesses may be prosecuted ..... offering bribes to get planning permission.
- The reduction in crime has been attributed ..... the improvement in the economy.

[... / 8]

## OPPOSITES

Replace the words in *italics> with their opposite from the box.*

stuffed	elaborate	flawed	adverse
sparse	fierce	arid	fertile

- 1 The soil is *barren*.
- 2 There's *abundant* information about it.
- 3 The army met with *minimal* opposition.
- 4 The findings are essentially *valid*.
- 5 I'm absolutely *starving*.
- 6 It's a *lush* landscape.
- 7 It has a number of *positive* effects.
- 8 It quite a *simple* process.

[... / 8]

## MISSING WORDS

Complete each set of three sentences with one word.

- 1 The two warring factions ..... a truce over Christmas.  
The US has ..... for a boycott of all goods.  
I was ..... a geek at school just for wearing glasses!
- 2 The book tackles the ..... of domestic violence.  
He should ..... a clear condemnation of the attack.  
Have you seen the latest ..... of *Vogue* magazine?
- 3 The film has a very complicated .....  
They'd hatched a ..... to overthrow the government.  
If you ..... the points on a graph, you see the correlation.
- 4 There have been ..... of unrest because of the proposals.  
The device detects radio ..... from objects in space.  
My son always ..... goodbye to me from the window.
- 5 Their house is at the end of a dirt .....  
The president has a poor ..... record in government.  
We must ..... down the perpetrators of this atrocity and bring them to trial.

[... / 5]

## VERBS

Match the verbs in the box with the collocations in 1–8.

carry out	claim	grasp	gain
diminish	draw	express	establish

- 1 ~ a commission / ~ a causal link / re~ security
- 2 ~ dissent / ~ disbelief / struggle to ~ yourself
- 3 ~ conclusions / ~ condemnation / ~ a line under the past
- 4 ~ ground / ~ weight / ~ greater autonomy
- 5 ~ responsibility for the bombing / ~ victory / ~ innocence
- 6 ~ a census / ~ a massacre / ~ an investigation
- 7 ~ anxiety / her hearing's ~ed / the numbers are ~ing /
- 8 ~ in its claws / difficult to ~ / ~ the main idea

[... / 8]

## FORMING WORDS

Complete the gaps with the correct form of the words in CAPITALS.

Over the years of the conflict, there have been hundreds of <sup>1</sup>..... as well as many injured. Many have also had to <sup>2</sup>..... flee their homes because of death threats, so it is very welcome news to hear that <sup>3</sup>..... talks aimed at bringing about peace have been successful and a ceasefire has been established. There's a long way to go before a final <sup>4</sup>..... is reached and previous <sup>5</sup>..... have failed, but it seems that this time things really might be different. The new President is already dealing with some of the <sup>6</sup>..... problems such as police <sup>7</sup>.....

FATAL  
FRANTIC  
EXPLORE  
SETTLE  
RESOLVE  
UNDERLIE  
HARASS

[... / 7]

## VOCABULARY

Complete the book review by choosing the correct words A–C.

Marjorie Spackman is a legendary figure in the world of publishing. At the height of her powers, the company she set up <sup>1</sup>..... sales of over a billion dollars in books and magazines, before she was pushed out by a hostile takeover and amid rumours of alcoholism. *Full of Spine* <sup>2</sup>..... her life from its humble beginnings in Queensland, Australia, to wealth and riches as a global businesswoman, with surprising humour. She also has great <sup>3</sup>..... into an industry which changed immensely over her 50-year career. In one amusing episode she recounts how far she went to persuade a top TV host to <sup>4</sup>..... one of her books for a reading club. Although Spackman <sup>5</sup>..... admits her personal life was at times 'chaotic', she claims the boardroom difficulties she suffered were far more <sup>6</sup>..... to dissent about future policy and the fact she was a woman in a world still dominated by men. This is a fascinating <sup>7</sup>..... which will undoubtedly <sup>8</sup>..... to a broad range of readers.

- 1 A grew B raised C boasted
- 2 A traces B centres C treats
- 3 A findings B insight C breakthrough
- 4 A endorse B recall C condone
- 5 A desperately B highly C freely
- 6 A down B up C in
- 7 A remembrance B memory C memoir
- 8 A enjoy B appeal C spark

[... / 8]

=

[Total ... /80]

# 09 WORK

## In this unit, you learn how to:

- describe what people do at work
- signal that you are making deductions
- talk about the nature of work
- discuss terms and conditions of employment
- discuss issues related to dismissal and tribunals

## Grammar

- Continuous forms

## Vocabulary

- Company jobs and tasks
- Adverb–adjective collocations
- The world of work

## Reading:

- *The Living Dead*

## Listening

- The first day at work
- Underemployment
- Five news stories about work

## VOCABULARY Company jobs and tasks

### A Work in groups. Discuss these questions.

- Do you know anyone who works for a company? What do they do?
- Do they enjoy it? Why? / Why not?

### B Discuss what people do in a company if they are:

- a rep / a CEO / a PA.
- in HR / in IT / in R&D / in admin.

### C Complete the tasks in 1–10 with the words in the box.

troubleshoot	draw up	place	schedule	oversee
come up with	process	input	network	liaise

- 1 I have to ..... information into the database.
- 2 We maintain the network and ..... any problems.
- 3 Shall we ..... a meeting for tomorrow?
- 4 I ..... closely with designers to implement our strategy.
- 5 I ..... ads in different magazines and organise product launches – that kind of thing.
- 6 Any invoices or expense claims, I'll ..... them.
- 7 I ..... any contracts and deal with all contractual issues.
- 8 I have to ..... and entertain a lot to attract new business.
- 9 I ..... everything, making sure everyone meets their deadlines and stays on budget.
- 10 I ..... the strategy and provide leadership and then delegate the work to others.

### D Work in pairs. Discuss these questions.

- Which tasks from exercise C would you be good / bad at? Why?
- Which things have you done at work (or elsewhere)?

## LISTENING

You are going to hear a conversation with someone being shown around on their first day in a new job.

### A 9.1 Listen and take notes on what you find out about:

- |           |                   |
|-----------|-------------------|
| · Tasneem | · Harry           |
| · Bianca  | · the photocopier |
| · Mary    | · the company     |

### B Work in pairs. Compare your notes.

### C Listen again and try to write down four new words or expressions. Compare what you wrote with a partner and then check in the audioscript on page 170.

### D Work in pairs. Discuss these questions.

- What was your first day at work / school like?
- Can you remember what you did?
- Do you like the way Tasneem shows Harry around? Why? / Why not?
- Do you think it's OK to jokingly make negative comments about colleagues? Do you ever do it? What about?
- What's good / bad about open-plan offices?

## NATIVE SPEAKER ENGLISH

### raring to go

If we say we're *raring to go*, it means we're ready and very eager to start doing something. We also use *raring* with some other verbs.

*So, raring to go, then?*

*He was raring to get back to school.*

*I'm raring to have a go.*



## GRAMMAR Continuous forms

Continuous forms use *be + -ing*. We can use them to talk about the past, present or future. They can combine with perfect forms (*have been doing*), passives (*is being done*), *is supposed to* and modals (*will be doing, should be doing, etc.*).

### DEVELOPING CONVERSATIONS

#### Deductions

We often indicate we are making a deduction based on what someone says by adding *then* at the end. The intonation often sounds like we're asking a question and needs a reply.

You were eager to get here, then.

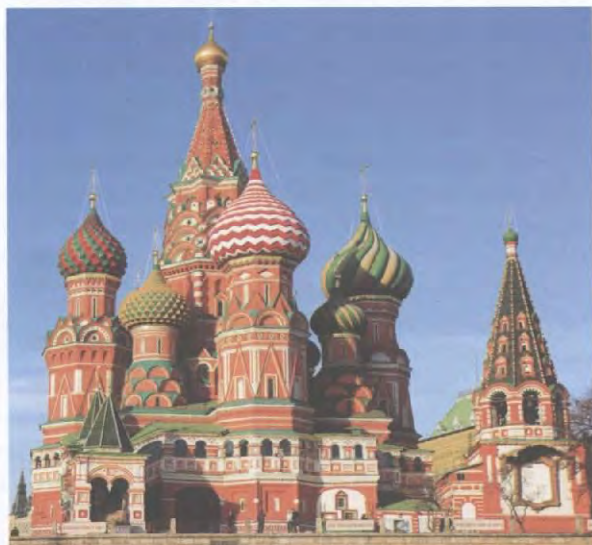
I'm not the only one who's being taken on now, then.

She's not in the office that much, then.

**A** Can you remember from *Listening* why the speakers made the deductions in the explanation box above? What were the replies? Check in audioscript 9.1 on page 170.

**B** Take turns saying 1-6 below. Your partner should make deductions with *then*. You should reply.

- 1 I was in Bulgaria with work last week.
- 2 My boyfriend says I should slow down.
- 3 You don't want to get on the wrong side of him.
- 4 I'm going to have to cover for him again.
- 5 I'm going to be rushed off my feet all week.
- 6 I liaise closely with our reps in Russia.



**A** Complete the sentences from *Listening* with the correct continuous forms.

- 1 I ..... actually ..... in the coffee bar over the road for the last hour. (hang around)
- 2 I should've said, we ..... alongside each other. (work)
- 3 I ..... just ..... one of them to schedule a time for us all to meet when you arrived. (email)
- 4 I'm not the only one who ..... now, then. (take on)
- 5 Three or four more ..... in the next couple of weeks. (join)
- 6 She ..... probably ..... all kind and helpful now, but wait till you get started. (be)
- 7 To be honest, you ..... that much to do with them in your day-to-day dealings. (not have)
- 8 I ..... about moving out there for a while and I happened to get the house just before I got this job. (think)

**B** 9.2 Listen and check your answers.

**C** Work in pairs. Discuss why you think the continuous form is used in each sentence.

► Need help? Read the grammar reference on page 144.

### CONVERSATION PRACTICE

You are going to have similar conversations to the one in *Listening*.

**A** Draw a rough plan of the place where you work / study. Then work in pairs and:

- explain who works where and what they do.
- explain what the people are like.
- explain any rules or things workers need to have.
- explain any machines you might need to operate.
- warn about anything odd or temperamental.

**B** Now choose one of your places and work with another pair. Welcome the other pair and 'show them around' your place. Introduce them to different people (role-played by your partner). The other pair should ask questions and make deductions.



## VOCABULARY Adverb–adjective collocations

### A Look at the adverbs in *italics*. They are all possible. In each sentence, choose the one you think is most true.

- 1 Most jobs are *mind-numbingly* / *largely* / *pretty* boring.
- 2 Gardening is *technically* / *physically* / *not terribly* demanding.
- 3 Nursing is *financially* / *immensely* / *fairly* rewarding.
- 4 Teaching kids is *emotionally* / *utterly* / *quite* draining.
- 5 You have to be *fiercely* / *very* / *quite* competitive to get ahead in business.
- 6 IT is not *remotely* / *mildly* / *inherently* interesting.
- 7 The public sector is *highly* / *reasonably* / *not particularly* efficient.
- 8 I'm *blissfully* / *relatively* / *not entirely* happy with what I'm doing now.

### B Work in pairs and compare your choices. Discuss any differences.

### C Use each of the eight adjectives from exercise A plus a connected adverb of your choice to tell a partner about things you have done – or something you believe to be true.

## READING

You are going to read a true story from a book on management called *The Living Dead* by David Bolchover.

### A Before you read, discuss what you think the theme of the book might be, given the title.

### B Read Part 1 of the story on the opposite page and discuss these questions with a partner.

- 1 What has happened to David (the author)?
- 2 How does his friend feel about it?
- 3 Why do you think David feels the system (of work) has cheated him? Would you feel that way in his shoes?
- 4 How do you think the situation came about?

### C Read Part 2 and find out:

- 1 how the situation came about.
- 2 how it ended.
- 3 who 'the living dead' are.



### D Match the words from the text in 1–10 to the endings they were used with.

- |                |                       |
|----------------|-----------------------|
| 1 my vitality  | new skills            |
| 2 acquire      | the question          |
| 3 sponsor      | to someone else       |
| 4 spark        | my interest           |
| 5 get the most | out of its investment |
| 6 his mind     | was drifting off      |
| 7 set          | me                    |
| 8 pass this on | me redundant          |
| 9 which begs   | drained away          |
| 10 make        | the wheels in motion  |

### E Work in pairs. Re-tell the story using the expressions in exercise D and your own words.

### F Work in pairs. Discuss these questions.

- Do you think what happened was a freak occurrence?
- Who was most to blame for the situation? Why?
- What lessons can you take from the story?

## LISTENING

You are going to hear a very brief summary of the lessons David Bolchover takes from his experience.

### A 9.3 Listen and answer the three questions in Reading exercise F.

### B Listen again. Then discuss these questions.

- 1 What statistics are connected to the numbers below?
  - one in three
  - nine million
  - two-thirds
  - 8.3 hours a week
  - 14.6%
  - up to 20 personal e-mails a day
  - 24%
- 2 Why does he say small companies are better?

### C Work in groups. Discuss these questions.

- Do you agree with David Bolchover's ideas? Why? / Why not?
- What would you have done in his situation?
- Have you heard of any instances of incompetence in the workplace? What happened?
- How do people get to the top at work? Does it depend on the industry? In what way?
- Which person you know has the best work–life balance?



## PART 1

I'm sitting in a café with my friend Paul. He lives in the States now and I haven't had the chance to chat with him for months.

"Now let me get this straight" – he leans forward on the edge of his seat. "Your company has forgotten about you? You're on the payroll, but you've got nothing to do. And how long did you say this has been going on?"

"Six months."

Paul leans further forward. It's clear he's not going to drop the subject.

"They pay you a full salary for sitting on your backside at home, apart from the times when you're not at home, but out and about with your mates or travelling round Europe to watch Man United play in the Champions League?"

"No, you've missed a bit; you've forgotten the rugby and the ..."

"You bastard!"

All the conversations I've had about this period of my life contain those two words. There's a depressing inevitability about it, even though I always enjoy the underlying admiration which I perceive in their voice for having screwed the system. Except I wasn't screwing the system; the system was screwing me.

## PART 2

I'd joined Giant – a big multinational insurance company – in June of 1997. The job was financially rewarding, but I quickly started to feel restless as some days I did nothing apart from make the occasional call. The Internet

still hadn't taken off, so I spent hours staring at the wall, drifting off into my own little world, while all my vitality slowly drained away. Every morning, I'd get up full of life, and every evening, I'd return with my shoulders slumped, my head bent and my mind numb. I was joining the terrible world of the living dead.

I decided that if I was going to get ahead, I needed to acquire new skills. It was clear that in my current post I wasn't exactly going to race to the top of the insurance world, so I decided to persuade Giant to sponsor me to take a year off to do an MBA in return for me committing to the company afterwards. I presented the idea to my boss. He was about to retire and was looking for an easy life so he quickly agreed and, with his backing, the process was a formality.

The MBA filled me with renewed energy and optimism. After six months, I went back to the office to see my boss in readiness for my return on October 4th. I explained how the course had sparked my interest in management and business strategy. I suggested it was pointless me going back to what I had been doing and that instead Giant might think about a suitable post that would get the most out of its investment. It was a good speech full of common sense, but from the dull look in my boss's eyes, I could've been talking to an Italian about cricket. You could tell his mind was drifting off to another place rather than focusing on a job which could benefit both me and the company. As a result, I consulted human resources. The woman I spoke to nodded and

sounded interested and said she'd set the wheels in motion.

However, months past and I heard nothing. I was beginning to worry, not to say get angry, at the lack of communication so I arranged an appointment with someone higher up in HR. It didn't go well and on reflection I can imagine what he was thinking. "I've got this guy who's a pain in the neck. We owe him a job, but he doesn't want to go back to his old post and there's no point in him going there on a temporary basis. It'd be better if I just passed this on to someone else to sort out before he makes me look like a fool."

The 4th of October came. Nothing. A few days later, the guy from HR put me in contact with a guy in finance, for whom I worked on a project at home, but which he quickly dropped. A few weeks went by. Nothing. Well, nothing, apart from October the 26th when a nice big juicy pay cheque dropped through my letterbox.

In mid-November, the finance guy rang and told me to see this guy Nick, who was brilliant at assessing people and placing them in the post which would enthuse them most. It sounded impressive, but the results weren't. After scheduling some meetings that didn't go anywhere, he came to the conclusion that basically people with MBAs didn't fit into the insurance sector, which rather begs the question: why on earth did Giant – an insurance company – agree to fund me!

The months passed and I decided I should find a job elsewhere. Ironically, I was just about to phone my department to let them know I was leaving when HR called, inviting me to a meeting with the big boss. They were going to make me redundant! Of course! It's only fair that after being with the company for over two years and having done nothing for the previous ten months, I should get a redundancy payment and one-month's notice to leave. As I left the meeting, the big boss accompanied me to the lift. He uncomfortably tried to start some small talk. "So ... er ... what have been doing for the last few months?"

All I could think of was a variety of football matches, sunny days walking round London zoo, afternoons in the cinema. However, instead I heard myself saying "Obviously, it's been a difficult time for me and my family."

## SPEAKING

### A Read the Fact File below. Then discuss these questions.

- Which facts surprise you? Why?
- Is there anything you don't find surprising? Why not?
- How do you think your country compares in terms of all the facts and figures below?

#### FACT FILE

- A large majority of British workers don't consider taking stationery home from work to be stealing.
- Nearly one in 20 British workers confessed to taking valuable items such as mobile phones or computer hardware.
- 37% of American workers prefer to work in a uniform. Even more – 85% – prefer a precise dress code, as opposed to just 16% who feel unaffected by their work clothes.
- German women get 14 weeks' maternity leave at full pay, six weeks of which can be taken before birth; they also get a further 12 months at 67% of pay.
- In Spain, men and women get 15 days' paid leave when they get married.
- Japanese companies spend approximately 40 billion dollars a year entertaining clients. That's almost the national GDP of Bulgaria!
- Retirement age in Malaysia is 55 for private sector workers and 58 for those in the civil service. The government is planning to raise the age substantially.
- The average monthly salary of employed people in Guinea Bissau, West Africa, is around \$15.
- There are between 15 and 30 million people around the world working in forced labour and slavery.
- Turks work the most hours per week in Europe – an average of 54 – while the Swedes work fewest hours – 38.5 per week.

## VOCABULARY The world of work

### A Complete the sentences with the pairs of words in the box. You may need to change the order of the words.

crèche – childcare	compassionate leave – grateful
opposition – raise	voluntary redundancy – cuts
perk – subsidised	early retirement – pension
tribunal – dismissal	collective bargaining – union
quit – notice	crackdown – absenteeism

- 1 If I want to ....., I basically just have to give my boss a week's .....
- 2 We all get ..... travel, which is a nice ..... of the job.
- 3 When my father died, I was granted a week's ....., which I'm eternally ..... for.
- 4 We have a ..... at work where I can leave my daughter, which makes ..... much easier.
- 5 My dad was planning to take ....., but he basically can't afford to live on the state .....
- 6 We're losing so much money because of ..... that we've decided to launch a bit of ..... and start demanding sick notes.
- 7 He was sacked last year, but he took his employers to a ..... and was awarded compensation on the grounds of unfair .....
- 8 The government promised to ..... the legal minimum wage, but they're facing a lot of ..... from business leaders.
- 9 We were facing swingeing ..... across the department and in the end I just decided to take ..... instead.
- 10 I'm a ..... member, so any pay rises or whatever are always negotiated through .....

### B Cover the sentences in exercise A. With a partner, see if you can remember the verbs that were used with these nouns

- |                       |                          |
|-----------------------|--------------------------|
| • a week's notice     | • compassionate leave    |
| • early retirement    | • the state pension      |
| • a crackdown         | • a tribunal             |
| • compensation        | • the legal minimum wage |
| • a lot of opposition | • voluntary redundancy   |

### C Look back at exercise A to check your ideas. Can you find any other new collocations?

### D Work in groups. Discuss these questions.

- What other perks can you think of for different kinds of jobs?
- Under what circumstances do you think it's OK to grant workers compassionate leave?
- Are crèches common in workplaces in your country? Do you think they're a good idea?
- What's the state pension like in your country?
- Why do you think there is so much absenteeism? What's the best way to tackle the problem?
- Do you think things like pay rises are best negotiated individually or through collective bargaining?

## LISTENING

You are going to hear five news reports related to work.

**A** 9.4 Listen and match one of the statements in a–f to each report. There is one extra statement you will not use.

- Someone neglected to pass on relevant information.
- Traditional ways of working are under threat.
- Someone went to prison.
- A perk has been cut.
- Someone reported a colleague.
- Statutory rights have been enthusiastically embraced.

**B** Compare your answers with a partner.

**C** In pairs, re-tell as much of the five stories as you can, using these words.

- call centre – CCTV footage – £150 – retraining
- mourn – 137 days – tribunal – injuries – compensation
- full entitlement – divorce rate – birth rate – role models
- seats – a thousand pounds – uniforms – theft – fares
- a burden – retirement – society – leisure – incentives

**D** Listen again and read the audioscript on page 171 to check your ideas.

**E** Work in groups. Discuss these questions.

- How do you feel about what happened to the call centre worker and the postman? Why?
- Do you agree that men taking more paternity leave is socially beneficial? Why? / Why not?
- What do you think of the budget airline's decision to ban the charging of mobile phones?
- Does your country have an ageing population?
- Do you think there's much ageism in society?

## LANGUAGE PATTERNS

Write the sentences in your language. Translate them back into English. Compare your English to the original.

They insisted he be awarded compensation,  
The CEO demanded that he be kept up-to-date on the issue.

They've asked that they be given more time to look into it.

The judge insisted that he repay the cost of the biscuits.

The firm requested that she pay for all her training.

## SPEAKING

**A** Read about the three cases that came before an employment tribunal below. Decide what you think should be done in each case.

A young woman who did voluntary work experience for an accountancy firm run by a multi-millionaire businessman is demanding a million euros' compensation after – as she sees it – being forced out of her job. The 25-year-old claims she was the victim of sexual harassment after she was bombarded with obscene text messages and e-mails from the boss, all of which she has kept. The boss of the firm claims the woman was a willing recipient of his attentions.

A man is claiming unfair dismissal after he was fired from the branch of the supermarket chain he had worked in for nine years for using his discount card in another branch. The man claims he had been off work sick and was unaware that changes had been made to the use of the card. Shortly after breaking the news of his sacking to his family, his wife suffered a stroke and died. The company insists the man was guilty of deliberate abuse of staff privileges.

A 54-year-old nurse claims her employers had discriminated against her on grounds of her faith, after she was taken off front-line duties for refusing to remove the cross she wears around her neck. The woman feels her bosses tried to prevent her from expressing her religious beliefs. The hospital, however, says its actions were motivated by health and safety concerns and that its dress code prohibits staff wearing any type of necklace.

**B** Work in groups. Discuss what you think should be done in each case. Try to reach unanimous decisions.

**C** Have you heard any other stories involving employment tribunals? When? What happened?



# 10 HEALTH AND ILLNESS

## In this unit, you learn how to

- describe different medical and surgical procedures
- show you are not being exact when describing things
- describe medical conditions and their symptoms
- make comments about past and present situations

## Grammar

- Modal verbs

## Vocabulary

- Operations
- Body actions
- Medical conditions

## Reading:

- East meets West
- Two different medical conditions

## Listening

- Two surgical procedures
- A mindfulness experience
- A miracle cure

## SPEAKING

### A Work in pairs. Discuss these questions.

- What do you know about the different kinds of surgery in the below? What's each one for and when might each be used?

reconstructive surgery	exploratory surgery
cosmetic surgery	keyhole surgery
experimental surgery	laser surgery

- Have you heard of any surgical innovations in recent years? What do they involve?
- Do you know of any other recent medical advances?

## LISTENING

You are going to hear two conversations about surgical procedures.

### A 10.1 Listen and answer these questions.

- 1 What kind of procedures do they discuss?
- 2 What did each procedure involve?
- 3 Is any further treatment required?

### B Listen again and decide if 1–10 are true or false.

#### Conversation 1

- 1 Part of his eye had to be cut open.
- 2 He was given an injection to anaesthetise him.
- 3 He took further medication to ease the pain.
- 4 His eyes feel completely fine now.
- 5 She is not tempted to have the operation herself.

#### Conversation 2

- 6 The pain in her jaw a week ago was very severe.
- 7 She's sure her daughter damaged her tooth.
- 8 Measures were taken to ensure the tooth doesn't get infected.
- 9 She was unconscious during the whole procedure.
- 10 It's going to cost her over £500.

### C Add the verbs in the box to the nouns they were used with in the conversations. Then look at the audioscript on page 171 to check.

administer	drill	recover	take
change	numb	slice	thrash

- 1 ..... your eyes
- 2 ..... a flap in the front of the eye
- 3 ..... the anaesthetic
- 4 ..... from the operation
- 5 ..... a knock
- 6 ..... her arms and legs around
- 7 ..... her nappy
- 8 ..... a hole in the back of the tooth

### D Work in pairs. Discuss these questions.

- Which of the two procedures described would you rather undergo? Why?
- Which aspect of each procedure sounds worst to you?
- Have you ever heard of any side effects or complications that can occur with either procedure?

## NATIVE SPEAKER ENGLISH

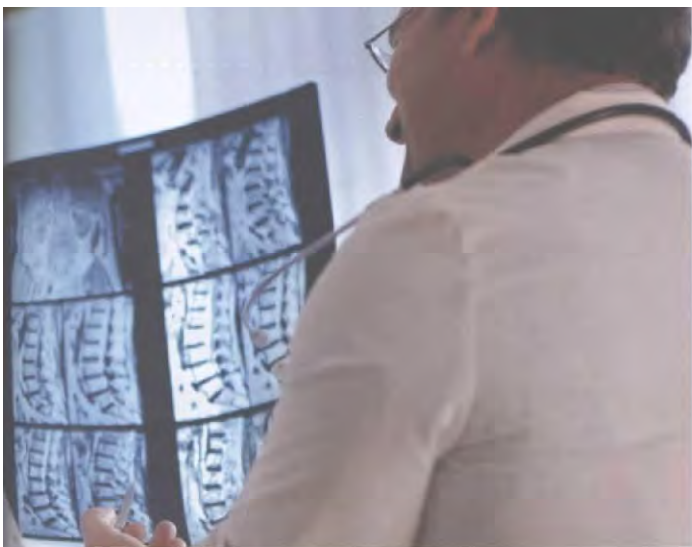
### *in a matter of*

When we are talking about periods of time, we often use *in a matter of* (*seconds, minutes, etc.*) instead of *in only a few*.

*It's over in a matter of minutes.*

*The operation gets rid of all your fat in a matter of hours!*

*He went from feeling slightly unwell to being critically ill in a matter of days.*



## VOCABULARY Operations

**A Put each group of words into the most likely order they happen, starting with the words in bold.**

- suffered third degree burns** / had to wait for the scarring to heal / was rushed to hospital / had a skin graft / was put on a drip
- had to fast for twelve hours** / was given an anaesthetic / had stitches removed / gums bled a lot and cheeks swelled up / had my wisdom teeth removed
- was diagnosed with kidney disease** / had a transplant / was put on a waiting list / took part in a rehabilitation programme / finally found a donor
- severed three fingers** / regained feeling in the fingers / underwent extensive physiotherapy / had the fingers sewn back on / lost a lot of blood
- broke his leg in three places** / got a prosthetic limb / had part of the leg amputated / got an infection / had an operation to insert metal pins
- found a lump** / had a relapse / the cancer went into remission / had an operation to have it removed / had it diagnosed as malignant / underwent chemotherapy

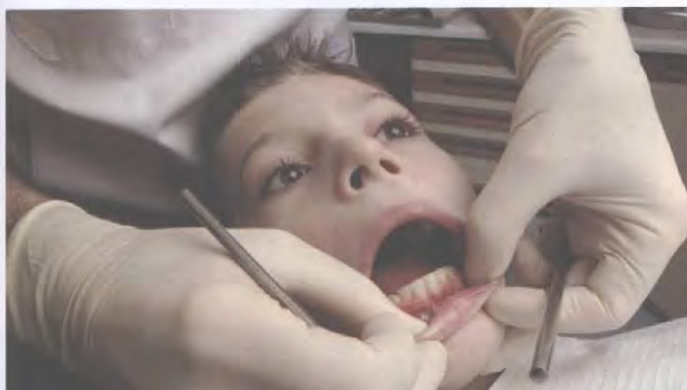
**B Try to memorise the words. Then test each other.**

**Student A:** say an expression in bold.

**Student B:** try to say the rest of the words in order.

**C Work in pairs. Discuss these questions.**

- What might have caused each of the six situations in exercise A?
- Which of the six kinds of operation / procedure do you think is the most remarkable? Why?



## DEVELOPING CONVERSATIONS

### Vague language

We use *kind of / sort of* before verbs to show we can't find the exact word we want and are using the next closest word.

You *kind of* have to watch as the whole thing happens.

We add *or so* to numbers and periods of time to show we are not being exact.

About a week *or so* ago

We use *somehow* before some verbs and after others to show we do not really know how something happened.

He told me that one of my teeth had died *somehow*.

We use *some kind of* before nouns to show we're not sure what kind exactly. We can add *or something* after the noun.

He stuck *some kind of* temporary filling in.

Is it an injection *or something*?

**A Make the sentences less exact using words from above.**

- 1 I asked for a second opinion, but they just ignored me.
- 2 He used bleach solution on my teeth.
- 3 It should cost about 100 euros.
- 4 They told me that a build-up was damaging blood vessels in my brain.
- 5 He managed to slice the end off one of his fingers!
- 6 They use a tiny little knife to make the incision.
- 7 It was quite a traumatic birth, but they managed to deliver her after about an hour.
- 8 They just glued the skin back together again using clear plastic tape.

**B Work in pairs. Use vague language to describe what you know – or imagine – about how the following work.**

- surgery to relieve lower back pain
- hip replacement
- liposuction
- tooth whitening

## CONVERSATION PRACTICE

**A Think of some medical or surgical experiences that you – or people you know – have had. Plan what you want to say about them.**

**B Discuss your experiences with some other students.**

## SPEAKING

**Work in pairs. Discuss the questions below. Choose one of the answers or give your own. Ask each other one more additional question.**

- How well do you deal with pain and illness?
  - I tend to get quite grumpy and moan a lot.
  - By and large, I just get on with things and don't complain.
- How would you describe your general demeanour?
  - I'd say I'm pretty cheerful most of the time.
  - I have a tendency for mood swings.
- How well do you deal with stress?
  - To be frank, not so well. I have a tendency to blow up.
  - Generally speaking, I'm pretty cool under pressure.
- What do you do if you have negative feelings?
  - I will often dwell on things and it sets off depression.
  - I shrug them off quite quickly.
- How fit are you?
  - I have a bit of a belly, and I get out of breath easily.
  - I'm quite fit but not supple. I find it difficult to bend and crouch down.
- How does diet affect your mood?
  - A lot. I take dietary supplements so my body's always in balance.
  - I don't think about it. I eat whatever I like.

## READING

**You are going to read an article about 'Eastern' and 'Western' medicine.**

**A Before you read, discuss what you know about any of the following**

- mindfulness and meditation
- depression
- life expectancy and well-being
- the worried well
- Traditional Chinese Medicine

**B Now read the article and compare your ideas with what it says about the topics.**

**C Use as many of the following sentence starters about the article as you can to write sentences that are true for you. Then discuss your ideas with a partner.**

- I already knew this bit about ...
- I was interested in the fact that ...
- I was surprised that ...
- I find it difficult to believe that ...
- It's very true that ...
- If this was in my country, ...
- I didn't really understand this bit about ...

# East meets West

Mindfulness is a meditation therapy that has been gaining ground in mental health circles as evidence builds up of its potential in dealing with a range of health problems, from reducing recurrent bouts of depression and anxiety to possibly strengthening immune systems.

When people suffer from depression, negative moods become accompanied by negative thoughts such as "I am a failure" as well as physical symptoms such as fatigue. While these usually all disappear once the episode has passed or a patient takes medication, an association has been established in the brain between the various symptoms. As a result, a mood swing caused by something relatively trivial such as miserable weather or being laid up in bed can actually trigger the same combination of symptoms leading to a recurrence of the depression. The more this happens, the more likely it is to recur, making it more resistant to drug treatment.

Mindfulness-based therapies allow sufferers to break this downward spiral by getting them to first notice these patterns of thought, but to then refocus and anchor their minds in the present instead of dwelling on the past or worrying about the future. Furthermore, it has physical effects: the heart beats slower, muscles loosen and it can even change the structure of the brain. Mindfulness is believed to spark new neural connections and studies have shown that areas of the brain associated with emotional regulation were bigger in people who had practised meditation regularly over five years.

Mindfulness, which is drawn from Eastern Buddhist philosophy and practice, is an example of the increasing interest being taken by so-called "Western" medicine in "Eastern" medical practices. Western medicine has been incredibly successful in improving mortality. Over the course of the 20th century, life expectancy doubled in developed countries. In Austria, for example, in 1900 females at birth could expect to die before they were 40, whereas now they typically live past 80. We have eradicated many infectious diseases and survival rates for chronic degenerative diseases are ever increasing. However, these figures can also hide a truth: while we are successfully putting off death, we are living longer in sickness rather



than in health. And Western medical practice is often less effective at dealing with long-term illness and well-being. Unless you are in excruciating pain or have something life-threatening, Western doctors often have little to offer. Indeed, many dismiss patients with low-level complaints as "the worried well". Eastern medicine such as Chinese Traditional Medicine (CTM), on the other hand, is much more focused on maintaining good health and, apparently, through acupuncture, herbal remedies and massage is more successful in relieving conditions such as eczema, back pain, migraine and stress.

CTM is underpinned by a philosophy that there exists a harmony between mind, body and the environment. It aims to "rebalance" patients and unblock natural energy flows called "chi". Such quasi-religious descriptions can often be met with scepticism within a science-based medical profession wanting evidence from randomised trials. The experience of mindfulness proponents highlights how hard that scepticism can be to break down. Firstly, research can be costly with little financial incentive to drug companies if the results prove positive. Secondly, the results can be difficult to quantify or randomise: how do you measure well-being or have a "blind" control group for meditation?

Finally, even when positive results are gained, there remains resistance and training issues. Recently, a leading mental health charity had to run a campaign to raise awareness of mindfulness and to demand greater access to courses, which remains very limited, some six years after it was



## LANGUAGE PATTERNS

Write the sentences in your language. Translate them back into English. Compare your English to the original.

The more this happens, the more likely it is to recur.  
The longer you leave it, the more difficult it'll be.

The richer the country, the healthier the people tend to be.

The older people get, the more prone they are to high blood pressure.

## VOCABULARY Body actions

### A Why might the following actions happen / be done?

- your mind drifts or wanders
- your belly rises and falls
- your heart beats fast
- your body shudders
- wipe your forehead
- raise your eyebrows
- raise your hand
- clutch your chest
- click your fingers
- drop your head
- shrug your shoulders
- clench your fist
- support your back
- stretch your legs
- flutter your eyelashes

### B Work in pairs. What part of the body do you use for the actions in the box?

kick	stroke	clap	pat	scratch
sniff	blink	hug	spit	crouch
glare	frown	grin	nod	punch

### C Test each other. Take turns acting out the different actions in exercise A and B. Your partner should say the word(s).

## LISTENING

You are going to hear a mindfulness exercise.

### A 10.2 Listen and do what the speaker tells you to do.

### B Work in groups. Discuss these questions.

- How well did you follow the instructions?
- Did you like the experience? Why? / Why not?
- Can you think of anyone it might help? Who? Why?
- What other alternative / complementary therapies do you know about? Are they popular where you live? Why? / Why not? What do you think of them?
- Is your healthcare free or subsidised? Does it include complementary healthcare? Are treatments rationed in any way?



## SPEAKING

**Work in groups. Discuss these questions.**

- Which of the conditions in the box below have you heard of?
- What do you know about each one? Think about: causes, symptoms and the problems they cause sufferers.
- What do you know about the ways they are treated?

autism	narcolepsy	migraines	Tourette's syndrome	leprosy	bulimia nervosa
diabetes	post-traumatic stress	vitiligo	gluten intolerance	asthma	eczema

## READING

You are going to read about two of the conditions in the box above.

**A Divide the class into two groups.**

**Group A:** read the text below.

**Group B:** read the text in File 13 on page 157.

**B As you read, try to find out:**

- what the symptoms are
- what problems it causes sufferers
- how many people it affects
- what causes the condition
- how it is treated.

# THE COLOUR OF PREJUDICE

Vitiligo is a chronic skin condition that affects pigmentation, frequently resulting in the development of white patches on the body. These are most commonly found on areas that receive a lot of sunlight, such as your hands, face, neck and so on. The disease affects at least one person in every hundred in countries throughout the world. For obvious reasons, the disorder is more visible – though no more common – in those with darker natural skin tones.

For the most part, the symptoms themselves are the most serious aspect of the condition, though there are often attendant psychological pressures stemming from sufferers seeing their bodies as unhealthy, unattractive or in some way disabled.

The causes of vitiligo are still the subject of much research and debate, but it is generally classified as an autoimmune disorder, which means that the body mistakes its own cells as intruders and declares war on “enemy” cells. In this case, the malfunctioning immune system attacks melanocytes, the cells which produce the pigment responsible for skin colour.

There is currently a wide variety of treatments available, ranging from light therapy to oral medication and strong sunscreen. More recently, skin grafts have also started to be used. To counter the psychological side effects of the disease, people are generally encouraged to see a psychologist to help with feelings of depression or isolation.



**C With a person from your group, check your answers and discuss any vocabulary you are not sure of.**

**D Work with a student from the other group. Discuss the two different medical conditions, using the topics in exercise B. Decide which condition you think is worse. Explain why.**

**E Choose two new words from your text that you think are useful. Explain the words to your partner.**

## VOCABULARY Medical conditions

### A Replace the words in *italics* with synonyms in the box.

block up	passed on	stick to
exacerbated	relieved	swollen
genetic	long-term	tiredness
fail	shortage	triggered

- 1 It causes your motor skills to *deteriorate* over time.
- 2 It can be *aggravated* by forceful and repetitive use of the hand.
- 3 She suffers from *chronic* pain in her lower back.
- 4 If you don't treat it, it can lead to extreme *fatigue*.
- 5 Most of the symptoms can be *eased* by avoiding caffeine and cutting down on alcohol.
- 6 It's usually only *transmitted* to other people as a result of direct person-to-person contact over a period of time.
- 7 It runs in the family. It's a *hereditary* disorder.
- 8 Sufferers are supposed to *maintain* a strict diet.
- 9 They think it's probably *set off* by stress.
- 10 He's basically suffering from a *lack* of red blood cells.
- 11 It basically causes the belly to become *bloated*.
- 12 It causes the arteries in the heart to slowly *clog*.

### B With a partner, discuss what conditions you think sentences 1–12 above might describe.

## LISTENING

You are going to hear a news extract about a young child who has been suffering from a rare medical condition.

### A 10.3 Listen and answer these questions.

- 1 What problems did the condition cause the child?
- 2 How did the doctors respond to his problems?
- 3 How did his parents respond?
- 4 What was the result of their research?
- 5 What implications might their research have?

### B Can you remember which nouns in the extract these adjectives were used to describe? Work in pairs to compare your ideas. Then listen again to check.

dedicated	rare	permanent
painstaking	painful	weak
vulnerable	countless	alternative
vital	successful	average

### C Work in pairs. Discuss these questions.

- Why do you think it was left to Dexter's parents to find a cure?
- How would you feel now if you were them and what would you do next?
- Have you heard any similar stories? What happened?
- Do you know anyone who uses alternative therapies? What kind? What for? How do you feel about these kinds of therapy?

## GRAMMAR Modal verbs

We often use the modal verbs *should, could, might / may, must, can't* and *would* to comment on the past. The form is modal verb + *have* + past participle (or + *been -ing*).

### A Complete the sentences from this unit by choosing the correct form.

- 1 I *should've / might've* got it done years ago, really!
- 2 He said I *must've / should've* taken a knock.
- 3 I'm not sure, but I think it *must've / might've* been my daughter, actually, thrashing her arms and legs around.
- 4 That *mustn't / can't* have been much fun!
- 5 The doctors *can't have / should've* considered Dexter's condition as thoroughly as they *would've / should've* done.
- 6 They clearly *should've / might've* looked into other options.
- 7 We *could've / can't have* come to our own conclusions sooner and that way Dexter *wouldn't / shouldn't* have had to go through all this trauma.

### B 10.4 Listen to the extracts and check your ideas.

### C Work in pairs. Discuss the differences in the pairs of sentences below, and why different forms are used.

- 1 a That *must've* been nice.  
b That *can't* have been very nice.
- 2 a It *must've* been because of all the fatty food.  
b It *might've* been because of all the stress.
- 3 a I *couldn't* have done anything about it even if I'd tried.  
b The doctors *couldn't* have tried that hard.
- 4 a He *shouldn't* have driven off after the crash.  
b He *shouldn't* have been driving so fast!
- 5 a It *must've* been hurting for him to go to the dentist's!  
b It *must've* hurt, having those teeth out.
- 6 a She *must've* picked up the infection in hospital.  
b She *picked up* the infection in hospital.
- 7 a He *can't* have been feeling well or he *would've* come.  
b He *can't* be feeling well or he'd come.

### ► Need help? Read the grammar reference on page 145.

## SPEAKING

### Work in groups. Discuss these questions.

- Do you know anyone who suffers from a medical condition? What kind?
- What causes it and how does it affect their life?
- Can you think of any famous people who have had to struggle against a particular condition or against disability?
- How are doctors and nurses generally thought of in your country? Are they fairly treated?

# 11 PLAY

## In this unit, you learn how to

- talk about sports you watch or do
- recognise and use irony
- explain how to play different games
- recognise and discuss playful language
- use sports and games metaphors

## Grammar

- Linking words

## Vocabulary

- Doing and watching sport
- Games
- Sports and games metaphors

## Reading

- Not just child's play

## Listening

- Sports success and failure
- A short lecture on playing cards
- Stories about different games

## SPEAKING

### A Work in groups. Ask each other these questions to find out.

- Who's the fittest person in your group?
- Who's the best swimmer / runner / tennis player?
- Who's the biggest sports fan?
- Who's completed the biggest physical challenge?

## VOCABULARY Doing and watching sport

### A Work in groups. Discuss these questions.

- 1 Why would a crowd **go wild**? Why would they **boo**?
- 2 Does a team **get knocked out** of a league or out of a tournament?
- 3 Why does the referee **send** someone **off**?
- 4 What's the difference between being **suspended**, being **substituted** and being **dropped**?
- 5 Name two sports that have a **keeper**.
- 6 What happens if someone makes a **reckless tackle**?
- 7 What's the opposite of the **underdog** in a game?
- 8 What's the difference between a **tight** game, an **open** game and a **dirty** game?
- 9 If a player **challenges a decision**, do they hope the decision will be upheld or **overturned**?
- 10 What happens if you **blow your chance** at the end of a game or season?
- 11 Say five ways people could **cheat** in various sports.
- 12 Why might you begin to **fade** in a race?
- 13 What happens if a player or team gets **thrashed**?
- 14 What's the opposite of getting **relegated**?
- 15 If you **scraped through** to the next round, what happened in your match?

### B Choose five of the words in bold and say something true that happened to you or a team / player you know. It could be a non-sporting situation. For example:

I scraped through my French exam at school. I got 51%.

## LISTENING

You are going to hear conversations about playing tennis, a mountain walk and a football match.

### A Before you listen, decide which four words in the box go with each of the three activities.

draw	a penalty	rallies
return game	double fault	trudge
louds broke	the crossbar	stunning
hypothermia	deuce	fade

### B 11.1 Listen and find out how good an experience each activity was for the main speakers – and why.

### C Work in pairs. Re-tell what happened in each conversation using the words from exercise A. Listen again if you need to.





## DEVELOPING CONVERSATIONS

### Irony and humour

Irony can be quite common in conversation. If we are being ironic, we say the opposite of what we think, or exaggerate the difference between the example we use and the reality.

I'm not exactly Picasso when it comes to painting.

#### D Work in pairs. Discuss the following.

- Are there any sports events that you regularly watch?
- Can you give an example of when a team / someone should've won, but didn't? Why didn't they?
- Give an example of when you had to bite your tongue or 'could've killed someone'.
- Give an example of something that was a cock-up.
- Give examples of overrated people or things.

### NATIVE SPEAKER ENGLISH

#### a cock-up

A *cock-up* is a very big mistake. The term is usually used between people who have an informal relationship, although it is also sometimes used in journalism or even in politics.

*The Arsenal keeper made a right cock-up to let them score.*

*The hotel made a complete cock-up with our booking. I think the failure was more cock-up than conspiracy. I completely cocked up the last question of the exam.*



#### A Work in pairs. Look at each of the underlined expressions in the audioscript for track 11.1 on page 172-3 and discuss these questions:

- 1 Is the speaker being ironic or not?
- 2 Where they're being ironic, what's the reality?
- 3 Do you say similar ironic comments in your language?

#### B Match 1-5 to the ironic comments.

- 1 So you're starting at high school next week.
  - 2 What did you think of the poems he wrote?
  - 3 He's a bit absented-minded, then?
  - 4 I'm not exactly the best at tennis.
  - 5 Did you see that goal he scored? It was amazing.
- a You could say that! He's managed to lose his passport three times.
- b It wasn't bad. I didn't exactly go wild though.
- c Yeah. I can't wait – all that lovely homework!
- d Well, it's not exactly Shakespeare.
- e Come on! You only made about 20 double faults!

We often use *manage* to ironically when we 'succeed' in doing something stupid.

I once *managed* to break my leg making a cup of tea!

#### C Complete each of the sentences below in two ironic ways that are true for you.

- a I once managed to ...
- b I'm not exactly ...

#### D Tell a partner your sentences and discuss them further.

## CONVERSATION PRACTICE

You are going to have similar conversations to the ones you heard in *Listening*.

#### A Think about something sporty you have seen or done. Think of one 'success' and one 'failure' and make some notes. Write two questions to start the conversation and give them to a partner.

For example:

*How was the match you went to see last week?*

*How was your skiing holiday?*

#### B Start the conversations with the questions you were given. Your partner will explain what happened.

## SPEAKING

### A Work in groups. Discuss these questions.

- Which of the games in the box have you played?
- Did you enjoy them?
- Are you any good at them?
- What's good / bad about them?

poker   dominoes   Scrabble™   The Sims™   chess   backgammon   Monopoly™   Call of Duty™



## LISTENING 1

You are going to hear a short talk on playing cards.

### A 11.2 Listen and take notes on:

- 1 the origin of playing cards
- 2 the three different types of playing cards
- 3 different types of games.

### B Compare the notes you made.

Whose are easiest to follow? Discuss what you could add to them to make them better.

### C What are the things below? Listen again to check.

- deck
- suits
- clubs
- a jack
- trumps
- a joker

### D Work in pairs. Discuss these questions:

- Can you name the different cards in the pictures?
- Which kind of cards are most common in your country? Do you know any other types of playing cards?
- Can you give examples of the different types of card game mentioned? What's your favourite game?
- What restrictions are there on gambling in your country?
- Do you think banning gambling is a good idea? Why?

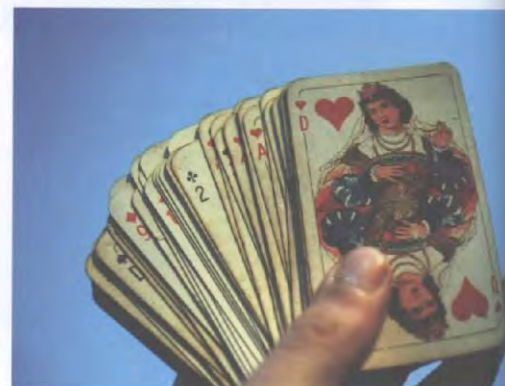
## VOCABULARY Games

### A Decide whether 1–12 are said during a board game, a computer game or a card game.

- 1 You didn't **shuffle** these very well. I have almost exactly the same as last time.
- 2 Hurry up and throw the **dice**!
- 3 You're moving my **counter**! You're red.
- 4 There's something wrong with the **controller**? Maybe it needs **resetting**.
- 5 You've **dealt** me eight instead of seven.
- 6 A friend told me a **cheat** to get to the next level.
- 7 If you **land** on that square, you have to miss a go.
- 8 How do I get him to **punch**?
- 9 This is a terrible **hand**! I'm not going to win anything.
- 10 You're running low on **ammunition**.
- 11 I think you're **bluffing**. You haven't got any aces.
- 12 You have to **take my piece** if you can.

### B Work in pairs.

**Student A:** explain, act or draw the words in **bold**. **Student B:** guess the words.



## GRAMMAR Linking words

When we talk about games and explain rules, we use a lot of linking words. These may show (1) contrasts, (2) conditions, (3) the purpose or result, or show (4) the order or time things happen.

They may join two parts of a sentence or show the relation between two separate sentences.

### A Match the words in the box to the four different categories in the explanation above.

even though	although	then	so
otherwise	provided	unless	if
whether	so as to	until	even if

### B Complete 1–10 with the words in exercise A.

- 1 Shuffle the cards. ...., deal six to each player and leave the rest of the deck face down. To start, the player to the dealer's right takes the top card off the deck and decides ..... to keep it.
- 2 Put four of your cards face up on the table ..... that everyone can see them.
- 3 You can leave two counters on one square ..... block your opponents.
- 4 You have to declare that you have your last card. ...., you can't finish.
- 5 You can move your counter in any direction, ..... that there's a free space.
- 6 ..... you can't play the same suit or a card of the same rank, you have to pick up from the deck. .... you have an ace, in which case you can use that as a joker.
- 7 You can't go on to the next level without completing the task, ..... you can find cheats on the Internet in order to bypass some tasks.
- 8 He keeps trying to bluff, ..... he's rubbish at it!
- 9 You keep playing ..... only one person is left.
- 10 You won't win now, ..... you take that piece, because I can take all your other ones.

► **Need help? Read the grammar reference on page 146.**

### C Think of one or two card games – preferably ones your partner doesn't know. Explain how to play to your partner.

## LISTENING 2

You are going to hear five people talking about games.

### A 11.3 Listen and decide which speakers talk about:

- a playing for money .....
- b being injured because of a game .....
- c the social nature of the game ..... and .....
- d hitting someone .....
- e the game sounding worse than it is ..... and .....
- f parent(s) stopping a computer game being played .....

### B Compare your answers with a partner and explain your choices.

### C Listen again and complete the sentences.

- 1 a The aim ..... a particular kind of car.  
b You knew they could get ..... at any moment.
- 2 a My brothers used to ..... me.  
b My brothers all burst out laughing and teased me and I just ..... the board and ..... stormed out of the room.
- 3 a The problem lies when ..... involved.  
b I kept thinking I'm ..... next time.
- 4 a It felt like I'd .....  
b I guess I'm just not ..... those muscles.
- 5 a You can choose the ..... you undertake.  
b I guess he distinguishes ..... OK.

## SPEAKING

### A Work in groups. Discuss these questions.

- Did you ever make up games when you were younger? What were the aims and the rules?
- Did / Do you ever get upset when playing games? Why?
- Did / Do you ever play games as a family? Which ones? Explain the aim of the game and the rules.
- What can you learn through playing games?
- Do you think computer games influence behaviour?
- What's your favourite computer game?
- Do you think children should have limits on playing computer games? What limits? Why? / Why not?

## READING

You are going to read an article about different kinds of language play.

- A Before you read, work in groups. Discuss which of the different kinds of playful uses of language in the box you are already familiar with.**

advertising slogans	riddles
puns	metaphors
word games	idioms
comic insults	alliteration
tongue twisters	nursery rhymes

- B Read the article and find examples of each of the above. Then think of one more example of each different kind of language play.**

- C Work in pairs. Discuss these questions about the article.**

- 1 What other kinds of language play are mentioned?
- 2 What reasons are put forward to explain language play?
- 3 What social functions do you think banter and the kind of word play the writer encountered in the office serve?
- 4 What do you think the answer to the riddle is?
- 5 How do you feel about the kind of insults mentioned? Why?

## LANGUAGE PATTERNS

Write the sentences in your language. Translate them back into English. Compare your English to the original.

There are all sorts of word games – from crosswords to TV game shows.

The software ranges from fun games with no educational value to some really powerful training programmes.

Language play encompasses everything from kids' nursery rhymes to sophisticated advertising slogans.

## SPEAKING

- A Work in groups. Discuss these questions.**

- Do comic insults exist in your language? Do they translate well into English?
- Is language play important when it comes to learning a foreign language? Why? / Why not?
- Do you know any riddles in your language? Do they work in English?
- Which of the tongue twisters below is hardest for you to say?

A really weird rear wheel.

She sells seashells on the seashore.

A big black bug bit a big black bear.

A cheap sheep is cheaper than a cheap ship.

Three free throws

## VOCABULARY

### Sports and games metaphors

Many words connected to sports and games have literal and metaphorical meanings. The literal meaning of a word is its basic sense. A metaphorical meaning is when a word is used to refer to something other than its basic sense.

- A Decide what sport or game the metaphors in *italics* originate from, and what you think they mean in the contexts they are in.**

- 1 I think that comment was *a bit below the belt*, to be honest. It was a hurtful thing to say.
- 2 Currency trading is *a very high stakes game*.
- 3 All we're asking for is *a level playing field* when we compete with local companies.
- 4 Recent events have forced the president to *show his hand* sooner than he would've wanted.
- 5 For months, the two main parties were *neck and neck* in the polls.
- 6 I can't believe I actually managed to *bluff my way through* the interview.
- 7 The city has been a *pawn* in regional power games for hundreds of years.
- 8 You never know what he's really thinking. I mean, he *keeps his cards close to his chest*!
- 9 I've said all I have to say about the matter. *The ball's in your court* now.
- 10 Phew! *Saved by the bell*. I would've died if that meeting had gone on much longer!
- 11 I've had to overcome a lot of *hurdles* to get to where I am today.
- 12 Don't get too excited. We're not finished yet. It's *a marathon, not a sprint*.

- B Work in pairs. Discuss these questions.**

- Are you good at bluffing your way through interviews, meetings, presentations, etc.?
- Have you heard or said any comments that you think were a bit below the belt? What was the reaction?
- What hurdles have you had to overcome in your life?
- Are you good at keeping things close to your chest? Do you know anyone who's better at it than you are?
- Can you think of any examples of people / things that have been pawns in a bigger game?

# NOT JUST CHILD'S PLAY



The desire and ability to play with linguistic forms and functions in order to entertain both oneself and others is innate in the majority of humans. Indeed, it is now widely accepted that children who do *not* participate in language play are in some way abnormal. From around the age of one, children start playing with the sounds of their mother tongue, a phenomenon which feeds into a later love of tongue twisters such as *We surely shall see the sun shine soon*. This is followed by chants, songs and other noises made to accompany motor activities, and by the age of three or four kids are able to use the language of their peers as a springboard for their own creativity. Among other things, they start adding rhymes and nonsense words. Naturally, this is encouraged by exposure to nursery rhymes, many of which feature nonsensical elements like:

*Hey diddle, diddle,  
The cat and the fiddle.*

*The cow jumped over the moon.  
The little dog laughed to see such fun,  
And the dish ran away with the spoon.*



Before long, children start grappling with more complex riddles (*What gets wetter the more it dries?* for example). As we grow, we develop an ever more sophisticated grasp of language, and become increasingly adept at processing idiomatic and metaphorical usage. Without such abilities, we would be unable to deal with such concepts as a boss *moving the goalposts* or sport being *war minus the shooting!* Through high school encounters with literature, we become more familiar with playful language in poetry and prose too.

We also start learning how to banter, an art which, when carried to an extreme, can involve insults directed at physical and personal characteristics, such as "Your mum's so fat, people jog round her for exercise" and the response: "Yeah? Well, YOUR mum's so stupid, she puts lipstick on her head just to make up her mind!"

In the adult world, language play is still widespread. Newspaper headlines, especially the tabloid variety, rely heavily on puns. There was, for instance, the article about the leader of the new government in

Iraq looking to boost his country's military capacity that drew readers in by proclaiming *IRAQI HEAD SEEKS ARMS!* Pop lyrics and movie dialogue are packed with witty lines and there are also all sorts of word games – from crosswords to TV game shows to *TABOO*, where you have to define words like *coffee* without using words like *drink*.

Then there's the advertising industry, which is heavily dependent on copywriters being able to forge memorable slogans out of limited means. This may be achieved through the use of alliteration (*Don't dream it – drive it*, for example), puns (such as the slogan used to sell a perfume called *Impulse – Men can't help acting on impulse*) and so on.

The degree to which such playful attitudes to language are commonplace was made painfully clear to me earlier this year, when I returned to work after a disastrous skiing holiday, during which I managed to break my arm. Once my colleagues had spotted the arm in a cast, the fun began. As I ordered a coffee, I was asked if I needed a *hand!* Next, a new employee being given a guided tour of the office was told not to mind me as I was armless! And on it went: during the course of the day, I was asked if the injury meant I now had more free time on my hands, whether or not I'd got a hand-out from my insurance company, and finally I was congratulated for putting my finger on a key problem in a brainstorming session! Ouch!



# 12 HISTORY



**In this unit, you learn how to:**

- describe key events in people's lives
- talk about how people have built success
- use similes to make descriptions more interesting
- ask for clarification
- discuss key historical events

**Grammar**

- Dramatic inversion

**Reading**

- Ancient history?

**Vocabulary**

- Personal histories
- Presenting arguments and theories
- Recent history

**Listening**

- An amazing life
- Recent historical milestones

## VOCABULARY Personal histories

**A** Work in pairs. Say what you think the key moments in your life have been so far. Explain why.

**B** Read the sentences below. Check the meaning of any words you don't understand in the *Vocabulary Builder*. Then discuss the positive and / or negative effects that each situation might have on someone's life.

- 1 He had a very **sheltered upbringing**.
- 2 She's from quite a **deprived** background.
- 3 They had to **flee** the country after the military **coup**.
- 4 He was very involved in **radical** politics in his youth.
- 5 She was **evacuated** during the war.
- 6 He saw **active service** during the war.
- 7 She's always had a real **lust for life**.
- 8 He comes from a **broken home**.
- 9 He grew up in a very **close-knit** community.
- 10 She's from a very **privileged** background.
- 11 She won a **scholarship** to study in the States.
- 12 He was **orphaned** when both his parents died in a plane crash.

**C** Do you know anyone who any of the sentences in exercise B could describe? Tell a partner.



## LISTENING

You are going to hear a conversation in which someone describes the amazing life his girlfriend's father has had.

**A** Before you listen, discuss with a partner how you think the words in the box could be connected to the man's personal history and life.

first generation	poverty	drop out
ice cream	textiles	the capital
outboard motors	the States	a peasant

**B** 12.1 Listen and see if your guesses were correct. Then discuss with a partner the connection between the words in exercise A and the girlfriend's father's life.

**C** Listen again and complete the sentences below with the missing phrasal verbs.

- 1 The whole visit ..... far better than I'd dared to hope it would.
- 2 It ..... his bark is much worse than his bite.
- 3 When he was 13, his dad .....
- 4 He had to ..... of school and start working.
- 5 He ..... selling ice creams ... and then ..... to selling textiles door-to-door.
- 6 He decided that if he really wanted to ....., he'd have to move to the capital, and ..... to make his fortune.
- 7 He got there, somehow managed to ..... his own company ... and then just slowly ..... things .....
- 8 His eyes ..... when I told him how much I got for that portrait I sold last year.
- 9 I didn't ..... that fact too much.



## NATIVE SPEAKER ENGLISH

### get your head round it

If you try to *get your head round* something unusual or unexpected, you try hard to understand it or accept it.

*Well, he's still trying to get his head round it all.*

*I'm still trying to get my head round my new Smartphone.*

*She still can't get her head round what happened!  
I'm still struggling to get my head round the whole thing!*

### D Work in groups. Discuss these questions.

- Can you think of anything that passed off far better than you'd hoped it would?
- What do you think are the pros and cons of coming from a very large family?
- Do you know anyone you'd describe as a self-made man or woman? How did they build their success?

## DEVELOPING CONVERSATIONS

### Similes

A simile is a phrase that describes something by comparing it to something else. The comparison is introduced using *like* or *as*. Similes are often intended to be humorous.

He eats *like a peasant* still and burps after dinner and everything.

### A Make common fixed similes by matching 1–5 to the correct endings a–e.

- |                     |                             |
|---------------------|-----------------------------|
| 1 I've got a memory | a like the plague.          |
| 2 He smokes         | b like a fish out of water. |
| 3 I felt            | c like a sieve.             |
| 4 I avoid him       | d like chalk and cheese.    |
| 5 They're           | e like a chimney.           |

### B Now match 6–10 to f–j.

- |                       |                 |
|-----------------------|-----------------|
| 6 He's as hard        | f as a dodo.    |
| 7 It's as dead        | g as the hills. |
| 8 She went as white   | h as nails.     |
| 9 That joke is as old | i as mud!       |
| 10 That's as clear    | j as a sheet.   |

### C Work in pairs. Discuss what you think each simile means – and whether or not you have similar expressions in your language.

### D Test each other.

**Student A:** read 1–10 in exercises A and B above.

**Student B:** close your books and say the correct endings.

### E Complete these sentences with your own ideas. You can be as poetic, funny or serious as you want to be.

- 1 Once he'd started up his business, he had to work like .....
- 2 She was the only teacher I ever had who treated us like .....
- 3 I come from a very argumentative family. Dinner at our house was usually like .....
- 4 Once I started university, I was as happy .....
- 5 He emerged from his childhood as tough .....
- 6 She's an amazing woman. She's got a voice as ..... and she looks like .....

## CONVERSATION PRACTICE

### A Think of someone you know – or know of – that you think has had an incredible life. Make notes on what you know about their personal history. Think of at least one simile you can use when telling their story.

### B Work in groups. Tell each other as much as you can about the people you have chosen.



## SPEAKING

### A Work in groups. Discuss these questions.

- How much do you know about your country's history?
- Do you know much about ancient history?
- Are there any ruins near where you live? What of?
- Are there any World Heritage sites in your country? Have you been to them? Why are they preserved?
- How important do you think it is to preserve historical sites? Why?

## READING

You are going to read an article about the fall of the Roman Empire.

### A Read the article and answer these questions.

- 1 What reasons are mentioned for the empire's collapse?
- 2 Why are so many theories put forward?
- 3 Why do theories change over time?

### B What evidence, if any, is given to support each of the statements in 1–6? How strong is the evidence? What else would you want to know to believe each statement?

- 1 Life was worse after the end of the Roman Empire.
- 2 Thatching was an inferior building technique.
- 3 People were happy with Roman rule.
- 4 There's a lot of academic interest in the fall of Rome.
- 5 Lead poisoning brought down the empire.
- 6 Historians' theories are influenced by contemporary concerns.

### C Work in pairs. Discuss the meaning of the words in bold.

### D Work in pairs. Discuss these questions.

- What empires have you heard of? When did they exist? Do you know why they ended?
- Do you think we learn lessons from history? Give an example of when we did or when we didn't.



# Ancient history?

There is a sketch from a historical comedy called *The Life of Brian*, where a meeting of a small revolutionary group is taking place under Roman occupation. Their leader is trying to **whip up** anger at the oppressive Roman Empire. 'What,' he growls, 'have the Romans ever done for us?' A moment's silence. 'The aqueduct.' 'OK, the aqueduct ...' 'And sanitation.' 'All right. Apart from aqueducts and sanitation, what have they ever done for us?' There then follows a series of suggestions ranging from roads to public order to wine, **culminating** with the leader's exasperated cry, 'Oh, shut up!'

The joke may be closer to reality than we imagine. The Romans were not defeated by popular **uprisings** for independence – in stark contrast to the end of more modern empires. Furthermore, some scholars, such as Bryan Ward-Perkins, suggest that once the Western Roman Empire had collapsed, many of their civilised advances were lost. Not only did coins largely disappear, but also pottery stopped being manufactured so widely, and sophisticated constructions such as tiled roofs were replaced by inferior techniques such as thatching, which was prone to fire and sheltered insects that bred disease.

So if things were so good and what followed so dreadful, why did the Roman Empire **crumble**? It is a question that continues to attract huge interest in academic circles. Hardly a year goes by without a book on the subject coming out and, **to date**, over 200 theories have been put forward. In part, this is because of the relative **scarcity** of evidence available for the period of Rome's fall, so when new facts are discovered, they quickly become the basis of whole new theories. For example, the analysis of bones from the Roman period revealed a high content of heavy metals, which gave rise to the theory that lead poisoning brought down the empire. More recently, agricultural degradation has been blamed following new archaeological findings.

Most scholars, though not all, agree that the decline took place over a long period of time, rather than there being a single collapse in AD 476, when Rome was **sacked** by the Barbarians. Most also suggest that a number of contributing factors led to its demise. The causes tend to divide into five main areas: decadence, economic problems, external pressures, division and infighting, and Christianity and cultural change.

It is the relative importance given to different factors that sparks debate. Again, the lack of evidence means historians are freer to fill in the gaps with guesswork and interpretation. As a result, they may attach different resonances according to the times they live in. For example, Edward Gibbon, writing during the new rigorous, scientific age of the Enlightenment, tended towards blaming Christianity and decadence. Some say historians who **contended** that there was a smooth transition between the fall of Rome and invading Germanic tribes were influenced by drawing parallels with Germany's smooth integration into a European union following the Second World War. Finally, ideas on environmental causes, it is argued, are about the **outlook** of modern green movements rather than real problems in Roman times.

## DEVELOPING CONVERSATIONS

### Asking for clarification

When you ask for clarification after a lecture or reading, you usually need to give a short context then the question.

You quoted from a film. Could you give me the reference?

#### A 12.2 Listen and complete the questions asked to the author of the article.

- 1 You cited ..... . Could you ..... ?
- 2 When you were talking about changes in construction techniques, you ..... . Could you just ..... ?
- 3 You referred to a theory that lead poisoning ..... . Could you ..... ?
- 4 You mentioned some findings that suggested ..... . Do you ..... ?

#### B Write three more similar questions you could ask about the reading article.

#### C Work in pairs.

**Student A:** read the information in File 4 on page 153.

**Student B:** read the information in File 9 on page 155.

#### D Ask your partner questions from exercise A and the questions you wrote in order to find out more information that wasn't covered in the *Reading* text. Your partner should reply using the information they learned, apologise for being unable to reply or try to make up an answer!

## VOCABULARY

### Presenting arguments and theories

#### A Work in pairs. Decide if the words in *italics* have the same meaning in the context. If not, what's the difference?

- 1 Fukuyama *put forward / advanced* the theory of the end of history. He *established / claimed* that the arrival of democracy following the Cold War was the endpoint for political development and conflict.
- 2 Heather *asserts / demonstrates* that the Roman Empire's decline *stemmed from / gave rise to* invasions.
- 3 St Catherine's monastery is *allegedly / supposedly* the site where Moses received the Ten Commandments, although archaeologists have *questioned / cast doubt on* the claim.
- 4 Zinn *challenged / accepted* the status quo by *highlighting / emphasising* the importance of ordinary people in American history.
- 5 Paul *argues / contends* that the governments tend to play a *significant / minor* role in the economy.

#### B Use some vocabulary from exercise A and your own ideas to prepare a short presentation on one of these topics.

- One of the historical figures below and their ideas.
  - Marx
  - Archimedes
  - Galileo
  - Einstein
- A person or a theory you have studied.

## SPEAKING

#### A Work in small groups. Give the presentation you wrote in *Vocabulary* exercise B. After each of you finish, the others should try to ask questions like those in *Developing Conversations*.

## SPEAKING

**A Work in groups.** How much do you know about the recent historical milestones below? Discuss what you think happened – and what the causes and results were.

- the fall of the Berlin Wall
- the September the 11th attacks
- the Iraq conflicts
- the Asian tsunami of 2004
- the creation of the euro
- the genocides in Rwanda and Sudan



## VOCABULARY Recent history

**A Complete the sentences with the correct form of the verbs in the box.**

abolish	call	gain	massacre
assassinate	declare	go	overthrow
carry out	dent	issue	push

- 1 After years of fighting, the two sides finally ..... a truce last month.
- 2 About 20 years ago, one of our former presidents ..... by his bodyguard, and that sparked a civil war.
- 3 We ..... independence in the 1970s, but we didn't actually ..... full independence until 2002.
- 4 Our national airline ..... bust a few years ago, which very much ..... our pride.
- 5 Capital punishment ..... back in the 1960s.
- 6 Our government ..... in a military coup last year.
- 7 A few years ago the government finally ..... a formal apology for our involvement in the slave trade.
- 8 In about 1996, around a hundred civilians ..... in cold-blood by government forces during a demonstration.
- 9 A terrorist organisation ..... a series of bombings on civilian targets over the last few years.
- 10 We ..... for accession to the European Union for several years now.

**B Work in pairs. Discuss these questions.**

- Can you think of any high-profile people who have been assassinated? Do you know why?
- Can you think of any high-profile firms or organisations that have gone bust recently? Do you know why?
- Can you think of any countries which have gained independence in the last two or three decades? How well has it gone?

## LISTENING

You are going to hear four people talking about milestone events in the recent history of their different countries.

**A 12.3 Listen and answer these questions.**

- 1 What event does each person describe?
- 2 Why do they claim these events were significant?

**B Listen again and decide which sentences are true.**

- 1 a Anna Lindh's career was on the up.  
b It was a politically motivated attack.  
c She died instantly.
- 2 a The speaker thinks joining the EU helped heal old wounds.  
b Only a slim majority voted for EU membership.  
c The speaker puts some of his recent success down to the time he spent abroad.
- 3 a The new pipeline passes through Russia.  
b Thus far, it hasn't brought in much revenue.  
c It has had positive political ramifications.
- 4 a Children with one aborigine parent were often forced into care.  
b These children now have excellent job opportunities.  
c The speaker thinks an apology should have been issued earlier.

**C Match the words from the listening. Check in the audioscripts on page 174–5. Then discuss with a partner who or what did each of things below.**

- |                 |                               |
|-----------------|-------------------------------|
| 1 take a strong | a a rite of passage           |
| 2 sound         | b the old trade routes        |
| 3 symbolise     | c the mistakes of the past    |
| 4 draw          | d the stain                   |
| 5 bypass        | e stand                       |
| 6 give          | f the death knell             |
| 7 acknowledge   | g a line under the past       |
| 8 remove        | h greater geo-political clout |

**D Work in groups. Discuss these questions.**

- In global terms, which of the four events from the listening do you think is most significant? Why?
- How much impact on world events do you think the oil trade has? Why? Which other trades are very important?
- Do you think countries should apologise for past mistakes? How far back should this go? Should compensation ever be offered? Why? / Why not?

## LANGUAGE PATTERNS

Write the sentences in your language. Translate them back into English. Compare your English to the original.

All of that can only be for the good.

The city's changed a lot, but not necessarily for the better.

I'm not happy about it, but I guess it's probably for the best.

I think it was a change for the worse.

He's in hospital. He took a turn for the worse last night.

## GRAMMAR Dramatic inversion

We can invert sentences by putting the auxiliary before the subject. This is more common in writing, but is sometimes used in speech to make descriptions more dramatic.

*No sooner had we been granted full membership than literally hundreds of thousands of young Poles headed off abroad.*

This structure emphasises the fact that the second action happened very quickly after the first.

**A Rewrite these sentences using *No sooner*. There are some words in each sentence you will not need to re-use.**

- 1 It was a terrible time. The President was overthrown and then civil war broke out the next day.  
.....
- 2 We adopted the euro about 12 years ago, and almost immediately prices went up!  
.....
- 3 It was depressingly predictable. The looting began almost as soon as the earthquake struck.  
.....
- 4 Brazil equalised and then 30 seconds later, we went up the other end of the pitch and scored the winner!  
.....

There are several other ways to invert sentences. All are more common in writing and formal speech.

*Not only did coins largely disappear, but also pottery stopped being manufactured so widely.*

**B Complete the sentences with the words in the box.**

never before	nowhere else	not until
at no time	not only	only

- 1 They were exciting times. .... were we as a society on the map again, but we felt as if we'd come of age.
- 2 I surprised even myself because ..... whatsoever did I panic. I remained remarkably calm throughout.
- 3 It was a time of tense industrial relations. .... had the unions been quite so militant or quite so well organised.
- 4 ..... it was too late did people begin to realise what was really going on.
- 5 ..... in the world could anything quite as ridiculous as this happen! Seriously! ..... in Britain could school kids gaining exposure to other languages be seen as negative!

► **Need help? Read the grammar reference on page 147.**

## SPEAKING

**A Think of three major historical events from your country in recent decades. These could be related to politics, economics, sport, society, law and order, etc. Make notes about each one and think about why they were significant.**

**B Work in groups. Explain as much about each of the events as you can to the rest of the group. (If you come from the same country, see if you agree on which events were the most important and why they were significant. Then discuss how you would explain these events to a foreigner.)**



# 03 REVIEW

## TWO MINUTES

Work in groups. You are going to give a short two-minute talk on one of the topics in the list below. Spend five minutes thinking about what you are going to say. Look back at your notes to check language if you like.

- A job that interests you
- An operation
- Mental health
- A major sporting event
- The rules of a game
- An incredible life

Give each other marks out of ten for language, interest and clarity. Who got the most marks?

## GAME

Work in pairs. Student A use *only* the green squares; student B use *only* the yellow squares. Spend five minutes looking at your questions and revising the answers. Then take turns tossing a coin: heads = move one of your squares; tails = move two of your squares. When you land on a square, your partner looks at the relevant page in the book to check your answers, but you *don't*! If you are right, move forward one square (but don't answer the question until your next turn). If you aren't right, your partner tells you the right answer and you miss a go. When you've finished the game, change colours and play again.

### Start

1

*Native Speaker English* note p. 64: if you can say what the *Native Speaker English* note was and give an example, throw again.

2

*Developing Conversations* p. 65: your partner will say sentences 1–6 in exercise B. You should make deductions using *then*.

3

*Grammar* p. 65: say six things people might say at work using six different continuous forms.

4

*Vocabulary* p. 66: your partner will say the adjectives from exercise A. Say two adverbs that collocate with each.

5

*Native Speaker English* note p. 70: if you can say what the *Native Speaker English* note was and give an example, throw again.

6

*Developing Conversations* p. 71: your partner will choose six sentences from exercise A. Add vague expressions to make them less exact.

7

*Vocabulary* p. 73: your partner will say the 15 actions from exercise B. Say which part of the body you use for each one.

8

**Miss a go!**

9

*Grammar* p. 75: make four comments about illnesses people you know have had using different modal verbs.

10

*Vocabulary* p. 76: your partner will keep asking questions from exercise A until you have answered six correctly.

11

**Miss a go!**

12

*Native Speaker English* note p. 77: if you can say what the *Native Speaker English* note was and give an example, throw again.

13

*Developing Conversations* p. 77: say two ironic things about your life using *managed to* and two using *not exactly*.

14

*Grammar* p. 79: give eight rules for games using eight different linking words.

15

*Native Speaker English* note p. 83: if you can say what the *Native Speaker English* note was and give an example, throw again.

16

*Developing Conversations* p. 83: your partner will say the first half of the ten similes in exercises A and B. You should say the endings.

17

*Vocabulary* p. 85: say six things that have happened recently using six different verbs from exercise A.

18

*Grammar* p. 87: your partner will say the sentences from exercise A. Invert each one to make it sound more dramatic.

**Finish**

For each of the activities below, work in groups of three. Use the *Vocabulary Builder* if you want to.

## CONVERSATION PRACTICE

Choose one of the following *Conversation Practice* activities.

Work p. 65

Health and Illness p. 71

Play p. 77

History p. 83

Two of you should do the task. The third person should listen and then give a mark between 1 and 10 for the performance. Explain your decision. Then change roles.

## ACT OR DRAW

One person should act or draw as many of these words as they can in three minutes. The others should try to guess the words. Do not speak while you are acting or drawing!

drift off	a flap	a tackle	evacuate
lean	on a drip	trudge	textiles
nod	excruciating	shuffle	a portrait
a crèche	shrug	a sword	pottery
mourn	clench	tease	a bodyguard
anaesthetise	shudder	a sprint	assassinate

## QUIZ

Answer as many of the questions as possible.

- Why do people **network**?
- What's the opposite of **upholding** a decision?
- What kind of jobs might be **emotionally draining**?
- Why do people sometimes **bluff**?
- Say three things that can be **temperamental**. Explain how.
- Is it good or bad if cancer **goes into remission**?
- Can you think of three reasons why people **flee** an area?
- When might you need a **skin graft**?
- What can **clog** – or **clog up**? What with?
- What happens if a town or city is **sacked**?
- Say three things you could **confess to**.
- Can you think of an example of a **chant**?
- What happens if a team is **relegated**? What's the opposite?
- Why might you **glare at** someone?
- What kind of places might get **looted**? When?

## COLLOCATIONS

Take turns to read out collocation lists from Unit 9 of the *Vocabulary Builder*. Where there is a '-', say 'blah' instead. Your partner should guess as many words as they can. Each time you change roles, move to the next unit.

## IDIOMS

Discuss the meaning of the idioms and try to think of a real example about you – or about someone you know.

- We're all in the same boat.
- He's just pulling your leg.
- I've been rushed off my feet all day.
- Maybe you can show me the ropes?
- It was a bit below the belt.
- His bark is worse than his bite.
- I just don't think he's pulling his weight.
- I just had to bite my tongue.
- It's a kind of rite of passage.
- She keeps her cards close to her chest.
- They keep moving the goalposts.
- Let me just get this straight.
- The ball's in your court.
- She comes from a broken home.
- We're just a pawn in the game.





## LISTENING

You are going to hear five speakers talking about different things.

### A R 3.1 Listen and choose one answer for each speaker. There are two extra. Which speaker is:

- putting forward a theory?
- discussing a football match?
- giving evidence to a tribunal?
- talking about a car race?
- describing a journey?
- complaining about discrimination?
- discussing a tennis match?

### B Listen again and choose one answer for each speaker. There are two extra. Which speaker:

- wanted to get back in touch with their cultural heritage?
- has undergone a kind of rehabilitation?
- discusses a military coup?
- disagrees with conventional wisdom?
- recognises their opinions may not be popular?
- describes a comic accident?
- blew a chance?

[... / 10]

## GRAMMAR

### A Correct the mistake in each of 1–8.

- Under no circumstances you're to leave your post unattended.
- If it wasn't for my old Chemistry teacher, I wouldn't be work here now!
- Only after a full inquiry were we understanding the full horror of the incident.
- That shouldn't have been much fun. I would've gone crazy if it'd happened to me.
- I wouldn't work for that firm even though the money was amazing!
- It was awful. My phone was going off while I was being interviewed.
- I can't believe he failed. He might be feeling dreadful now.
- I don't mind you answering the call in class unless it's quick.

[... / 8]

### B Complete the second sentence with 2–5 words and the word in **bold** so it has a similar meaning to the first.

- It's her own fault. She was texting while she was driving. **shouldn't**  
It's her own fault. She ..... while she was driving.
- She was probably feeling ill. She wouldn't have cancelled otherwise. **can't**  
She ..... or she would've come.
- The boss resigned a couple of days after I started there. **No sooner**  
..... than the boss resigned.
- He never asked me for any help whatsoever. **at no time**  
..... ask me for any help.
- I still think about him almost every day. **goes by**  
Hardly ..... me thinking about him.
- I find computers very hard to deal with! **adept**  
I ..... with computers.

[... / 12]

## LANGUAGE PATTERNS

### Complete the sentences with one word in each gap.

- The boss has demanded that he ..... kept informed of any developments.
- You should get that tooth looked at it. The ..... you leave it, the worse it'll get.
- It's certainly changed, but not necessarily for the .....
- The course covers everything ..... an overview of the basics to far more sophisticated areas.
- The doctors are very worried. Apparently, he took a turn for the ..... last night.
- The ..... pressure we put on them, the more likely they are to reverse their decision.

[... / 6]

## PREPOSITIONS

### Choose the correct preposition.

- Experts have cast doubt *towards* / *on* the authenticity of the finds.
- We got knocked out *of* / *from* the competition in the second round.
- I've got real admiration *towards* / *for* the work you do.
- Having a company car is one of the perks *of* / *with* the job.
- Stop ganging up *to* / *on* me. It's not fair.
- The policy hasn't really impacted *to* / *on* our business yet.
- He fell ill following exposure *to* / *of* toxic chemicals.
- There's no point dwelling *about* / *on* it. It won't help.

[... / 8]

## OPPOSITES

Replace the words in *italics* with their opposite from the box.

substantial	malignant	privileged	quick
conservative	civilian	significant	good

- 1 They bombed *military* targets.
- 2 She has some fairly *radical* views.
- 3 Tests showed the lump was *benign*.
- 4 She played a *minor* role.
- 5 The signs are pretty *ominous*.
- 6 They carried out a *thorough* search.
- 7 He's from a *deprived* background.
- 8 There's been a *slight* rise.

[... / 8]

## MISSING WORDS

Complete each set of three sentences with one word.

- 1 Poverty has a terribly negative ..... on life expectancy.  
The measures have had little ..... thus far.  
Failure to pull your weight can directly ..... on colleagues.
- 2 She has an excellent ..... of French language and politics.  
I didn't really ..... the main idea, I don't think.  
You have to ..... every opportunity that comes your way.
- 3 She won an ..... for best director last year.  
They decided to ..... the contract to our main rivals.  
I don't get why they ..... bankers such obscene sums.
- 4 It's hard to get out of a downward ..... once you're in one.  
The whole situation is starting to ..... out of control.  
The country is locked in a ..... of decline.
- 5 You don't want to show your ..... too soon, do you?  
If you know the answer, raise your .....  
I'm not going to win anything with this .....

[... / 5]

## VERBS

Match the verbs in the box with the collocations in 1-8.

administer	bypass	forge	cite
exacerbate	put forward	retain	draw up

- 1 ~ contracts / ~ guidelines / ~ plans / ~ a list
- 2 ~ its old charm / ~ your best staff / ~ a sense of humour
- 3 ~ an argument / ~ a proposal / ~ two main reasons
- 4 ~ a problem / ~ an already bad situation / ~ an issue
- 5 ~ the old trade routes / ~ the lawyers / ~ the city centre
- 6 ~ a test / ~ an anaesthetic / ~ a project / ~ an injection
- 7 ~ an alliance / ~ trade links / ~ a memorable slogan
- 8 ~ a recent survey / ~ statistics / ~ personal reasons

[... / 8]

## FORMING WORDS

Complete the gaps with the correct form of the words in CAPITALS.

According to the <sup>1</sup>..... of a recent report, an ever-increasing number of people now feel that having to go through <sup>2</sup>..... is the most stressful event of their lives. Mass lay-offs have become a common <sup>3</sup>..... in all types of organisation and many report that their <sup>4</sup>..... with HR departments are profoundly unsatisfactory. In addition, once unemployed, they then often face a <sup>5</sup>..... of redeployment opportunities, which can have a serious effect on their mental well-being.

FIND  
REDUNDANT  
OCCUR  
DEAL  
SCARCE

For companies themselves, one <sup>6</sup>..... problem is motivating staff that remain. The vacuum created by job losses is best filled by direction. There is a need to focus the <sup>7</sup>..... on what will be achieved in the long term.

RECUR  
WORK

[... / 7]

## VOCABULARY

Complete the email by choosing the correct words A-C.

I'm coping OK in my new post, I guess, but I've had to overcome a few more <sup>1</sup>..... than I would've liked! I guess I've been going through a period of <sup>2</sup>.....

The interview was more stressful than I'd been expecting, I have to say. I'd been led to believe that the job was mine and that the whole thing would be little more than a <sup>3</sup>....., but it was actually all very <sup>4</sup>..... They carried out <sup>5</sup>..... checks on all applicants and assessed our <sup>6</sup>..... skills. Anyway, I got it in the end and here I am!

I've got a PA for the first time in my life and she's amazing – very <sup>7</sup>..... and easy to get on with, as well as being very easy to <sup>8</sup>..... stuff to, which is great.

- |                |                |               |
|----------------|----------------|---------------|
| 1 A proponents | B relapses     | C hurdles     |
| 2 A accession  | B transition   | C remission   |
| 3 A procedure  | B schedule     | C formality   |
| 4 A decadent   | B rigorous     | C reckless    |
| 5 A brutal     | B troubleshoot | C painstaking |
| 6 A leadership | B statutory    | C merchant    |
| 7 A sheltered  | B innate       | C witty       |
| 8 A delegate   | B liaison      | C subsidise   |

[... / 8]

=

[Total ... / 80]

# 13 NEWS AND THE MEDIA

## In this unit, you learn how to:

- understand news programmes better
- comment on news stories
- recognise and use rhetorical questions
- talk about the media
- report what people said

## Grammar

- Reporting and verb patterns

## Vocabulary

- News headlines
- Newspapers

## Reading

- Popular papers

## Listening

- *Did you see ...?*
- Future of news publishing
- The evening news

## VOCABULARY News headlines

Newspaper headlines in English use short synonyms such as **blast** instead of *explosion* or **slash** instead of *cut heavily*. They also miss out a lot of grammar words.

*Girl stabbed at birthday party =  
A girl's been stabbed at a birthday party she was attending.*

### A Look at the headlines below and check any words in bold you don't know in the Vocabulary Builder.

- 1 Bomb **blast toll** reaches 20
- 2 President **hails** breakthrough in peace process
- 3 Club **bars** fans in **crackdown** on hooliganism
- 4 Sanders **cleared** of bribery charges
- 5 Police **seize** \$10 million drugs haul in house **raid**
- 6 Win brings Boca to **brink** of league title
- 7 Email **leak** reveals secret plan to slash jobs
- 8 Kirov **ups** stake in Mac in takeover **bid**
- 9 Police **clash** with protesters at union rally
- 10 Teachers **rule out** strike action to **halt** pay cuts
- 11 Kohl **pulls out of** Open over sex scandal
- 12 Safety fears deal **blow** to car company's recovery
- 13 Hector **vows** to continue despite outburst

### B Work in pairs. For each headline, discuss:

- a what happened
- b if you think it is good news or bad news
- c if you would want to read more.

### C Work in pairs. Discuss these questions.

- 1 Give an example of a real blast. What caused it?
- 2 Have there been any crackdowns in your country / city recently? On what?
- 3 Have you heard of any police raids? What happened? Did they seize anything?
- 4 Why do people leak information? Can you give any real examples?
- 5 Have you heard of any bids to break a record / win something / take over a company? Do you think they'll be successful?
- 6 Have you heard of any clashes between political colleagues, work colleagues, a player and coach?
- 7 Is there anything you would rule out doing in your life?





## LISTENING

You are going to hear five short conversations about some of the headlines in *Vocabulary*, exercise A.

### A 13.1 Listen and decide:

- 1 which headline story they are talking about.
- 2 whether the speakers in each conversation agree or disagree.

### B Complete each of the sentences from the conversations with a noun. Then listen again and check.

- 1 a It was so obvious he's been lining his own .....  
b The case was dismissed on some kind of .....
- 2 a There's an ..... coming up in just over a year.  
b Maybe the opposition is just stirring up .....
- 3 a It's such a ..... about nothing.  
b It's all to do with money and ....., isn't it?
- 4 a It undermines our ..... in the world.  
b It's just a storm in a ..... It'll all blow over quickly enough.
- 5 a A whole load of them have had their ..... confiscated.  
b I know. They're ..... They should be locked up.

## NATIVE SPEAKER ENGLISH

### all over

*All over means everywhere or in lots of different places.*

*I don't see how having it all over the papers will help.  
The pictures were all over the front pages.  
The story's being covered all over the world.  
I've been looking all over for him.*

## DEVELOPING CONVERSATIONS

Rhetorical questions and common opinions

When people talk about news stories, they often put their point of view as a rhetorical question (questions that don't require an answer) or use expressions that show common opinions.

What did you expect? (= I'm not surprised)  
It's one rule for us and another for them.

**A Work in pairs. Look at the audioscript 13.1 on page 175. Decide which questions are real and which are rhetorical. What opinion do the rhetorical questions show?**

**B Work in groups. Which of these common opinions could you yourself imagine saying? In what situation?**

- 1 It's one rule for the rich and another for the poor.
- 2 They should lock them up and throw away the key.
- 3 They're just in it for the money.
- 4 Young people today! They have no respect.
- 5 They haven't got a hope in hell.
- 6 It's all about oil.
- 7 It's about time they did something about it.
- 8 If you live by the sword, you die by the sword.

## CONVERSATION PRACTICE

You are going to have similar conversations to the ones you heard in *Listening*.

**A Think of three different stories you have heard in the news recently. Write a question to start a conversation about each one.**

**B Have conversations with different students in the class. Start by asking questions. Use as much language from these pages as you can.**



"Why can't newspapers run more good-news stories?"

## SPEAKING

- A** Read the short text below. Then discuss the questions that follow with a partner.

The seemingly unstoppable rise of the Internet has posed serious questions for the newspaper industry, with such prominent figures as Bill Gates himself predicting the imminent demise of paper-based publishing. Why continue to waste money on printing and distribution costs, the argument goes, when you could simply focus all your energies on providing an online newspaper instead?

- Do you (or does anyone in your family) regularly read a printed newspaper or news magazine? If so, which one?
- Do you ever read news online? What kind? Where?
- Do you think Bill Gates is right about printed newspapers being on the way out?
- Why do you think newspaper companies persist with print-based versions?

## LISTENING

You are going to hear an extract from a radio programme about the future of newspaper publishing.

- A** 13.2 Listen and answer these questions.

- 1 What is the main reason given for the continued existence of print-based newspapers?
- 2 What other reason is given – and why is it described as ironic?

- B** Listen again and decide which sentences below the speaker claims are true.

- 1 Newspaper owners are not paying enough attention to technological developments.
- 2 In many ways, recent technological developments have not really altered traditional ways of gathering news.
- 3 Plenty of successful online news sites now use only self-generated items.
- 4 Reduced delivery and printing costs mean online journalism will soon be more profitable than print-based.
- 5 The failure of news websites to become profitable in one sense has made them appealing to investors.

## LANGUAGE PATTERNS

Write the sentences in your language. Translate them back into English. Compare your English to the original. Advertisers are keen to hit as wide a range of potential customers as possible.

It still has as wide a circulation as it's always had.  
It's not as depressing a story as it might initially appear.  
This is as stern a test as we have ever had to face.  
It may not be as widespread a problem as we first thought.

## VOCABULARY Newspapers

- A** Use the extra information in 1–8 to guess the meaning of the words in **bold**. Translate the words.

- 1 The cheaper **tabloids** generally sell better than the more serious **broadsheets**.
- 2 On Sundays, most papers come with all kinds of **supplements** like a sports section and a business section.
- 3 The **circulation** of most papers is falling as more and more people turn to the web for their news.
- 4 A lot of the tabloids are very **sensationalist**. They'll print absolutely anything so as to sell papers! It's all designed to appeal to the **lowest common denominator**.
- 5 Most papers display a clear left- or right-wing **bias**, and this is usually reflected in their **editorials**.
- 6 Celebrities always say that stories about their private lives are an **invasion of privacy**, while the papers claim they're **acting in the public interest**.
- 7 The papers are sometimes forced to **retract** claims they have made if they're unable to **substantiate** them.
- 8 We're still a long way off having a **free press**. There's a lot of censorship and **harassment** of journalists.

- B** Work in groups. Discuss how far you think each of the sentences in exercise A are true for your country.

## READING

You are going to read about three popular newspapers from different countries.

- A** Read and decide which of the newspapers:

- 1 have been accused of disseminating propaganda.
- 2 have attempted to diversify their brand.
- 3 has been criticised for its attitudes towards gay people.
- 4 shows the least bias.
- 5 has had to defend itself in court.
- 6 has been prevented from printing certain things in the past.
- 7 tends to feature a narrow range of news stories.
- 8 has developed a reputation for linguistic playfulness.
- 9 frequently includes extra, separate sections.
- 10 has been accused of meddling in financial affairs.
- 11 does not attract many casual readers.
- 12 has changed its basic format.

- B** Compare your ideas with a partner and explain how you made your decisions.

- C** Work in pairs. Discuss these questions..

- Which of the three papers described would you most / least like to read?
- What are the nearest equivalents in your country? How do you feel about them?
- Which newspapers in your country do you think hold most political influence?
- Do you think censorship of the press can ever be a good thing? If yes, under what circumstances?



Rupert Murdoch

Despite having started life as a broadsheet in 1964, *The Sun* has become not only the premier tabloid in the United Kingdom, but also the biggest-selling paper of any kind, with a daily circulation of over three million. Owned by Rupert Murdoch, an Australian who now holds US citizenship, and who does not pay tax in the UK, the paper has traditionally been to the right of the political spectrum.

Much of its rise in popularity has been attributed to its introduction of topless models on page three in 1970 and of bingo in the 1980s. Loved and loathed in equal measure, the paper's staple diet is celebrity gossip and exposés, and it is also renowned for its way with catchy, punning headlines.

Over the years, the paper has frequently been sued for libel and has had accusations of sexism, homophobia, jingoism and vicious personal attacks on public figures levelled against it, yet little seems to dent its popularity!

*Helsingin Sanomat* is the most popular newspaper in Finland, with a daily circulation of over four hundred thousand, 97% of which is subscription-based. The broadsheet also provides readers with a monthly and weekly supplement as well as an online edition, plus a radio station.

Founded in 1889, when Finland was under the control of the Russian Tsar, the paper was initially subject to considerable censorship and as a result became a leading advocate for freedom of the press and eventually for outright national independence.

*Hasari*, as it is popularly known, has been politically independent since the 1930s and has long been a family business, being owned as it is by the influential Erkkö clan. Nevertheless, over the years its editorials have held considerable political influence, such as when the paper strongly advocated Finnish entry into the EU.



Beckham's move to Real Madrid

With an estimated readership of over two million, *Marca* can claim to be the most widely read daily newspaper in Spain. Its website receives over three million hits a month and it now has its own 24-hour-a-day radio station – not bad for a sports paper that is essentially the unofficial mouthpiece of Real Madrid and that focuses predominantly on football.

Founded in 1938, at the height of the Spanish Civil War, the paper has often been criticised for its clear Madrid bias and for its role in initiating several of the major football transfers of recent years, such as David Beckham's move away from Manchester United to the Spanish capital, a move which prompted his former manager, Sir Alex Ferguson, to claim that *Marca* was nothing more than "a vehicle to unsettle players on behalf of Real Madrid".



Office of Helsingin Sanomat

## SPEAKING

**A** Think about news stories you have heard in the last year or so. Which was:

- the funniest?
- the most surprising?
- the longest-running?
- the most horrifying?
- the most stupid / irrelevant?

**B** Discuss your choices in pairs. See if you agree, or explain the stories if your partner hasn't heard of them.



## LISTENING

You are going to hear a news bulletin.

**A** 13.3 Listen to the headlines for the bulletin once. Then work in pairs and write down what each story is about.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

**B** Before you listen to the full bulletin, discuss which two nouns or noun phrases you think go with each story.

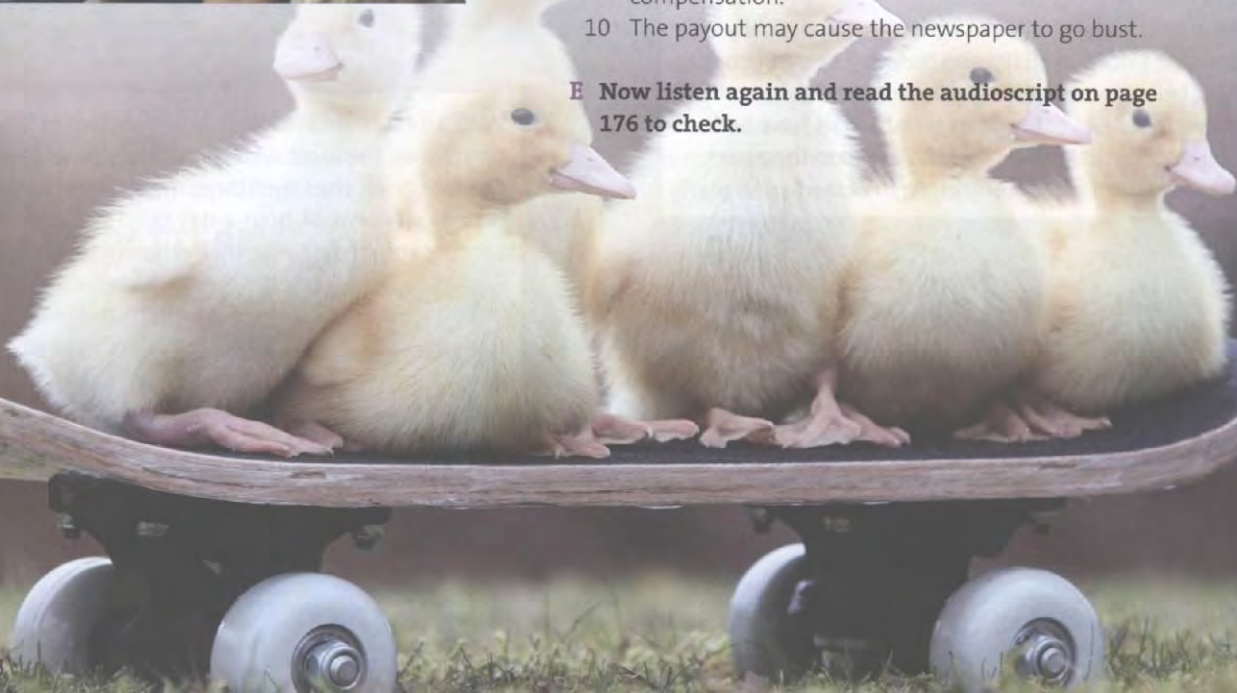
- |                    |                  |
|--------------------|------------------|
| • a thigh strain   | • sham marriage  |
| • inflation        | • health grounds |
| • a private matter | • bravery        |
| • bomb disposal    | • an appeal      |
| • tear gas         | • petrol bomb    |
| • the base rate    | • good form      |

**C** 13.4 Listen and find out what happened in each story and how the words in exercise B were connected.

**D** Work in groups. Discuss if each statement is definitely true, definitely false or still unclear – and why.

- 1 Carol Dixon had argued over government policy.
- 2 She is suffering from heart problems.
- 3 Bodge works for the police.
- 4 The two men were killed in a blast.
- 5 The president has the support of most people.
- 6 Interest rates may rise again before the year's end.
- 7 Johnson was injured in training.
- 8 The team can afford to draw the match.
- 9 The couple said they wouldn't keep the compensation.
- 10 The payout may cause the newspaper to go bust.

**E** Now listen again and read the audioscript on page 176 to check.





## SPEAKING

**A Work in groups.** You are the editors of your regional paper. Discuss and reach agreement about which five of the following stories you would publish.

- 1 An ex cabinet minister has launched a scathing personal attack on one of her former colleagues.
- 2 A graphic photograph has been sent to your office showing the aftermath of a bombing abroad and an accompanying update on investigations.
- 3 A foreign clothing company has been taken over by its rivals. The company has a factory in the region.
- 4 Unemployment figures for the region have been released, showing a 1% fall in unemployment.
- 5 A famous actress, who grew up in a local town, has announced she is divorcing her husband of six months.
- 6 The government has announced the introduction of education reforms.
- 7 A local TV presenter has been caught on camera taking drugs at a party.
- 8 The region's main football team is in danger of relegation and its star player has put in a transfer request.
- 9 A woman was killed in a traffic accident in the region's main city.
- 10 A local businessman has been accused of offering bribes to politicians in property deals. There is no evidence at the moment.
- 11 A family in the region has won the equivalent of \$500,000 in a lottery.
- 12 A police dog has been awarded a medal for bravery.

## GRAMMAR Reporting and verb patterns

When we report what someone said, we often summarise the content using a reporting verb. These verbs are followed by a number of different patterns, most commonly:

- verb + (that) clause
- verb + object + (that) clause
- verb + to-infinitive
- verb + object + to-infinitive
- verb + noun phrase
- verb (+ object) + preposition

Some verbs can be followed by more than one pattern.

**A Work in pairs.** Discuss which patterns followed these reporting verbs from the news bulletin in *Listening*.

acknowledge	claim	express	reject
assure	confirm	praise	urge
blame	deny	refuse	vow

**B Now check your ideas in audioscript 13.4 on page 176.**

**C Write five sentences about things you have heard in the news recently, using verbs from exercise A.**

**D Compare what you have written and discuss the stories.**

► **Need help? Read the grammar reference on page 148.**

**B Now put the stories you chose in order of importance and decide on a headline for each.**



"Right, we'll lead on 'Environmental Armageddon' followed by the bird flu 'End of Humanity' story, and the main feature will be questioning the reasons for increases in depression."



# 14

# BUSINESS AND ECONOMIC

## In this unit, you learn how to:

- discuss different aspects of running a firm
- talk about how your business is doing
- network and make small talk
- talk about problems with banks
- take minutes and hold meetings

## Grammar

- Relative clauses

## Vocabulary

- Business situations

## Reading

- Laughing all the way from the bank

## Listening

- Two phone calls between colleagues
- A business meeting in a footwear company

## SPEAKING

### Work in groups. Discuss these questions.

- 1 Do you know anyone who runs their own business? What kind? How big is it? How's it doing at the moment?
- 2 Do you like the idea of running your own business? Why? / Why not?
- 3 How good at business would you be? Give yourself a mark of 1–10 for each of the following (1 = absolutely useless, 10 = exceptional) and explain why.
  - raising start-up funds
  - developing and implementing a business plan
  - hiring and firing
  - providing leadership
  - building team morale
  - networking and developing new contacts
  - bookkeeping and managing your cash flow
  - assessing and taking risks
  - dealing with stress and long working hours

## VOCABULARY *How's business?*

### A Work in pairs. Discuss whether the words in *italics* mean basically the same thing or something different. Explain any differences in meaning.

- 1 We've been *inundated* / flooded with orders.
- 2 We're actually going to be *relocating* / moving to a smaller town, where *rents* / overheads are cheaper.
- 3 We've seen a definite *upturn* / decline in sales over recent months.
- 4 We're lucky in that we have a *solid client base* / loyal customers.
- 5 We've had to *lay off* / employ about 30 people.
- 6 We're actually thinking of *floating* / launching the firm on the stock market.
- 7 If things don't *pick up* / get better soon, we're going to *end up going under* / have to make serious cutbacks.
- 8 Times are tough, but we're just about *hanging in* / surviving.
- 9 We're having to *diversify* / consolidate the range of services we provide.
- 10 We've had to *take on staff* / make staff redundant this year.
- 11 There's been a definite *downturn* / drop in sales this quarter.
- 12 We're in the middle of *terminating* / pitching for a big contract in Russia.

### B Discuss what you think each of the possible options in 1–12 above are the result of. For example:

Maybe they're inundated with orders because they've launched a new product.

Yeah, or it might be down to a successful advertising campaign.



## LISTENING

You are going to hear two telephone calls between colleagues.

### A 14.1 Listen and answer these questions about each conversation.

- 1 Why is the second speaker calling?
- 2 How's business?
- 3 What else do they talk about?

### B Work in pairs. Do you remember what the speakers said about the following?

#### Conversation 1

- 1 panicking
- 2 this quarter
- 3 taken on
- 4 crawling
- 5 a bit of a pain

#### Conversation 2

- 6 the European Championships
- 7 chickens
- 8 overheads
- 9 half the staff
- 10 Thursday

### C Listen again to check your ideas.

## NATIVE SPEAKER ENGLISH

### on the cards

If we think something is likely to happen, we often say it's *on the cards*.

A: And what's happening with the relocation?

B: Well, it's still on the cards, apparently.

I think another downturn is on the cards, to be honest. These cutbacks have been on the cards for quite some time.

## DEVELOPING CONVERSATIONS

### Small talk

In many business contexts, it is common to engage in small talk before or after more serious conversations. It is also a central part of networking.

### A Work in pairs. Discuss these questions.

- Do you like making small talk? What kind of things do you usually ask or talk about?
- Do you think men and women make small talk about different kinds of things? If yes, give examples.
- Do you think small talk is important when doing business in your country?
- What would you recommend foreign business people make small talk about in your country?

### B Work in pairs. Decide what questions produced these answers.

- 1 We can't complain. We're weathering the storm, which is more than many companies can say!
- 2 Pretty dire, to be honest. It just seems to be sinking further and further into recession.
- 3 They're doing well. Johan's in his second year of secondary school now and Eva turned three last month.
- 4 I know. It's beautiful, isn't it? It was minus two and snowing when I left Malmö last night as well!
- 5 Oh, it's been really hectic. I'm glad it's the weekend tomorrow!
- 6 Don't ask! We're actually on the brink of relegation!
- 7 I'm having dinner with a client at seven, but after that I'm not sure, actually. Do you fancy maybe meeting up later on?
- 8 It was great. We stayed with friends down on the coast for ten days. It was much needed, I can tell you!

### C Work in pairs. Ask each other your questions from exercise B, but give different answers.

## CONVERSATION PRACTICE

You are going to role-play similar conversations to the ones you heard in *Listening*.

### A Work in pairs. Imagine you both work for a company. Decide what kind of company and what roles you each have within it.

### B Now role-play four telephone conversations for some of the reasons below. Make sure you engage in plenty of small talk.

- 1 chase up an order that hasn't arrived yet
- 2 arrange a convenient time and place for a meeting
- 3 apologise for the delay in sending an order out
- 4 check whether or not a delivery has been received
- 5 discuss sales / marketing strategy for the next quarter
- 6 cancel a meeting

## SPEAKING

Look at the problems connected to banks below. Then discuss in groups the questions that follow.

- 1 A cash machine has eaten your card.
- 2 You're unable to open a bank account.
- 3 Money has left your account without your authorisation.
- 4 Your bank has overcharged you on your overdraft.
- 5 Extra money has somehow been added to your account.
- 6 You've defaulted on your mortgage or loan payments.
- 7 Your bank has gone out of business.
- 8 Every time you try to call your bank, you get put on hold – and even when you do get through, it's to a machine!

- Which problems do you think are the most / least serious? Why?
- What do you think could be the cause of each problem?
- What would you do in each situation?
- Have you ever had any of these problems?

## READING

You are going to read a blog entry about banks and banking.

**A Read the main blog entry and answer these questions.**

- 1 What do you think the title means?
- 2 What seems to have prompted this blog entry?
- 3 How does the writer feel about this news? Why?
- 4 Why do you think the writer mentioned each of the things below?
  - her parents' relationship with their bank manager
  - the 1980s
  - pensions and life insurance
  - the £30 billion profit British banks made
  - taxpayers

**B Complete these sentences with nouns from the blog.**

- 1 The new website is a real ..... to the business.
- 2 Throughout the 1990s, the economy went through a ..... of extraordinary instability.
- 3 The bank made a huge ..... last year.
- 4 The new model is a completely different ..... to the old one – faster and much more powerful.
- 5 Hundreds of small firms are facing ..... due to soaring inflation and a weak currency.
- 6 The national airline needed a government ..... to prevent bankruptcy.

**C How would you summarise the main message of the blog entry? Compare your ideas with a partner and discuss whether or not you agree with this message.**

## GRAMMAR Relative clauses

**A Without looking at the blog entry, correct the mistakes in each of these sentences.**

- 1 Banks went through a period which deregulation allowed them to expand.
- 2 Banks became places which you went to pay money in or to take out loans.
- 3 They also worked out that they could charge loyal customers large amounts of money for services had once been provided for free.
- 4 The local branch became simply a tiny part of a much bigger beast, a beast that it fed off your hard-earned cash.
- 5 The ways to which bankers have learned to extract money knows no end.
- 6 When it comes to the bailout, it's the national government most directly concerned that takes the lead, that means us – the national taxpayers – picking up the bill.

**B Compare your ideas with a partner. Then check by looking at the blog entry again.**

► **Need help? Read the grammar reference on page 149.**

Several abstract nouns often occur with clauses introduced by *where*, *when* or *why* – or as part of a prepositional phrase with *which*.

Banks went through *a period in which* deregulation allowed them to expand.  
There are a number of *situations where* I've considered changing career.

**C Complete the sentences with one word in each gap.**

- 1 There is no reason ..... we shouldn't consider this.
- 2 There have been a number of cases ..... customers have refused to pay their bank charges.
- 3 I'm in a situation ..... I require money fairly soon!
- 4 The amount we can loan you obviously depends on the extent to ..... you are able to meet your repayments.
- 5 We just got to the point ..... either we started laying people off or else faced up to the risk of bankruptcy.
- 6 I don't understand the way ..... which you've reached these figures.

## SPEAKING

**A Read the comments which have been added in response to the blog. In pairs, discuss how far you agree with each person. Explain why.**

**B Discuss what you think the words in dark blue mean in the context they are in.**



## LAUGHING ALL THE WAY FROM THE BANK!

When I was growing up, my local bank was seen as an asset to the community. It was small-scale and friendly. My parents knew the clerks by name and occasionally dined with the manager. Deposits you made helped fund loans for others in your neighbourhood to buy new cars or start their own businesses. The bank needed you – and you needed them.

During the 1980s, though, things started to change as banks went through a period in which deregulation allowed them to expand and add a seemingly endless range of new services. Banks became places you went to not only to pay money in or to take out loans, but also to get life insurance, set up pensions and even buy shares on the stock market. They also

worked out that they could charge loyal customers large amounts of money for services that had once been provided for free. Profit became all-important and the local branch became simply a tiny part of a much bigger beast, a beast that fed off your hard-earned cash.

In light of all of this, the news that the National Bank is on the brink of bankruptcy and may now need to be bailed out, while depressing, is not particularly surprising. The ways in which bankers have learned to extract money from the general public they are supposed to be serving know no end. Banks in Britain made over £30 billion last year, and while the big private banks may be global in life, they are sadly national in death. When it comes to the



bailout, it's the national government most directly concerned that takes the lead, which means us – the national taxpayers – picking up the bill. Again!

### COMMENTS

**Fatcatsam:** I blame the bonus culture and the reckless pursuit of short-term gain. It's totally irresponsible to award bankers such **obscene** sums of money for taking risks that actually **jeopardise** the interests of their shareholders and the long-term health of the banks themselves!

**2True:** There are obviously many reasons why banks fail, but it would be wrong of us to ignore the role we play. Anyone who has spent money they did not have, encouraged by soaring house prices, **lax** mortgage lending and **seductive** advertising, should **bear a share of** the responsibility.

**ChicagoRed:** Banking is **legitimised** theft. They offer 2% interest when you have money in the bank, and yet charge anything from 8% to 20% when you borrow from them. It's **daylight robbery**. And it's even worse if you go over your limit. You're charged for that, and then they write to inform you of the fact you've **exceeded** your pre-arranged figure – and charge for the letter as well!

**Indeep:** Banks have ruined my life. If they hadn't been so keen to lend me money, I wouldn't be in the **hole** I'm in today! They **threw** credit at me! I used to get endless letters from different banks asking me if I'd like to take out a loan or get a new credit card and of course in the end I got to the point where I just gave in to temptation.

**Dropthedebt:** The big western banks make a **killing** by loaning money to poorer countries. It may be legal, but it's also deeply immoral and we've now got a situation where many countries spend so much **servicing** their debt that they're no longer able to invest in healthcare, education and so on.

**DaveC:** Stop whingeing and grow up!

## VOCABULARY Business situations

### A Match the groups of words in 1–6 to the situations in the box and explain the possible connections.

sales	a new product
an industrial dispute	a takeover
cutting costs	business taxes

- target / projected sales / launch / gap in the market / a prototype / conduct focus groups / good feedback
- ongoing negotiations / pay demands / hold firm / have a contingency plan / union threat / make concessions
- be a good fit / recommend it to shareholders / up their offer / a hostile bid / raise their stake / share price rises
- undertake restructuring / scale down / outsource / back office / lay people off / buy in bulk / switch suppliers
- exceed targets / push a product hard / seal a major deal / increase fourfold / a low base / be dropped by a client
- lobby / affect our bottom line / less competitive / fund government programmes / win concessions

### B Work in pairs. Discuss these questions.

- What new products have come out recently? Who are they targeted at? Are they selling well? Why? / Why not?
- Do you think business taxes are good? Why? / Why not?
- How much do you think companies influence politics? Is it a good or a bad thing?
- Have you heard of any takeovers? Were they successful?
- Have you (or a place you worked in) ever had to cut costs? Why? How?
- If you could 'outsource' something you do in your life, what would it be?

## LISTENING

You are going to hear a business meeting in a footwear company. They discuss a financial loss and a new product.

### A Before you listen, work in pairs and discuss these questions.

- What is an **agenda**?
- What does **the chair** of a meeting do?
- What does a **minute taker** do?
- What meetings do you go to? What are they like? How are they run?

### B 14.2 Listen to each of the speakers below and decide who has which role in the box.

sales	product development	chair	finance
-------	---------------------	-------	---------

1. Katrin:	operations
2. Peter:	
3. Henry:	
4. Rachel:	
5. Alex:	

When you take minutes, you summarise what people say in note form. You may use reporting verbs such as *voice concerns, question*, etc. but not full grammatical sentences. Don't record irrelevant things such as joking comments.

### C 14.3 Listen and take minutes of the meeting.

### D Work in groups and compare the minutes you took. Whose were most accurate?

### E Work in pairs. Discuss these questions.

- What do you think of the Shoe Saver? Why?
- Do you think it'll make the company a lot of money? Why? / Why not?
- What do you think the company should do to improve its situation?



**F** Using the minutes you took, discuss whether 1–12 are accurate. Make changes where necessary.

- 1 Henry stated the loss was down to state of the economy.
- 2 Rachel mentioned poor sales in Eastern Europe.
- 3 Katrin expressed doubts about ability to cut costs.
- 4 Henry denied there'd be redundancies.
- 5 Everyone v impressed by results of demonstration.
- 6 Alex said unit costs €35–45 and will retail at €100–130.
- 7 Cost €35 if outsourced.
- 8 Proj. sales: Y4 250,000.
- 9 Henry questioned if proj. sales achievable.
- 10 Alex estimated shoes last 50% longer so would pay for machine. Main market rich homes. Said initial sales v good.
- 11 Katrin asked about patents.
- 12 Alex said technology not protected, but some parts of manufacturing process patented. Still gap in the market.

**G** Look through the audioscript on page 177. Check your answers to exercise F and underline any useful expressions for managing a meeting.

## LANGUAGE PATTERNS

Write the sentences in your language. Translate them back into English. Compare your English to the original.

That's also very much erring on the side of caution.

Who's speaking on the side of the workers?

Fortunately, my boss saw the funny side of the situation.

On the plus side, sales in Eastern Europe were up.

Their stuff is a bit on the expensive side.

## SPEAKING

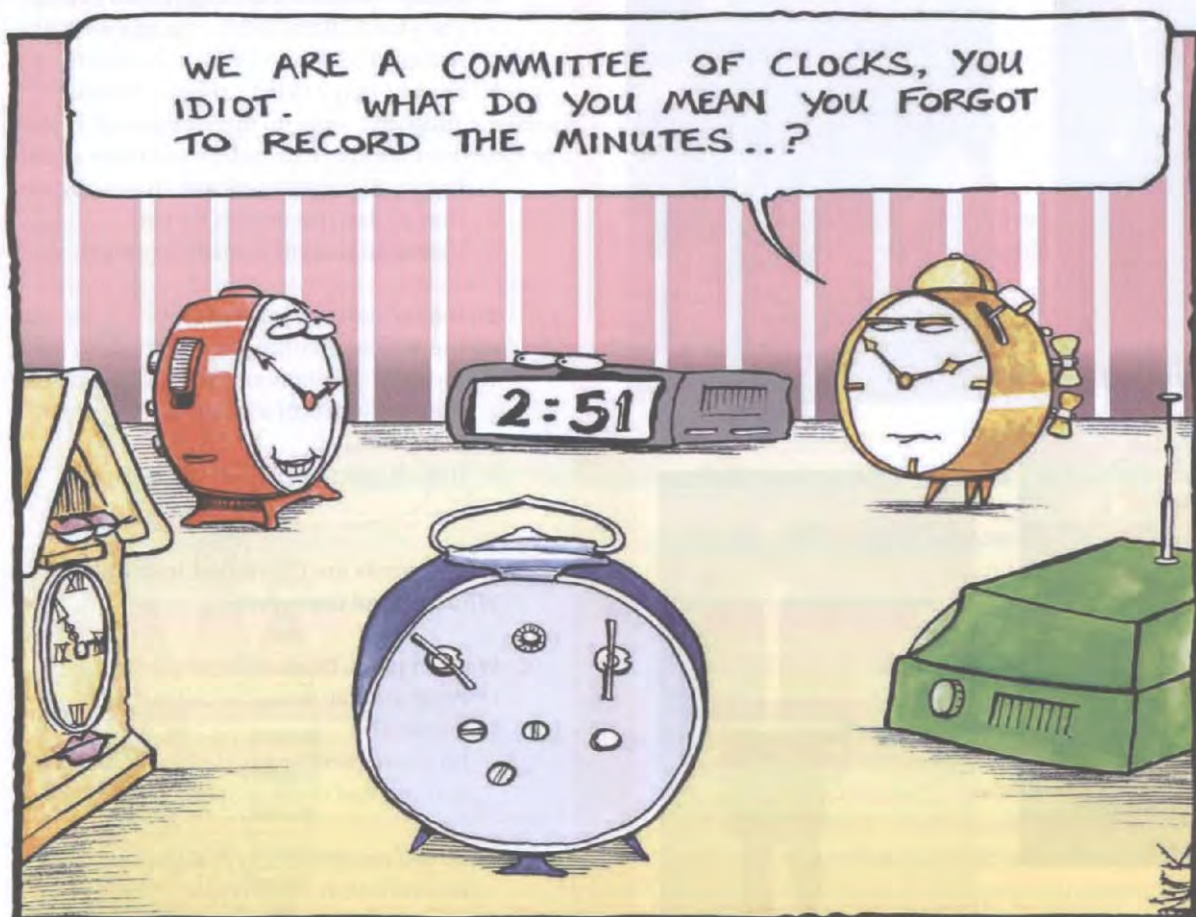
You are managers in an electronics company and are going to have a meeting like the one you heard in *Listening*.

**A** Divide into pairs or groups. Each group should take one of the points on the agenda below. Prepare a short proposal or update on your point. Under AOB ('Any Other Business'), you can write about anything – complaints, events, etc.

### Meeting agenda

- 1 New products
- 2 Cost-cutting measures
- 3 Proposed takeover
- 4 Possible strike
- 5 AOB

**B** Now have the meeting. One person in the class should chair the meeting and another should take minutes. Each point should start with the proposal / update from the relevant points on the agenda. Anyone may interrupt and ask questions at any point.



# 15 FASHION

## In this unit, you learn how to:

- describe hairstyles and clothes
- correct misunderstandings
- give opinions on style
- talk about trends
- discuss fashion and media images

## Grammar

- Prepositions

## Vocabulary

- Style and design
- Fashion and the media

## Reading

- An extract from *Adorned in Dreams*
- At a costume museum

## Listening

- Four conversations about style
- A lecture about fashion and society

## SPEAKING

### A Work in pairs. Discuss these questions.

- What are the current trends in clothes and hairstyles? Do you like them? Why? / Why not?
- Do you ever look at the fashion pages in newspapers or magazines? Which ones?
- What do you think of the styles of the people on these pages? Explain your opinions.



## VOCABULARY Style and design

### A Work in pairs. Match 1-8 to a-h and decide which word in each group is the odd one out.

- collar / pocket / lining / lapel / sleeve / laces
- blouse / ribbon / bangle / beads / shades / purse
- a bob / a ponytail / a shawl / permed / spiked / highlighted
- summery / sturdy / low-cut / strapless / knee-length / slinky
- flowery / checked / linen / tartan / pinstripe / spotted
- greasy / thick / frizzy / baggy / red / wavy
- open-toed / flats / heels / flared / wedges / strappy
- ripped / frilly / faded / skinny / bootcut / designer

- They're all hairstyles except .....
- They all describe dresses except .....
- They're all kinds of accessories except .....
- They all describe jeans except .....
- They all describe hair except .....
- They're all patterns except .....
- They're all parts of a jacket except .....
- They all describe kinds of shoes except .....

### B Which words are illustrated in the photos? Who can find the most?

### C Work in pairs. Discuss these questions.

- What are your favourite clothes at the moment?
- Do you remember any clothes or hairstyles that you had in the past and really liked? What?
- Do you remember any that you had but wouldn't wear now? What?



## NATIVE SPEAKER ENGLISH

### funky

We say something is *funky* if it is stylish in an unusual way.

*It's quite a funky look.*

*It's quite over-the-top, but she looks quite funky.*

*She was wearing these really funky shades.*

## LISTENING

You are going to hear four conversations about style.

### A 15.1 Listen and decide if the sentences are true or false.

- a They both have short hair now.

b They both like each other's look.
- a She is trying on some jeans.

b The accessories improve the outfit.
- a The girl they're talking about has followed a fashion.

b They agree on the boots she's wearing.
- a The man doesn't look good in the suit he's wearing.

b The woman wants him to change.

### B Look at the audioscript on page 178. With a partner, discuss what the underlined expressions mean and how you would say them in your language.

### C Work in groups. Discuss these questions.

- Have you ever failed to recognise someone? Why?
- What clothes or hairstyles don't work for you?
- Do you know anyone with quite a 'different' style? What's it like? Do you think they pull it off well?
- Have you ever stuck out? When? Why?



## DEVELOPING CONVERSATIONS

### Backtracking and correcting

When people misunderstand what we say or take it the wrong way, we have to backtrack and correct the misunderstanding.

A: You don't like it?

B: No, you look fantastic. It's just that it's so different.

### A Complete the second sentence to repair the misunderstanding.

- A: You don't like my shirt?

B: It's not that it's not nice. It's just .....
- A: You think I'd look silly if I died it blonde, then?

B: No, I didn't say that. All I meant was .....
- A: What's wrong with the clothes I'm wearing?

B: They do suit you. It's just that .....
- A: So you don't like him?

B: I do! It's just that .....
- A: You don't think I'm good enough for the job?

B: No, that's not what I meant. I just think .....
- A: So you're saying it's a waste of money, then?

B: No, it is nice. It's just that .....

### B Work in pairs. Take turns to say the first sentences in 1-6. Your partner should reply using their completed sentences.

### C Write three 'misunderstandings'. For example:

*Sorry. Am I boring you?*

Then read your sentences in pairs. Your partner should repair the misunderstandings.

## CONVERSATION PRACTICE

### A Work with a new partner. Look at the photos in File 16 on page 158, or find photos in a magazine or on the web. Discuss:

- if you like the look or not – and why.
- if the clothes / hair, etc. would suit you or your partner.
- if the photos remind you of anyone or of clothes / things you have.



## READING

You are going to read the opening of *Adorned in Dreams*; a book on fashion by Elizabeth Wilson.

### A Read the opening and answer the questions.

- 1 How does the author feel? Why?
- 2 Why does she compare the gallery to an Egyptian tomb?
- 3 Why does she see the clothes on display as 'sinister' and 'in limbo'?

There is something eerie about a museum of costume. In the dusty silence that surrounds the old gowns and the dim light that helps preserve the fragile clothes, the deserted galleries seem haunted. With a mounting sense of panic, the living observer moves through the world of the dead. May not these relics, like the contents of the Egyptian tombs, bring bad luck to the people who have been in contact with them? There are dangers in seeing what should have been sealed up in the past. We experience a sense of the supernatural when we gaze at garments that had an intimate relationship with human beings long since gone to their graves, for clothes are so much part of our living, moving selves that, frozen on display, they hint at something only half-understood, sinister and threatening: the degeneration of the body, the short-lived nature of life.

These clothes are congealed memories of times past. Once they inhabited the noisy streets, the crowded theatres and glittering events of the social scene. Now, like souls in limbo, they wait poignantly for the music to begin again.

### B Work in pairs. Discuss these questions.

- Do you like the description of the museum of costume? Why? / Why not?
- What museums have you been to? When?
- What's the last exhibition you saw? Was it any good?
- Are there any exhibitions on near you now? What are they about? Are you planning to go? Why? / Why not?

You are going to read five information cards from a costume museum.

### C Read and match the short texts opposite to five of the pictures 1-8.



### D Work in pairs and discuss which of the items illustrated:

- 1 was a marketing ploy. .... and .....
- 2 took on a social significance. ....
- 3 showed a hierarchy. ....
- 4 had a practical purpose. ....
- 5 was inspired by other clothes. ....
- 6 had a ban on it. ...., .... and .....
- 7 continued a trend. .... and .....
- 8 made use of something new. .... and .....

The Ottoman style of dress was made up of a pair of baggy silk trousers or *pantaloon*s, a long short-sleeved jacket or *caftan*, and a turban. It was typical among the upper classes and military, and status was often shown by extra jewels added to the headdress. However, early in the 19th century, this military dress was replaced by Western style uniforms on the orders of Sultan, Mahmud II. Ironically, though the turban was abolished as a sign of modernisation, its replacement, the *fez*, was made illegal for the very same reason some hundred years later.

The ruff was widespread throughout the 15th and 16th centuries until it was gradually replaced by long, flat, falling collars. It evolved from a frilly piece on a drawstring shirt and was developed as a detachable section that could be washed separately. This avoided wear and tear at the neckline to the *doublet*, which was often ornate. With the discovery of starch, ruffs could be made stiffer, allowing them to be shaped into elaborate folds. Over time, they became increasingly broad – often up to 30 centimetres wide when reinforced with wire frames.

Mary Quant's design is seen as defining a generation and was embraced by the feminist movement. It symbolised freedom and sexual liberation and the style was widely frowned on when it first appeared, being banned in certain quarters. In fact, although Quant took the fashion to new lengths and popularised it, hemlines had been moving upwards for some time, and in sporting contexts above-the-knee wear was acceptable. Furthermore, the popularity of the style owed something to the development of tights, which meant women did not have to go bare-legged. Tights were often dense black, white or golden brown.

The gown is French and is made of silk and lace. Napoleon prohibited the use of British fabrics in an effort to boost the French textile industry, which had suffered because of the fashion for English cloth. The policy also influenced design, with the long trains requiring more material. Napoleon demanded that ladies in court did not wear an outfit twice and supposedly had the fires in the palace blocked in order to encourage the wearing of extra layers. His wife was held up as a fashion icon and the new styles spread, which had the desired effect on industry as production rose tenfold.

The fashion for sagging jeans originated from prison uniforms in the States. Prison trousers are often ill-fitting and inmates are refused belts because of the risk of suicide. The style, along with the hooded top or *hoodie*, was first adopted by rap artists selling a 'gangsta' image. Wearing the hood up was a way of avoiding identification by security cameras. In fact, some stores and shopping malls began to refuse entry to anyone wearing a *hoodie* for that very reason.

## SPEAKING

### A Work in pairs. Discuss these questions.

- Can you think of any garments or accessories which have been used to show status?
- Which other fashions have been banned? Why?
- Do any trends now have a social significance or is it all just marketing?
- What groups of people can you think of that are defined by lifestyles or the clothes they wear?
- Do you think technology has influenced any recent fashions? In what way?
- Can you think of any other fashions that were shocking when they first appeared?
- Does your country have a national dress? What does it look like? What do you think of it?

## GRAMMAR Prepositions

**Prepositions can be followed by nouns, pronouns or -ing forms and may show time, direction, possession, style, cause, etc.**

We experience a sense *of* the supernatural when we gaze *at* them.

... a way *of* avoiding identification *by* security cameras

**A preposition may collocate with a noun or verb.**

frozen *on* display

*in* the dusty silence

attached *to* the headdress

**They may be used to link two parts of a sentence.**

The policy also influenced design, *with* the long trains requiring more material. (*with* = because)

### A Choose the correct prepositions.

- 1 They hint *at / on* something half-understood.
- 2 The turban was abolished *as / like* a sign of modernisation.
- 3 It was widespread *for / throughout* the 15th century.
- 4 *By / With* the discovery of starch, ruffs could be made stiffer, allowing them to be shaped *into / to* elaborate folds.
- 5 They were up *to / until* 30 centimetres wide.
- 6 It symbolised freedom *of / from* conservative society.
- 7 The style owed something *to / from* the development *of / with* tights.
- 8 Skirts had been getting shorter *for / during* some time and *in / on* sporting contexts were acceptable.
- 9 The styles soon spread, *with / by* them having the desired effect *on / of* industry.
- 10 *On / At* gaining power, Napoleon introduced new dress codes in the court.

### B Compare your answers in pairs.

- **Need help? Read the grammar reference on page 150.**

## LISTENING

You are going to hear a lecture about the influence of the fashion industry on society.

**A** Before you listen, work in groups and discuss these questions.

- Which of the images below do you think are most typical of the fashion industry? Why do you think this might be?
- What impact on audiences do you think each image might have? Why?
- Which images do you respond most / least positively to? Why?

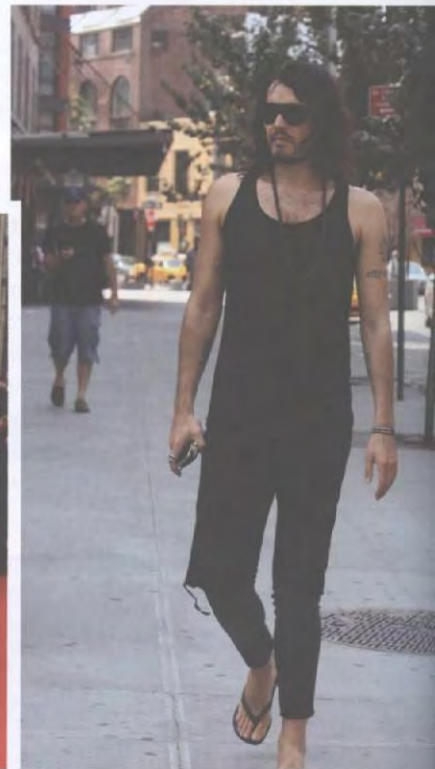
**B** 15.2 Listen and note the order in which the five different kinds of image shown below are mentioned. Think about these questions.

- What points does the lecturer make about each one?
- How would you summarise the main point of the talk?

**C** Work in pairs. Discuss why you think the lecturer mentioned the things below.

- 1 developed countries
- 2 our political representatives
- 3 the big fashion houses
- 4 teenage girls
- 5 Botox
- 6 extreme cosmetic procedures
- 7 Dove and the singer Beth Ditto
- 8 swimming against the tide

**D** Listen again to check your ideas.



**E Try to match the words from *Listening*.**

- |               |   |                           |
|---------------|---|---------------------------|
| 1 penetrate   | a | the world as it really is |
| 2 depict      | b | images                    |
| 3 disseminate | c | market                    |
| 4 cut-throat  | d | a chord                   |
| 5 nigh-on     | e | for procedures            |
| 6 opt         | f | extreme procedures        |
| 7 undergo     | g | every corner of the world |
| 8 become      | h | impossible                |
| 9 strike      | i | publicity                 |
| 10 attract    | j | the norm                  |

**F Compare your ideas with a partner. Discuss who / what did the things in exercise E or who / what the words describe. Check in the audioscript on page 178.**

**G Work in pairs. Decide which of the statements below you think the lecturer would agree with. Explain why and discuss how far you agree with each statement.**

- 1 It's completely unfair to blame the fashion industry for choices made by individual women.
- 2 Men these days are almost as vain as women!
- 3 Whether conscious or not, there's a degree of racism inherent in the fashion industry.
- 4 Fashions change over time. Sooner or later, larger female models will be back in again.
- 5 The fact that firms are using older or bigger models is healthy and it shows real changes are occurring.
- 6 No-one wants to see overweight people modelling nice clothes. It's off-putting!

## LANGUAGE PATTERNS

Write the sentences in your language. Translate them back into English. Compare your English to the original.

It seems to me to be no coincidence that this has coincided with a huge rise in eating disorders. It is no great surprise that the fashion industry refuses to accept responsibility.

There is no real demand for larger models.

I'm no expert, but it can't just be coincidental, can it?

The impact images have is obviously no small matter.



## VOCABULARY Fashion and the media

**A Complete 1–10 with the correct form of the words in bold.**

- 1 I don't know what all the fuss is about. Most photography is purely ....., isn't it? **represent**
- 2 The ..... image of women that we see in the media is unrealistically narrow. **dominate**
- 3 It's really offensive when advertisers use religious ..... to help sell their products. **image**
- 4 The appeal of designer brands has ..... considerably in recent years. **broad**
- 5 Most models don't realise how incredibly ..... they are. **influence**
- 6 The conditions under which many high street fashion items are made are totally ..... **exploit**
- 7 The media is guilty of the ..... of racial stereotypes. **perpetual**
- 8 The press really should do more to curb the ..... of unhealthy models. **depict**
- 9 Most fashion advertising is both ..... and ..... . It treats older people as invisible and women as objects. **age, sex**
- 10 The lack of ..... of women in politics is directly linked to the way women are ..... in the media. **represent, portrayal**

**B Choose two sentences from exercise A you strongly agree with and one you strongly disagree with. In pairs, compare your choices and explain your feelings.**

**C How many other forms of the words in bold in exercise A can you think of? With a partner, write example sentences for each.**

## SPEAKING

**A Work in groups. Discuss how far you agree with each of the quotations about fashion below. Say why.**

- 1 A fashion is nothing but an induced epidemic.
- 2 There is no fashion for the old.
- 3 Nothing is as hideous as an obsolete fashion.
- 4 Fashion is what you adopt when you don't know who you are.
- 5 Fashion for the most part is nothing but the ostentation of riches.
- 6 Fashion is very important. It is life-enhancing and, like everything that gives pleasure, it is worth doing well.
- 7 Fashion as we once knew it is over; people now wear exactly what they feel like wearing.
- 8 As soon as a fashion is universal, it is out of date.

# 16 DANGER AND RISK

## In this unit, you learn how to:

- describe accidents
- use and understand a range of interjections
- talk about risk and safety
- talk about laws
- think critically about texts
- discuss the pros and cons of Internet use

## Grammar

- Other future forms

## Vocabulary

- Accidents and injuries
- Laws and regulations
- Dangers and risks

## Reading

- Bureaucrats back down on tan ban

## Listening

- Scar stories
- A health and safety officer
- A radio phone-in programme

## SPEAKING

- A** Work in pairs. Look at the places and activities in the box. Discuss what kind of accidents might be connected to each.

an ice rink	a beach	a nightclub
a football pitch	a campsite	a mountain
cooking dinner	cycling	doing DIY
driving	jogging	gardening

- B** Which of the above do you think is most risky? Why?

## LISTENING

You are going to hear two conversations about accidents that resulted in scars.

- A** 16.1 Listen and answer these questions about each conversation.

- 1 Where are the scars?
- 2 How did the speakers get them?

- B** Decide if 1–10 are true or false. Listen again to check your ideas.

### Conversation 1

- 1 One speaker is much better at tennis than the other.
- 2 The first speaker used to be a model.
- 3 She was ill when the accident happened.
- 4 The seriousness of the accident didn't sink in at first.
- 5 The accident ruined the whole of the following day.

### Conversation 2

- 6 The accident happened during the holidays.
- 7 His initial assessment of the injury was optimistic.
- 8 He had to have several stitches the following day.
- 9 They both remember the news stories about the very strong winds.
- 10 The speaker hit his chin against the side of a car.

When telling stories, it is common to use relatively informal expressions and more idiomatic language. It is also common to exaggerate and use irony.

- C** Work in pairs. Discuss what you think the following words in *italics* from each conversation mean in the context.

- 1 a That's *one hell of* a scar!  
b It was about four in the morning and I was *more dead than alive*.  
c I was so *out of it* that I was just staring at this gaping great hole.  
d I just wiped the blood off with a tissue, tried to super-glue it all together and *crashed out*.
- 2 a I was *smart* enough to somehow walk straight into a head-height shelf.  
b I'd been out to a party with some friends one night, *stumbled* home and *whacked* myself.  
c It was unstitchable the following day! *Just my luck*.  
d My wisdom teeth *weren't too happy either!*

- D** Work in groups. Discuss these questions.

- Which of the three injuries mentioned do you think sounds the most painful / serious? Why?
- What would you have done in each of the three situations? Why?
- Have you ever heard of any weather-related injuries or accidents? When? What happened?

## LANGUAGE PATTERNS

Write the sentences in your language. Translate them back into English. Compare your English to the original.

I managed to cut a huge great big slice out of my thigh.

I've got a tiny little scar on my left thumb.

When we finally got to the hospital, it was filthy dirty.

I managed to knock boiling hot water all over myself. It was dark and freezing cold and I had nowhere to sleep.



## VOCABULARY Accidents and injuries

**A** Replace the words in *italics* with synonyms in the box.

banged	came to	heavily	ripped
break	cut	panicked	sliced
burnt	fainted	pouring	terrible pain

- The machine almost *tore* one of my fingernails off!
- When I *regained consciousness*, I realised I couldn't feel my hands.
- It was horrible. Blood was *streaming* down my face.
- I totally *freaked out* and started screaming.
- I *whacked* my head on the ceiling and nearly knocked myself out.
- I was bleeding quite *profusely* from the wound.
- I *cut* my finger open when I was chopping onions.
- I fell onto a nail and ended up with a huge *gash* on my arm.
- I somehow managed to pour boiling water all over my hand and *scalded* myself really badly.
- It was so crowded and hot and stuffy that I actually *passed out* on the train.
- I heard the bone *snap*. It was horrible.
- I was in *agony*. I was screaming my head off.

**B** Test each other.

**Student A:** say the words in the box in exercise A.

**Student B:** close your book. Say the synonyms in 1–12.

**C** Decide which of the pairs of synonyms in each of 1–12 in exercise A you prefer. Compare your choices with a partner.

## DEVELOPING CONVERSATIONS

### Interjections

Interjections are single words or noises made to show strong emotions such as anger or surprise.

A: ... and when I came to, I found my chin completely split open ... and my wisdom teeth weren't too happy either!

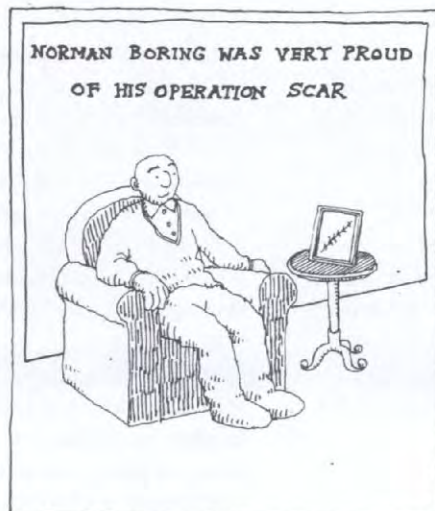
B: Woah!

**A** 16.2 Listen to 12 interjections. After each one, discuss with a partner what you think it means – and in what kind of context it might be used.

**B** 16.3 Now listen to some short exchanges. See if you guessed the meaning and context correctly.

**C** Work in pairs. Discuss these questions.

- Are any of the interjections the same in your language? Which ones?
- Do you use any of them in English already?
- Do you think it's important to use interjections when speaking a foreign language? Why? / Why not?
- What interjections would you recommend someone studying your language should learn?



## CONVERSATION PRACTICE

**A** Think of any scars you have – and how you got them. Spend five minutes planning how to describe what happened. Try to use as much new language from these pages as you can.

If you don't have any scars, either use your imagination or talk about someone else you know.

**B** Now tell some other students about how you got your scars.

## SPEAKING

**Work in groups. Discuss these questions.**

- What health and safety regulations do you know about in these areas?
  - schools
  - construction sites
  - offices
  - traffic
- Are there any health and safety rules that you think go too far? Why?
- Are there any that you think should be tightened? Why?
- Look at the pictures below. Which do you think is the craziest safety hazard?
- Have you seen or heard of anyone doing dangerous things at work / school?



## READING

**You are going to read a short newspaper article connected to health and safety.**

**A Read the first two paragraphs. Then discuss these questions with a partner.**

- 1 Can you explain the headline?
- 2 Is the article objective or biased? Explain your view.
- 3 Why do you think the officials wanted to include sunlight in their directive?

**B Read the eight further examples of health and safety 'madness' and mark the examples with:**

- a tick ✓ if you agree that they are mad
- a cross ✗ if you disagree
- a question mark ? if you are not sure.

**C Work in pairs. Discuss these questions.**

- How would you describe the general politics of the paper?
- Are there any newspapers in your countries that might have similar views?

## BUREAUCRATS BACK DOWN ON TAN BAN



The European Union has bowed to pressure and excluded sunlight from its health and safety directive on protection against bright light sources such as lasers. Opponents of the measures had said the directive would have forced builders to wear shirts all year round and prevented barmaids in places like the Munich Oktoberfest from wearing traditional low-cut tops.

It seems that EU officials have now seen sense and the new regulation will only focus on people working with artificial light. It is a shame health and safety rules don't use common sense more often. Here are just a few examples of the madness:

- Employees at the office of the health and safety executive aren't allowed to shift any chairs or furniture and must give 48 hours notice to a porter who'll then do it for them.
- A school had to fill in a 40-page risk assessment before taking students to a local sports field for an athletics competition.
- Pupils have been banned from throwing snowballs.
- There's been a massive rise in the use of speed cameras.
- Bowling alleys have been told to employ an expensive safety system to make machines automatically cut out if customers walk down the lanes to knock the pins down by hand.
- Warning signs have appeared on packets of nuts for people suffering from nut allergies.
- A clown has been stopped from blowing bubbles for children to chase after.
- A family is suing the police for one million dollars after their daughter was handcuffed and taken to a police station for scribbling on a school desk.

D Now read the following short reports from the same newspaper. Discuss what an editorial from the paper might say about each one.

## IN BRIEF

A report by the union APEC says workers are being put in danger because companies are failing to comply with safety regulations or are exploiting **loopholes** that go against the spirit of the law. The union wants to see laws tightened and tougher punishments for **non-compliance**.

An amendment to the Human Rights Act has been accused of risking British jobs. Opponents of the **legislation** say it would mean businesses would effectively be held **liable** for absolutely any accident at work and be forced to pay excessive compensation.

Litigation has increased by 35% according to new statistics. The report suggested that the wider availability of no-win, no-fee offers – along with the success of a number of high-profile **lawsuits** – was encouraging more people to sue.

A man has been awarded \$200,000 in **damages** after a hospital admitted medical **negligence** in an operation that left the man in a wheelchair.

A court has overturned the film star Glen Brook's driving ban for speeding following an **appeal**. Lawyers for Brooks successfully argued that he would be at risk from invasions of privacy if he could not drive. They also added that he had posed no danger when caught exceeding the limit by 20km/h as the road was empty. He was given a fine.

## VOCABULARY Laws and regulations

A Look back at the words in **bold** in the short reports and translate them into your language.

B Complete 1–8 with the correct forms of the verbs in the box.

admit	exploit	hold	oppose
award	file	sue	overturn

- The company was ..... liable for the accident.
- They were ..... a lot of money in damages.
- They were ..... for libel.
- His conviction was ..... on appeal.
- The group have ..... a class-action lawsuit.
- They ..... negligence and agreed to pay compensation.
- It's a loophole in the law which people .....
- A lot of people ..... the legislation.

C Work in pairs. How many of 1–8 can you think of real examples for? Explain what happened.

## LISTENING

You are going to hear an interview on a radio programme with a health and safety officer, Eva Chakrabati.

A Before you listen, discuss these questions in pairs.

- What do you think a health and safety officer does?
- What do you think they would say about the eight examples given in Reading, exercise B?

B 16.4 Listen and tick ✓ the arguments Eva gives.

- Teachers shouldn't do experiments with flammable materials.
- Risk is an essential part of life.
- The paperwork that's asked for is not excessive.
- Safety standards can sometimes be legitimately ignored.
- The media exaggerates and makes up stories.
- Snowballs usually contain stones or hard ice.
- The clown had been successfully sued after someone slipped and fell.
- There's some truth in the story about the office.
- There's a financial benefit in health and safety.

C Compare and explain your choices.

D Work in pairs. Discuss these questions.

- Does Eva's interview alter your opinion of the news articles in Reading? Why? / Why not?
- How trustworthy are the following sources of information? What would it depend on?

a webpage	a school textbook	a newspaper
an academic article	a friend	TV

- Have you ever discovered that a story or information you read wasn't true? What? How did you find out?



## SPEAKING

### A Work in pairs. Discuss these questions.

- How much do you use the Internet?
- What do you usually use it for?
- What websites do you look at most often? Why?
- What do you think the benefits of the Internet are?
- What risks do you think the Internet brings? Make a list of all the dangers you can think of.

### B Compare your list of risks and dangers with another pair. Do they have any you didn't think of? Together, decide which of the risks is the most serious – and why.

## VOCABULARY Dangers and risks

### A Choose the correct words.

- 1 The future of a lot of small businesses is under *danger / threat* because of increased online competition.
- 2 If you're a parent, you ignore the websites your kids are visiting at your *danger / peril*.
- 3 The Internet poses a health *peril / hazard* as so many people now order prescription drugs online.
- 4 They really should do more to combat the *menace / peril* of spam e-mails!
- 5 Cyber hackers pose a grave *threat / peril* to global security.
- 6 People talk about hackers like they're some kind of *menace / peril* to society, but they're mostly pretty harmless.
- 7 If we impose too many controls on Internet use, we run the *danger / risk* of restricting civil liberties.
- 8 Internet dating is fraught with *threat / danger*.
- 9 Every time you shop online, you're putting yourself at *risk / danger*.
- 10 A lot of people are in serious *danger / risk* of becoming completely addicted to the Internet.

### B Underline the verb-noun / adjective-noun collocations in 1–10 above. Which are new for you?

### C How far do you agree with each of the sentences in exercise A? Why?



## LISTENING

You are going to hear a radio phone-in programme about the Internet.

### A 16.5 Listen and see how many of the problems you thought of are mentioned. Are any other risks mentioned?

### B Listen again and answer these questions.

- 1 What two recent news stories about the Internet does the presenter mention?
- 2 What are Joyce's plans for the future and how is she feeling about them?
- 3 How has access to the Internet affected her students' study skills?
- 4 Five different kinds of websites that students get drawn into are mentioned. What are they?
- 5 What's Nigel's first suggestion?
- 6 What flaws with this idea does the presenter point out?
- 7 What alternative proposal does Nigel put forward?
- 8 What does the presenter make of this idea?

### C Work in groups. Discuss these questions.

- What do you think the Internet penetration rate in your country is like?
- Do you know anyone who's not connected? Why aren't they?
- Do you think it's a good idea to treat kids for Internet addiction? Why? / Why not?
- Do you use the Internet when studying or writing essays? If so, in what way? Do you ever cut and paste?
- Have you heard any stories of people getting drawn into dubious websites such as those mentioned?
- Do you think making an example of a few spammers or fraudsters would be a sufficient deterrent to others?

## NATIVE SPEAKER ENGLISH

### *and the like / and what have you*

We use *and the like* or *and what have you* to mean *et cetera* or *and so on*.

*I'm guessing you're talking about pornography and the like here, Joyce?*

*Lots of people mainly use the web to participate in online games such as chess, role-play games and the like.*

*Like spammers and online fraudsters and what have you.*

*She spends half her life on Facebook and Twitter and what have you.*

## GRAMMAR Other future forms

### A Try to complete the sentences by putting the verbs in brackets into the forms they were used in *Listening*.

- 1 The Internet penetration rate ..... 80% sometime in the next month. (reach)
- 2 If the show ....., we need *you* to call up and tell us what's on your mind. (work)
- 3 I ..... work in the summer. (stop)
- 4 I honestly don't think things ..... any better in the foreseeable future. (get)
- 5 The Internet dangles all manner of temptation in front of young people, and that ..... problems. (cause)

### B Now try to complete these sentences with the nouns that were used in *Listening*.

- 6 I'm on the ..... of retiring.
- 7 The ..... of it helping are pretty slim, I'd imagine.
- 8 In all ....., most offenders are actually pretty harmless.
- 9 Hit them with the toughest sentences we can ... do that and the ..... are you'll put others off.
- 10 Do that and there's a distinct ..... you'll end up embroiled in a lengthy legal dispute.

### C Compare your answers with a partner.

### D 16.6 Listen and check.

### E Work in pairs. Discuss which form in exercise A:

- 1 is usually used to talk about timetables / things planned to happen at a particular time.
- 2 is used when you are sure something will happen.
- 3 is often used in the media to show something is fairly certain to happen.
- 4 is often used in the media to talk about scheduled / officially arranged events.
- 5 is commonly used for making predictions.

### ► Need help? Read the grammar reference on page 151.

### F Rewrite the sentences below using the words in bold so they have a similar meaning.

- 1 In all probability, the situation will deteriorate. **bound** .....
- 2 There's a distinct possibility that our jobs will be at risk. **likely** .....
- 3 They're almost ready to finalise the deal. **verge** .....
- 4 Gamble online and the odds are you'll lose. **likelihood** .....
- 5 The work should be finished by May. **due** .....
- 6 Inflation will probably rise above 10% next month. **set** .....

## SPEAKING

### A Work in pairs. Look at the newspaper headlines below. Discuss what risks and dangers could be connected to each situation and decide which you think is the riskiest.

Daily Star wins case to block paper publishing celebrity revelations

Key witness in mafia trial 'not being fully protected'

SECRET PEACE TALKS WITH TERRORIST GROUP LEAKED

Government set to continue with cuts as unemployment reaches record high

State of emergency to be declared as rioting continues

### B Work in a new group of three or four. You are going to role-play a radio phone-in programme about the issues of the day.

**Student A:** you are the presenter. Introduce the show with an overview of today's talking points. Use the headlines above and pose a few questions for callers to respond to.

Manage the 'calls' from other students, summarise their main ideas, and challenge them where appropriate in order to move the debate forward.

**Students B–D:** you are callers. Decide which of the headline stories above you want to comment on and what you want to say about it. Try to comment on what you think may happen in the future. You can also comment on previous callers' opinions.

# 04 REVIEW

## TWO MINUTES

Work in groups. You are going to give a short two-minute talk on one of the topics in the list below. Spend five minutes thinking about what you are going to say. Look back at your notes to check language if you like.

- A story in the news
- The state of the economy
- Style
- My favourite newspaper
- A successful business
- The future of the Internet

Give each other marks out of ten for language, interest and clarity. Who got the most marks?

## GAME

Work in pairs. Student A use *only* the green squares; student B use *only* the yellow squares. Spend five minutes looking at your questions and revising the answers. Then take turns tossing a coin: heads = move one of your squares; tails = move two of your squares. When you land on a square, your partner looks at the relevant page in the book to check your answers, but *you don't!* If you are right, move forward one square (but don't answer the question until your next turn). If you aren't right, your partner tells you the right answer and you miss a go. When you've finished the game, change colours and play again.

### Start

1

*Native Speaker English* note p. 93: if you can say what the *Native Speaker English* note was and give an example, throw again.

2

*Developing Conversations* p. 93: say five sentences from exercise B. Explain the situations they could be used in.

3

*Vocabulary* p. 94: say six things about newspapers and the media in your country using words in **bold** in exercise A.

4

*Grammar* p. 97: your partner will say six verbs in exercise A. Give examples of patterns which can follow each one.

5

*Native Speaker English* note p. 99: if you can say what the *Native Speaker English* note was and give an example, throw again.

6

*Developing Conversations* p. 99: say six questions often used when making small talk and give examples of possible answers.

7

*Grammar* p. 100: your partner will say the six sentences from exercise A. Correct the mistake in each one.

8

**Miss a go!**

9

*Vocabulary* p. 102: your partner will say the six situations from exercise A. Say four things connected to each one.

10

*Vocabulary* p. 104: describe the photos on page 158, using at least eight words from exercise A.

11

**Miss a go!**

12

*Native Speaker English* note p. 105: if you can say what the *Native Speaker English* note was and give an example, throw again.

13

*Developing Conversations* p. 105: your partner will read three exchanges from exercise A. You should repair the 'misunderstandings'.

14

*Grammar* p. 107: your partner will read three sentences from exercise A, saying 'blah' instead of the preposition. Say the correct preposition.

15

*Developing Conversations* p. 111: say ten interjections and give examples of when they could be used.

16

*Vocabulary* p. 111: your partner will read 1–12 in exercise A, stressing the words in italics. Give synonyms.

17

*Native Speaker English* note p. 114: if you can say what the *Native Speaker English* note was and give an example, throw again.

18

*Grammar* p. 115: say eight things about the future, using eight different forms / noun phrases.

Finish

For each of the activities below, work in groups of three. Use the *Vocabulary Builder* if you want to.

## CONVERSATION PRACTICE

Choose one of the following *Conversation Practice* activities.

News and The Media p. 93

Business and Economics p. 99

Fashion p. 105

Danger and Risk p. 111

Two of you should do the task. The third person should listen and then give a mark between 1 and 10 for the performance. Explain your decision. Then change roles.

## ACT OR DRAW

One person should act or draw as many of these words as they can in three minutes. The others should try to guess the words. Do not speak while you are acting or drawing!

a raid	whinge	a lapel	a gash
a tabloid	relocate	permed	scald
a spreadsheet	crush	flared	stumble
chair a meeting	loathe	low-cut	handcuff
a focus group	a sleeve	a tomb	snap
the stock market	lining	vain	pass out

## QUIZ

Answer as many of the questions as possible.

- Why might someone **pull out of** a race or competition?
- Can you think of three things that are now **obsolete**?
- What's the opposite of **denying** an allegation?
- When might someone make a **prototype**?
- Can you think of three things that could **ruin** your day?
- How could you **libel** someone?
- Say two things companies can **outsource**. Explain why.
- Where can you find **loopholes**? Who might look for them?
- What happens when people **rampage** through the streets?
- When might people **freak out**?
- What might a government need to **bail out**? Why?
- Say two things that are sometimes **frowned on**. Say why.
- Where do you usually find **inmates**?
- What kind of **overheads** do most companies have?
- When might you decide to give someone a **head start**?

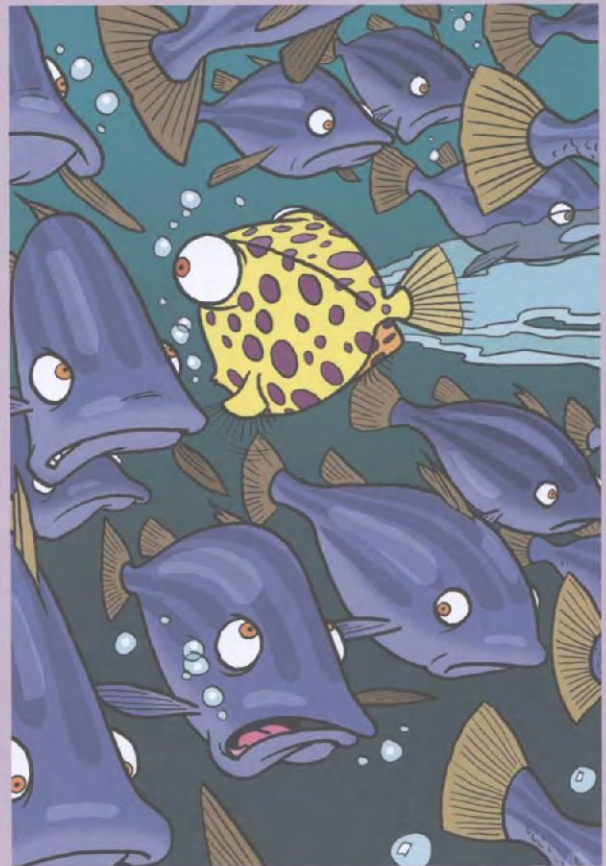
## COLLOCATIONS

Take turns to read out collocation lists from Unit 13 of the *Vocabulary Builder*. Where there is a '-', say 'blah' instead. Your partner should guess as many words as they can. Each time you change roles, move to the next unit.

## IDIOMS

Discuss the meaning of the idioms and try to think of a real example about you – or about someone you know.

- He's in a bit of a hole.
- They're just lining their own pockets.
- I crashed out as soon as I got home.
- It's daylight robbery!
- It's been on the cards for quite some time.
- We're caught between a rock and a hard place.
- They make a real killing.
- It really struck a chord with me.
- It's just a storm in a teacup. It'll soon blow over.
- It's a classic example of the nanny state!
- I wouldn't count my chickens if I were you.
- It's a complete invasion of privacy.
- It just appeals to the lowest common denominator.
- I could maybe squeeze you in on Friday.
- He's always swum against the tide.



## LISTENING

### A 4.1 Listen and decide if these sentences are true or false.

- The report comes live from a major fashion industry event.
- The economy has been in a fairly bad state.
- Lady Za-Za was subverting a traditionally male outfit.
- She was looking very thin.
- The crowds were unimpressed by her new hairstyle.
- Kyleen McClose faces accusations from a former colleague.
- She's admitted there's some truth in the accusations.
- The reporter didn't feel that Ms McClose was visibly affected by the pressure in any way.
- The model who fell over wasn't hurt at all.
- She's quite likely to be taking someone to court.

### B Listen again to check.

[... / 10]

## GRAMMAR

### A Complete the sentences with one word in each space.

- We got ourselves into a situation ..... our overheads were just far exceeding our turnover.
- ..... being a very efficient worker, she's also a very nice woman.
- The person to ..... all enquiries on this matter should be directed is now based at a different address.
- The next train is ..... in a couple of minutes.
- He claims to have been threatened ..... instant dismissal.
- I'm afraid this cream is quite ..... to aggravate your skin condition.
- I pleaded with them ..... stop, but they wouldn't listen.
- The news of the sale came through ..... our trip to Cadiz.

[... / 8]

### B Complete the second sentence with 2–5 words and the words in bold so it has a similar meaning to the first.

- Of our 3,500 employees, 93% are bilingual.  
**vast**  
We employ three and a half thousand workers, the ..... speak at least two languages.
- I told them they'd be crazy to sign that contract!  
**urged**  
I ..... sign that contract!
- I don't really get how you've structured your argument in this essay.  
**way**  
I'm not sure I understand the ..... you've organised your ideas.

- I'm writing about your ideas for improving sales over the next three months.

#### regard

I am writing ..... your proposal for improving sales over the next quarter.

- This recession has basically been caused by government incompetence.

#### blame

Personally, I ..... mismanagement.

- We're expecting to sign a major new deal in the next couple of days.

#### verge

We are ..... a major new deal.

[... / 12]

## LANGUAGE PATTERNS

### Find the four sentences with a mistake and correct them.

- On the down side, the gown is extremely fragile.
- This isn't an exercise as hard as might be imagined.
- There's not demand for that kind of fabric any more.
- At least he saw the funny side in the situation.
- She made it quite clear it was no laughing matter!
- He's got this great big huge scar on his face.

[... / 6]

## PREPOSITIONS

### Complete 1–8 with a preposition from the box.

on	with	of	at
for	throughout	in	from

- All of the feedback we've been getting ..... the markets suggests there's a definite demand for the product.
- We've been absolutely inundated ..... orders recently.
- Stories of brutality and barbarism are common ..... the whole of human history.
- I'm not convinced that the pursuit ..... fame and fortune makes anyone any happier.
- He's threatening to sue them ..... negligence.
- I can honestly say, with my hand ..... heart, that I never meant any harm.
- There's been a real downturn ..... the economy since the last budget.
- The CEO was hinting ..... some kind of cutbacks, I thought.

[... / 8]

## OPPOSITES

Replace the words in *italics> with their opposite.*

simple	volatile	lax	specific
final	mainstream	positive	off-putting

- 1 It was a very *bleak* appraisal.
- 2 What was the doctor's *initial* verdict?
- 3 It's a very *tempting* thought.
- 4 That's a very *ornate* necklace.
- 5 The market's very *stable* at present.
- 6 Security at the event was very *tight*.
- 7 I agree with the *broad* point he made.
- 8 She's a very *subversive* writer.

[... / 8]

## MISSING WORDS

Complete each set of three sentences with one word.

- 1 We're going to ..... to host the 2026 World Cup.  
There was a hostile takeover ..... last year.  
I ..... \$100 on it, but didn't win the auction.
- 2 The date of the meeting ..... with the big match.  
The red and the orange really ..... !  
There was a bit of a ..... in the meeting today.
- 3 Personally, I just can't see the ..... of things like that.  
The advertising is clearly designed to ..... to kids.  
He's said to be unhappy about the tribunal's decision and is considering an .....
- 4 We have an office in Bonn, but our main ..... is Rome.  
We've managed to build up a fairly solid client .....  
I wanted to ..... the book on my early childhood.
- 5 A ..... has revealed the government plans to raise taxes.  
There must be a ..... in the pipe somewhere.  
It was a huge decision to ..... this information.

[... / 5]

## VERBS

Match the verbs in the box with the collocations in 1–8.

implement	switch	jeopardise	retract
enhance	regain	confirm	slash

- 1 ~ rumours / ~ my booking / ~ my suspicions
- 2 ~ the claim / ~ accusations / ~ the statement
- 3 ~ a business plan / ~ our strategy / ~ a law
- 4 ~ prices / ~ jobs / ~ production / ~ our budget
- 5 ~ sides / ~ lanes / ~ suppliers / ~ languages
- 6 ~ consciousness / ~ feeling in my hands / ~ my appetite
- 7 ~ her reputation / ~ your performance / ~ the experience
- 8 ~ the whole deal / ~ the company's interests / ~ the plan

[... / 8]

## FORMING WORDS

Complete the gaps with the correct form of the words in CAPITALS.

The fact that such an infamous criminal has got off on a <sup>1</sup>..... will mean endless hysterical press <sup>2</sup>..... and the usual claims that standards of <sup>3</sup>..... aren't what they used to be. This kind of media frenzy really isn't helpful, but I guess it boosts the newspapers' <sup>4</sup>..... Obviously, we're not happy about the verdict, but the fact remains that his lawyer found a legal loophole and exploited it. It's <sup>5</sup>..... of the way things work nowadays.

TECHNICAL  
COVER  
POLICE

CIRCULATE

SYMBOL

I wish I had full <sup>6</sup>..... to explain what goes on behind the scenes during a high-profile trial like this, but head office issued a new <sup>7</sup>..... recently, forbidding us from making such information publicly available.

AUTHORISE

DIRECT

[... / 7]

## VOCABULARY

Complete the two news stories by choosing the correct words.

A man who foiled an armed gang's <sup>1</sup>..... to hold up a security van is today being <sup>2</sup>..... as a hero. Jo Lee, 53, was on his way to work when he chanced upon a masked man wielding a rifle. Without thought for his own safety, he then proceeded to <sup>3</sup>..... the gun. <sup>4</sup>..... say this action seemed to scare off the other two members of the gang, thus preventing their planned raid.

Newtown United will today announce they are planning to <sup>5</sup>..... the contracts of more than half of their team. The shock news comes only months after the club was <sup>6</sup>..... on the stock market. A statement released claims the move is designed to <sup>7</sup>..... the team's current position. However, it is widely rumoured that it is actually the result of having <sup>8</sup>..... on a recent loan.

- |                 |              |             |
|-----------------|--------------|-------------|
| 1 A appeal      | B menace     | C bid       |
| 2 A hailed      | B depicted   | C idealised |
| 3 A detach      | B confront   | C seize     |
| 4 A observers   | B witnesses  | C lookers   |
| 5 A terminate   | B deregulate | C lay off   |
| 6 A flooded     | B floated    | C picked up |
| 7 A consolidate | B legitimise | C liberate  |
| 8 A failed      | B cut out    | C defaulted |

[... / 8]

=

[Total ... /80]

# 01

# WRITING DESCRIBING VISUAL DATA

## SPEAKING

Work in pairs. Look at the table and chart and discuss these questions.

- What trends and facts do the table and chart show?
- Why do you think these trends are happening?
- Can you see similar trends in your country?
- How do you feel about these changes? What is good / bad about them?

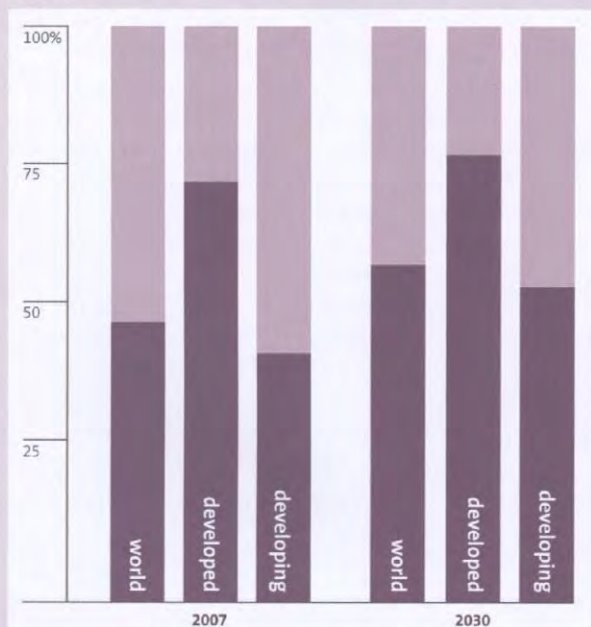
**Table 1**

World's biggest cities by population (in millions)

2007			2025		
1	Tokyo	35.6	1	Tokyo	36.4
2	New York	19.1	2	Mumbai	26.4
3	Mexico City	19	3	Delhi	22.5
4	Mumbai	18.9	4	Dhaka	22.0
5	São Paulo	18.8	5	São Paulo	21.4
6	Delhi	15.9	6	Mexico City	21.0
7	Shanghai	14.9	7	New York	20.6
8	Kolkata	14.7	8	Kolkata	20.5
9	Dhaka	13.4	9	Shanghai	19.4
	Buenos Aires	12.8	10	Karachi	19.1
	Los Angeles	12.5	11	Kinshasa	16.7
	Karachi	12.1	12	Lagos	15.8

city located on coast or major river

## Chart



rural  urban

## WRITING

**A** Read the description of the data in the table and the chart, and find six factual mistakes.

**B** Work in pairs and do the following:

- Compare the mistakes you found and correct them.
- Discuss one other feature of the table and chart you would draw attention to.

The table shows the 12 largest cities in the world by area in 2007 and projected figures for 2025. As can be seen, all the main cities are set to grow as might be expected given the continued shift from urban to rural living illustrated in the chart. Already two out of every three people live in cities in the richer countries, and urban populations in the whole world are projected to rise by 25% over the period, the bulk of which will occur in developing countries in Asia and Africa. This is also reflected in the table. It shows that the populations of cities such as Tokyo, New York and Mumbai will be relatively stable, rising only slightly, while Los Angeles and Buenos Aires are projected to drop out of the top 12. In contrast, Dhaka in Bangladesh is going to nearly triple in size and by 2025 African cities (Kinshasa and Lagos) will have entered the top 12 for the first time.

## VOCABULARY Describing percentages

**A** Replace the words in *italics* with the words in the box.

a tiny percentage	four out of five
the vast majority	almost a fifth
a significant minority	more than halved
slightly higher	fourfold

- 1 The chart shows there were around 20,000 immigrants, *91%* of whom came from other European countries.
- 2 The graph illustrates that urban sprawl increased by *19%* over this period.
- 3 As is illustrated in figure 1, mortgage interest rates *fell from 5% to 2%* while inflation increased *from 1.5% to 6%*.
- 4 As can be seen in the pie chart, *80%* of customers were satisfied with the service, which was *6% more* than last year.
- 5 This is illustrated in figure 3, which shows that only *0.1%* of household income is spent on books.
- 6 The survey indicated that *43%* of respondents were concerned about the effects of the proposals.

## GRAMMAR Describing changes

We often use passive constructions to describe future predictions instead of *will* or *going to*. Note the adverbials.

All the main cities *are set to grow* over the next 20 years.  
Urban populations *are expected to rise* by 10% over the period.  
Los Angeles and Buenos Aires *are projected to drop out* of the top 12 in the next few years.

If we look back, we may use a perfect infinitive.  
Kinshasa *is expected to have entered* the top 12 by 2025.

### A Rewrite these changes using the verb in brackets.

- By 2025, the population will have risen to 15 million. (project)
- In the next 20 years, the rural population is going to fall. (set)
- African cities will grow rapidly over the next few years. (expect)
- China will become the world's largest economy in the next ten years. (predict)

Remember other tenses describe past and present trends:

Between 2000 and 2005, Internet usage *rose* dramatically.  
Since 2000, overall crime *has fallen* steadily.  
The number of bilingual schools *is currently increasing*.

See also the grammar reference on page 136 (perfect tenses)

### B Work in pairs. Think of an example of 1–3. Discuss why they are happening / have happened and predict how they will develop in the future.

- an upward trend
- a downward trend
- a general shift from one thing to another

## KEY WORDS FOR WRITING

### *of whom / of which*

We can give information about a part of a group or statistic we have just mentioned using *of whom* or *of which*. *Of whom* refers to people and *of which* to things.

Urban populations are expected to rise by 10% over the period, the bulk *of which* will occur in developing countries.

There were around 20,000 immigrants, 91% *of whom* came from other European countries.

Join the sentences in 1–8 using *of whom / of which*.

- The government donates 0.6% of GDP as aid. The bulk of that money goes to countries in Africa.
- There were 2,650 fatalities from car accidents last year. The vast majority of the accidents were caused by driver error.
- University entries are set to increase. 12% of the new students will come from deprived backgrounds.
- There was a significant fall in crime in the last decade. A large part of the drop was put down to rising living standards.
- The survey interviewed 950 people altogether. The interviewees were mostly 18–25 years old.

## WRITING PRACTICE

You are going to write a short description of the main trends illustrated in the table and graph below.

### A Work in pairs and discuss:

- what the table and graph generally show
- the main trends
- key statistics that illustrate the trend
- any surprising aspects you would highlight.

### B Write your description in 150–180 words.

Fig 1. The languages of international education

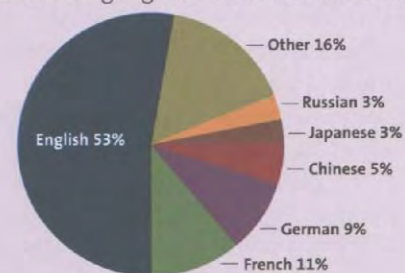
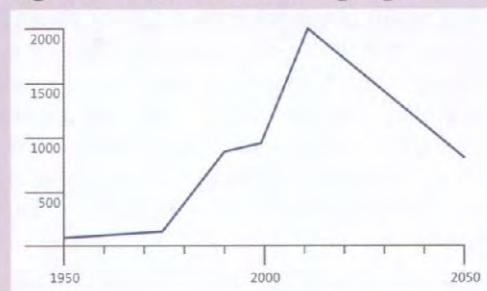


Fig 2. Millions of adults learning English





# 02

# WRITING EXPRESSING YOUR OPINION

## SPEAKING

### A Work in groups. Discuss these questions.

- What do you think are the strengths and weaknesses of the health care system in your country?
- If you could change one thing about the system, what would it be? Why?
- Do you know anyone who works in health care? Who? What do they do? Do they enjoy it?

## WRITING

You are going to read a response to the essay title: *'The government should provide free health care for all. Discuss.'*

### A Think of three reasons why someone might agree with the statement in the title, and three reasons why they might disagree.

### B Work in pairs. Compare your ideas. Then discuss which of the reasons you thought of in exercise A you actually agree with. Explain why.

When writing introductions to opinion essays, it is common to structure the opening paragraph like this:

- Show the reader you know why the subject is important (why it's being discussed).
- Introduce what you regard as a 'weak view' on the title – one you disagree with.
- Query the weak view and introduce your own opinion.

### C With your partner, discuss how a writer could show that the subject of free health care is important – and what you might expect someone who *disagrees* with the essay title to follow this up with.

### D Compare your ideas with the following introduction. Divide it into the three parts mentioned in the box above.

The health of the nation is clearly of paramount importance. Economic growth depends on it, as do social cohesion and unity. Given this, it might seem logical to conclude that the state has a duty to provide universal health care. While there is some sense in this line of thought, it would, however, be dangerous to follow this argument to its logical end-point.

### E There are four more paragraphs in the essay. In pairs, discuss what you expect the function of each of these paragraphs to be. Then read and check.

### F Complete the essay with the words in the box.

as such	such	indeed	while
however	in short	so	secondly

It is often argued that any civilised state has a responsibility to provide health care for all its citizens, especially the most vulnerable, and that failure to do <sup>1</sup>..... is symptomatic of a deeper malaise in society. <sup>2</sup>....., it has been claimed that a society that allows its own citizens to fall sick is, by definition, a sick society.

<sup>3</sup>....., it may seem that to argue against universal health care is a perilous task. <sup>4</sup>....., firstly, it should be remembered that in reality the government does not pay for anything – the taxpayers do. <sup>5</sup>....., it is important to recognise the fact that a small but sizeable minority of people in any given society abuse their bodies and damage their own health willingly. Why should the rest of society subsidise such disregard for life and limb?

<sup>6</sup>..... I do believe that a basic level of free health care should be provided for all, especially in times of great need, the notion of extending this beyond the minimum is potentially problematic in the extreme. Where would free health care stop? With treatment for depression? With gender-reassignment operations? With tattoo removals? I could go on.

<sup>7</sup>....., while it is clearly desirable to ensure all members of society receive essential health care without having to worry about financial matters, it would be financial suicide to expand any <sup>8</sup>..... service.

### G Work in pairs. Discuss these questions.

- Did you predict the function of each paragraph correctly? If not, what differences were there?
- Which words / phrases does the writer use to draw attention to what they see as 'weak' arguments?
- Which words / phrases does the writer use to highlight their own (stronger) arguments?
- To what degree does the writer's opinion reflect your own? Where do you agree / disagree? Why?

## KEY WORDS FOR WRITING *indeed*

### A Divide the sentences below into three groups of two – to show different uses of *indeed*.

- 1 After much questioning, he was eventually forced to admit that there was indeed something wrong.
- 2 There are those in society who do not pay sufficient attention to their own health. Indeed, many actively abuse it.
- 3 Following repeated accusations, it was later proven that the test results had indeed been falsified.
- 4 The final results of the experiment were very strange indeed.
- 5 Putting such a theory into practice would be hard. Indeed, you might say almost impossible.
- 6 Cultural identities in any society vary so widely as to make the extraction of common features very difficult indeed.

### B Compare your ideas with a partner and explain the different uses of *indeed*.

### C Now compare your ideas with the explanation below.

There are three main uses of *indeed* in written English:

- 1 for emphasis – after *very* + an adjective or adverb
- 2 to introduce a sentence that exemplifies or expands on a previously made point
- 3 to emphasise that something there was some doubt about is actually true.

### D Write sentences to exemplify or expand on 1–4 below.

- 1 The government simply cannot afford to expand health care any further. Indeed, ...
- 2 Governments can always find money to fund things when it suits them. Indeed, ...
- 3 Every election brings new pledges to increase spending on the health service. Indeed, ...
- 4 In countries where free health care for all is the norm, the system does not always function as well as we might imagine. Indeed, ...

### E Compare your ideas with a partner. Who wrote better follow-up sentences?

## WRITING PRACTICE

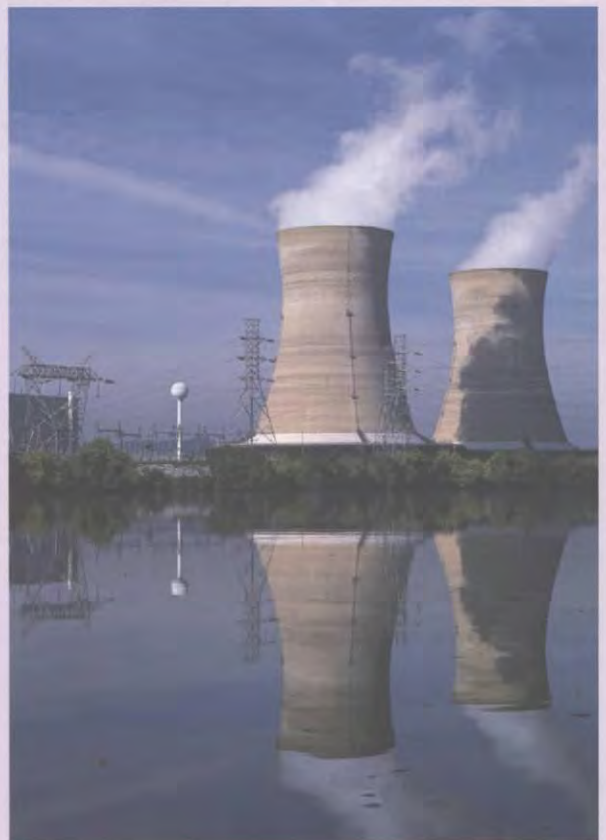
### A Work in pairs and discuss possible reasons why people might agree or disagree with each of the following statements – and then discuss your own opinions.

- 1 'Nuclear energy is the most realistic long-term option we have.' Discuss.
- 2 'Rather than bringing countries closer together, globalisation has led to increased nationalism.' Discuss.
- 3 'There should be a maximum working week for all of 35 hours.' How far do you agree?

### B Write short introductions for each of the three essay titles, using the model in *Writing* (exercise B).

### C Compare your introductions with a partner. Can you see any ways in which your partner's work could be improved?

### D Write an essay of around 300 words in response to one of the titles above. You should aim for five paragraphs, as in the model provided. Try to use *indeed* at least once.



## SPEAKING

## A Work in groups. Discuss these questions.

- How often do you do the things in the box below? Are there any things you never do? Why not?
- Can you remember the last time you did each thing? What was it like?

see plays at the theatre  
go to exhibitions  
go to small gigs  
see films at the cinema  
see musicals

read novels  
go to the ballet  
go to big concerts  
go to the opera  
read poetry



## VOCABULARY Reviews

## A Complete the sentences with the pairs of words in the box.

abstract + sculptures	production + plot
album + encores	rhyme + collection
based + set	sets + choreography
orchestration + role	symphony + finale
prose + multi-layered	technique + partner

- 1 ..... on a true story and ..... in 1940s Texas, the new release by director Jackie Lee tackles issues of violence and sexism that remain highly relevant today.
- 2 Generally avoiding such conventions as ..... and punctuation, this ..... contains some wonderful, albeit challenging, pieces of poetry.
- 3 This intimate setting really allowed the bulk of the latest ..... to breathe, and no-one was surprised when the enthusiastic crowd demanded three ..... .
- 4 The ..... are amazing, the songs wonderful and the ..... is just out of this world.
- 5 Featuring both representational and ..... work, this collection spans five decades of Morton's life and also features some of her rarely seen ..... .
- 6 This is the fourth ..... of this classic that I've seen, and it's undoubtedly the best. The cast are excellent and the ..... gripping from start to finish.
- 7 With her superb classical ..... and witty intelligence, Dorothy Gilbert outshines her ..... in this new work by quite some distance.
- 8 Don't let the deceptively simple ..... fool you, for this is a complex, ..... work that can be interpreted on many levels.
- 9 With wonderfully sympathetic ..... and with tenor Richard Hamilton making his debut in the leading ..... , this staging is one of the season's must-sees.
- 10 Whilst not my favourite ....., the orchestra's performance was nevertheless gripping and the grand ..... even brought tears to my eyes.

## B Match sentences 1–10 to the ten activities in the box in Speaking.

## C Choose at least six words from exercise A that describe things you've seen / read. Tell a new partner as much about each thing as you can.

## WRITING

You are going to read a review of a British musical.

Read the review. Then discuss these questions.

- How many stars out of five do you think the reviewer gave the musical? Why?
- Does *Billy Elliot* sound like the kind of thing you'd enjoy? Why? / Why not?
- What do you learn about the plot? Does it remind you of any other films / books, etc.?
- What's the function of each of the five paragraphs?

Given that it has been adapted from the film of the same name, it is no surprise that the musical version of *Billy Elliot* is full of cinematic suspense. Set against the backdrop of the miners' strike in 1980s Britain, the plot revolves around a young boy who rejects his father's moves to push him into boxing in favour of ballet lessons, a decision which initially causes conflict in his family, but which eventually leads him to fame and fortune.

The beautifully choreographed drama unfolds in a tense, gripping manner and the stage is exploited to the full. The scenes that alternate between Billy's ballet lessons and his father's battles against the police on the picket lines at the mine are particularly powerful. The sets are incredibly evocative and capture the mood of social unrest excellently, transporting the audience to another time and place.

When one stops to consider the extreme youth of its main star – Liam Mower, who plays Billy, is only twelve years old – the show becomes even more remarkable. Liam is dazzling and I found myself unable to take my eyes off him for the whole performance. He brings a vulnerability and tenderness to the role that left many in tears.

If I do have a criticism then I suppose it would be the music, written by pop legend Sir Elton John. Whilst it is often uplifting and anthemic, it does start to feel somewhat formulaic after a time. Therein lies the other slight problem – at just over three hours, the show is perhaps thirty minutes too long. By the time the excellent cast had received three standing ovations, I'd been in my seat for almost 200 minutes!

Regardless of these minor flaws, this is nevertheless an outstanding spectacle and a must-see for anyone keen on contemporary musicals.

## KEY WORDS FOR WRITING

*nevertheless / given*

**Given** means 'considering'. It shows you are taking account of a fact when you give an opinion.

*Given* that it has been adapted from the film, it is no surprise that the musical version of *Billy Elliot* is full of cinematic suspense.

**Nevertheless** is used with *despite, while, regardless* etc. to emphasise that something is true despite what you first said. It is also used like *however* to refer back to a previous sentence.

Regardless of these minor flaws, this is *nevertheless* an outstanding spectacle.

The film lasts four hours. *Nevertheless*, the time flies by.

### A Match the sentence halves.

- 1 While Caine only plays a minor role,
  - 2 Given that Caine only plays a minor role,
  - 3 The play received very poor reviews,
  - 4 The play received terrible reviews,
  - 5 Irrespective of the band's refusal to give an encore,
  - 6 Given that the concert was quite short and the band refused to give an encore,
- a but nevertheless, went on to be hugely popular.
  - b it's remarkable that he won an Oscar.
  - c even given the low expectations surrounding it.
  - d it was unsurprising there were boos and complaints as the audience left the auditorium.
  - e it was nevertheless an amazing concert.
  - f he nevertheless outshone everyone with his remarkable performance.

### B Complete 1–4 below. Then compare your ideas.

- 1 While her recent collection has been badly received by the press, I nevertheless found it ...
- 2 Despite a huge budget, the film nevertheless ...
- 3 Given the length of the novel ...
- 4 This is a very young orchestra. Nevertheless ...

## WRITING PRACTICE

Write a review of a concert, album, exhibition, ballet, musical or novel, etc. It should be between 250 and 300 words. Try to use as much language from these pages as you can.

# 04

# WRITING DESCRIBING PROCESSES

## WRITING

**A Work in pairs. Look at the two diagrams on these pages and discuss these questions:**

- What are the processes shown? What happens in each case?
- Why do you think they are important these days?

**B Read the text that describes the process of concentrating solar power and decide what 1–6 are.**

**C Complete the description with the linkers in the box.**

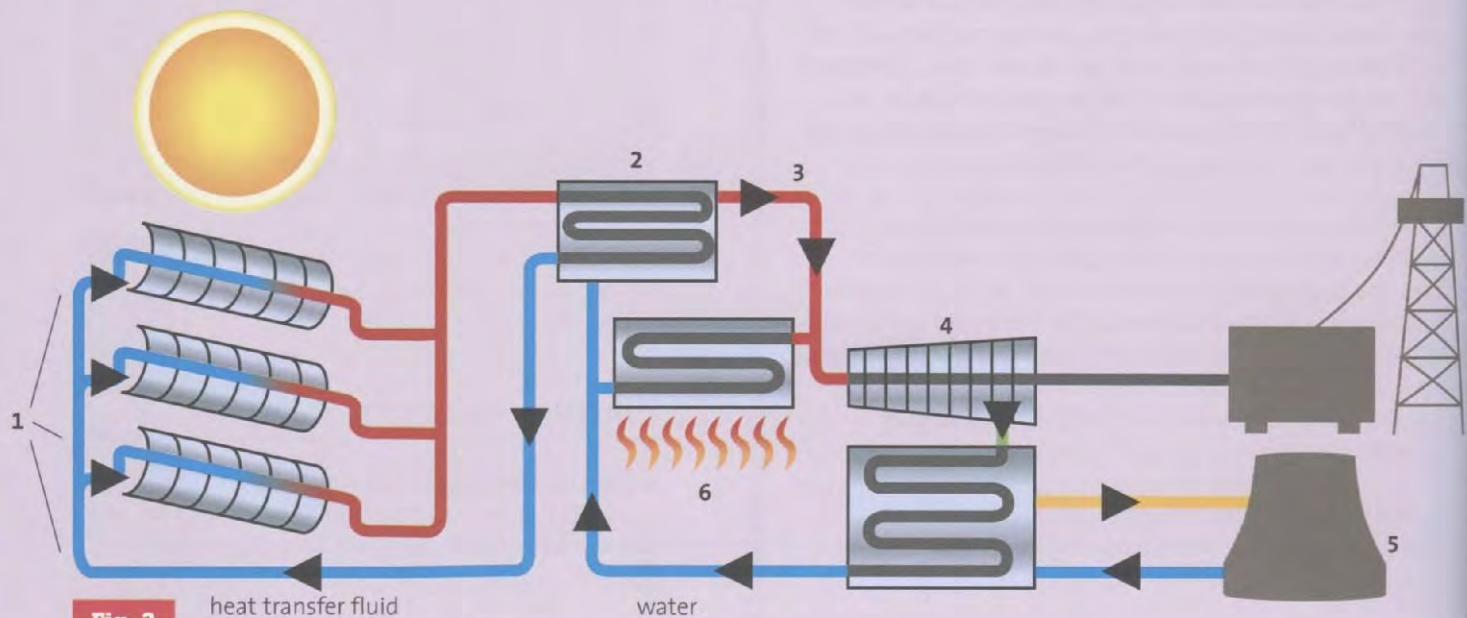
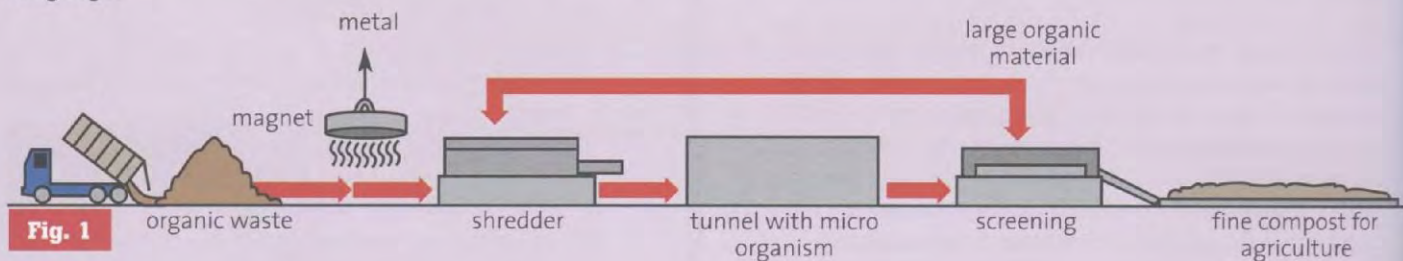
meanwhile whereby thus which as

**D How does the writer avoid using personal pronouns (*I, we, me, us*) in the text? Would you avoid such pronouns in similar texts in your language?**

The diagram shows a process known as Concentrating Solar Power (CSP) <sup>1</sup>..... solar energy is used to create steam to power electrical generators.

Large parabolic troughs are directed at the sun. The mirrored surfaces of the troughs reflect the sun's rays and concentrate them onto pipes carrying a fluid which is <sup>2</sup>..... heated up. This heated fluid passes through a heat exchanger, where it boils water and creates steam, before returning in a loop back to the parabolic trough. The steam <sup>3</sup>..... is conveyed through pipes at high pressure to a generator where it drives turbines, to create electricity. <sup>4</sup>..... the steam goes through the turbine it loses heat and is then further cooled in a tower, converting it back into water. The water then continues in a loop back to the heat exchanger where it is again boiled to create steam. In the absence of sunshine, the steam is generated by supplementary gas-powered heaters.

CSP offers a number of benefits: it provides clean sustainable energy; it can make use of large tracts of unused desert land; and it can be adapted to make use of sea water, <sup>5</sup>..... can be easily desalinated at the cooling-tower stage, thereby providing much-needed fresh water in arid zones.



**Fig. 2**

## SPEAKING

### A Work in pairs. Discuss the questions and do the task.

- What energy-creating or energy-saving schemes or processes are there in your country?
- Is there any opposition to these schemes? Who from? Why? What benefits do these types of schemes have?
- Draw a flow chart or diagram of one of the processes you thought of. Then explain it to another pair.

## VOCABULARY Processes

### A Rewrite the sentences in the passive and replace the words in *italics* with a word from the box.

insulate	categorise	assemble	screen
discard	deliver	break down	box
power	remove		

- 1 They *take out* plastic from the rubbish manually.
- 2 They *wrap* the pipes with foam to minimize heat loss.
- 3 They *check* the final product for impurities.
- 4 They *sort* the tea leaves into different grades according to size and quality.
- 5 They don't *throw away* anything during the process, to maximise efficiency.
- 6 The raw materials *arrive* in a container ship.
- 7 They *put together* the parts in a central plant.
- 8 They *package* the oranges and load them onto lorries.
- 9 They *drive* the turbines by forcing water through them.
- 10 They use microbes to *decompose* the oil into droplets.

### B Work in pairs. Discuss why different processes may use:

a filter	a conveyor belt	a pump
a magnet	a hammer	a furnace

## KEY WORDS FOR WRITING

*whereby, thereby and thus*

**Whereby** explains the way something is done according to a method, agreement, rule etc.

**Thereby** and **thus** both show the result of a particular process previously mentioned.

### A Complete the following sentences with *whereby* or *thereby*.

- 1 Glassblowing is the process ..... glass is heated and then shaped.
- 2 The milk is heated to around 70%, ..... killing the vast majority of microbes.
- 3 We have to comply with strict regulations ..... our machines are inspected weekly, ..... ensuring total safety.
- 4 There's a trade-in scheme ..... any car over 15 years old can be scrapped for \$3,000 dollars when buying a new car.

### B Work in groups. How many of these natural, industrial and legal processes do you know? Explain them using *whereby* and possible results using *thus* / *thereby*.

desalination	Gaia	hydroelectric power
metamorphosis	a veto	photosynthesis
osmosis	auditing	distillation
landfill	an embargo	a high court appeal

## WRITING PRACTICE

You are going to write a similar description to the one in *Writing*.

### A Choose either the diagram of the composting process, or the diagram you did in *Speaking*.

### B Write a description of the process in 150–200 words.

# 05

# WRITING A COVERING LETTER

## SPEAKING

### A Work in pairs. Discuss the following questions.

- What's the difference between a CV and a covering letter? What kind of information might you typically include in each?
- Do you have a CV? Are you happy with it?
- Have you ever had to write a covering letter? In which language? When? Do you think it was effective?

### B Read the short text below and compare it with your ideas.

Does it contain anything you didn't mention?

When applying for jobs, it is standard to include two important documents:

- a CV (sometimes also known as a résumé)
- a short covering letter

The covering letter is meant to encourage the company you're applying to to take a closer look at your CV. It should clarify why you want to work for the firm – and why you would be a good fit. Highlight key information from your CV, but don't just repeat what is listed. Match your skills, interests and experience to the needs of the company and sell your qualities to the reader. The aim of a covering letter is to get you invited for an interview.

#### Content

Your letter should be concise and relevant.

It should:

- state why you are writing and what post you are applying for
- explain where you learned about the job vacancy
- say why you want the job
- say why you would be a benefit to the company
- request an interview.

### C In light of the text above, discuss how you would angle your covering letter if you were applying for the job below. What kind of 'sell' might be needed?

## JOBS

We are a leading online tourism agency looking for a full-time CUSTOMER SERVICE AGENT.

We require:

- an ability to listen attentively and hear important information and to provide clear information in excellent English
- proven ability to deal with customer enquiries
- previous customer service or call centre experience – desirable, but not essential
- basic IT skills
- ability to work flexible (and sometimes long) hours.

## WRITING

You are going to read a covering email sent by an applicant for the job in *Speaking*.

### A Choose the correct forms.

To whom it may concern,

I <sup>1</sup>write / am writing to apply for the post of customer service agent, <sup>2</sup>as / which advertised on www.jobseekers.com recently.

I feel I <sup>3</sup>would / will be suitable for the post for several reasons. Firstly, I speak excellent English, <sup>4</sup>spending / having spent the last year living and working in Canada. Secondly, I feel I possess the relevant customer service experience, having <sup>5</sup>worked / been working in a range of service industry positions, many of <sup>6</sup>them / which necessitated considerable interaction with the general public. My inter-personal skills and ability to communicate also benefited from having to deal with frequent customer complaints in my places of work. I am now keen to <sup>7</sup>implement / put these skills into practice and to continue to develop myself and extend my range of abilities.

In addition to all this, I am a dedicated, motivated worker, able to act both independently and as part of a team. In my last job, I was responsible for setting up a new system for the collection and compilation of customer feedback, a process that exemplified my listening and communication skills as well as my competence with computers. I enjoy new challenges and never give less than my <sup>8</sup>everything / all. I trust you will agree that my track record so far – as detailed in my CV – shows this.

I am available for interview at any time and would be happy to provide references, <sup>9</sup>should / when you require them.

Please do not hesitate to contact me should you require any further information.

I look forward to <sup>10</sup>hear / hearing from you soon,

Yours faithfully,  
Karim Nourani

### B Compare your choices with a partner and discuss any differences. Then discuss whether or not you would interview this applicant for the post. Why?

## VOCABULARY Achievements at work

It's common in covering letters to detail your previous achievements at work or in the field of education. After detailing achievements, we often go on to explain the skills these achievements demonstrated or developed.

*I was responsible for setting up a new system for the collection and compilation of customer feedback, a process that exemplified my listening and communication skills as well as my competence with computers.*

### A Complete the sentences with the verbs in the box.

achieved	conducted	implemented
advised	dealt with	negotiated
arranged	devised	promoted
budgeted	diagnosed	represented

- I booked flights and ..... accommodation for colleagues who had to go away on business trips.
- I ..... a variety of up-and-coming musicians and DJs at a club night I co-ran with two friends.
- I ..... my colleagues on a wide range of personal and professional matters.
- I ..... above-average grades in the majority of my end-of-school exams.
- I ..... a survey of staff attitudes.
- I ..... some remarkably abusive customers during my time at the call centre.
- I ..... a new system for filing all the office paperwork.
- I ..... the successes and failures of the business and thus helped determine the path we subsequently took.
- I ..... a script for new teleworkers, but unfortunately my boss was unwilling to implement it.
- I ..... my money carefully during my time at university and was thus able to meet all my financial commitments.
- I successfully ..... my own debt reduction by 50%.
- I was elected as an official spokesperson and ..... my colleagues in meetings with the management.

### B Work in pairs. Discuss the skills or abilities you could reasonably claim that sentences 1–12 in exercise A show or develop.

## KEY WORDS FOR WRITING *should*

In formal writing, *should* is often used to mean *if*.

I am available for interview and would be happy to provide further references, *should* you require them.

### A Put the words in the correct order to make common sentences using *should*.

- further please contact require hesitate any do you should not information me to
- available request references should them on are you require
- please the possible vacancies become any opportunity contact at should earliest available me
- test after days you should retake can so the 60 you wish to do
- wish matter phone appointment should discuss to please an you this further to make

### B Work in pairs. Decide how the sentences in exercise A might be worded in informal spoken English.

## WRITING PRACTICE

### A Look at the three job advertisements below and decide which one most appeals to you.

**1** ART GALLERY ASSISTANT  
Busy modern art gallery seeks full- or part-time administrative assistant to work with gallery directors. Fluent English essential. You are a calm, intelligent, flexible, curious person who likes to get things done.

**2** ASSISTANT SALES MANAGER  
Large European hotel chain seeks assistant sales manager. You are degree qualified (or equivalent) sales experience and good communication and administrative skills. Must be driven, able to work under pressure and happy to travel 15–20 weeks per year.

**3** OFFICIAL GUIDES WANTED  
We are looking for guides with a keen interest in history or archaeology as well as excellent English skills to join our association. We organise high-quality cultural guided tours of historic sites.

### B Compare your choice with a partner. Discuss what experience or abilities applicants for each post need.

### C Write a covering letter to accompany an application for one of the posts above.



## 06

WRITING  
A MAGAZINE ARTICLE

## SPEAKING

## A Put the inventions below in order:

- of usefulness to you.
- of their impact on the world.

**First vending machine** (dispensing holy water)  
invented by Hero of Alexandria (Egypt) in AD50

**Pressure cooker**  
invented by Denis Papin (France) in 1679

**Mercury thermometer**  
invented by Daniel Fahrenheit (Holland / Poland) in 1714

**Lawnmower**  
invented by Edwin Beard Budding (UK) in 1827

**Dynamite**  
invented by Alfred Nobel (Sweden) in 1866

**Automatic teller machine (ATM)**  
invented by Luther Simjian (Armenia) in 1939

**Soft contact lenses**  
invented by Otto Witchele (Czechoslovakia) in 1961

**CD-ROM**  
invented by Phillips / Sony (Holland / Japan) in 1985

**B Work in pairs. Compare your lists and explain your choices. Did you find anything surprising about the original list or your partner's choices?**

## WRITING

A magazine has set a competition where people write to nominate an inventor and invention to be displayed in a museum of design.

## A Read the article and then answer these questions in pairs.

- 1 Which picture shows the invention being described.
- 2 Do you think it is a better choice than those in *Speaking*. Why?

## B Work in pairs and do the following.

- 1 Divide the text into three paragraphs. What does the writer do in each one?
- 2 Find examples of these ways of creating interest and persuasion.
  - Revealing the main topic of the paragraph in the last sentence of the paragraph
  - Rhetorical questions
  - Pairs of contrasting facts
  - Quotations
  - 'Tripling' – giving lists of three things or three related statements
  - Using *surely*, *yet* or *besides*
- 3 Think of a title for the article.

His invention has saved thousands of lives, yet you probably take it for granted. It made its inventor millions of pounds, yet few people know his name. I believe Percy Shaw is a great inventor and his cat's eye should be displayed in the Design Museum. Despite coming from a deprived background and leaving school at 13, Percy always showed inventiveness. He allegedly came up with the idea of the road reflector when he almost crashed into a wall. His headlights reflected in the eyes of a cat which directed him back onto the road. Thinking how the cat's eye could be placed on the road itself, he devised a hard rubber casing for four small glass reflectors and set them in a metal shoe. When cars ran over the cat's eye it pressed the rubber over the glass wiping it clean with the aid of rainwater that collected in the metal shoe. It therefore needed little maintenance. Since its invention the cat's eye has been fitted to roads throughout the world in order to make them safer. No doubt we can all think of things with apparently more impact – telephones, cars, computers, etc – but how many of these were really invented by one man? Their inventors "stood on the shoulders of giants" as Newton once said. Shaw's creation was different: it solved a real problem, it was unique, and it was beautifully simple. Besides, few inventions can claim to have prevented so many deaths. Surely, therefore, Percy Shaw and his cat's eye deserve a prominent place in the new museum.



## KEY WORDS FOR WRITING

*surely, yet, besides*

We use *surely* to mean 'without doubt', or to emphasise something is true, especially when you think people may disagree.

*Surely*, therefore, [they] deserve a prominent place ...

It is *surely* one of the greatest designs of the 20th century.

We use *yet* to emphasise that a fact is surprising given what you have just said.

It made its inventor millions of pounds, *yet* few people know his name.

*Besides* gives an additional reason and often emphasises the final decisive argument.

... and it was beautifully simple. *Besides*, few inventions can claim to have prevented so many deaths.

*Besides* being cheap to produce, it needed little maintenance.

Notice the punctuation in the sentences above.

Rewrite the sentences replacing the words in italics with *surely, yet* or *besides*.

- 1 There was enormous interest in the new device. Actual sales were sluggish, *though*.
- 2 *Quite apart from* the fact that it was cheap to produce, it was beautiful to look at.
- 3 *There can be little doubt that* this is the greatest achievement of the 21st century so far.
- 4 Some may argue that many others were working on the problem, but *it seems clear to me that* his was the biggest and most decisive contribution.
- 5 The train was fast and comfortable and, *what's more*, it was the cheapest option.
- 6 *Despite* making millions from his invention, he died in poverty.

## GRAMMAR *few / a few, little / a little*

We use *few* with plural nouns and *little* with singular, uncountable nouns. *A few / a little* means 'some', but *few / little* (without the article) means 'hardly any'.

... *few* people know his name. (Remember *people* is plural!)  
It therefore needed *little* maintenance.

(A) *few* and (a) *little* can also be used as pronouns:

Thousands of *inventions* are patented, but *few* are produced.  
We asked for *help*, and we got *a little*.

### A Complete the sentences with *a few, few, a little* or *little*.

- 1 They raised most of the investment from friends and family. They got relatively ..... from banks.
- 2 He had ..... friends and died a lonely man.
- 3 She received ..... education, yet she became a best-selling author.
- 4 After they made ..... improvements to the original design, sales took off.
- 5 We need ..... more time to develop the prototype – maybe a couple of months
- 6 There can be ..... inventions that have done so much for so many people.
- 7 We received hundreds of suggestions and quite ..... have been implemented.

### B Complete these sentences using (a) *little* / (a) *few* and your own ideas.

- 1 Many people have tried, but .....
- 2 The government has promised a lot, yet .....
- 3 It was a groundbreaking invention, and yet .....
- 4 The mobile phone is a fantastic invention: .....

## WRITING PRACTICE

You are going to write an article for the same competition as in *Writing*.

### A Work in pairs. Choose an invention which you think should go into the museum.

### B Individually, make a list of reasons why the invention is so good and some unusual or interesting facts about the inventor. Then compare your lists.

### C Write a three- or four-paragraph article about the invention and inventor. Use some of the language you've learned on these pages.

# 07

# WRITING A WIKI GUIDE

## SPEAKING

### A Work in pairs. Discuss these questions.

- Do you watch much TV? Why? / Why not?
- What's your favourite channel? Why?
- What's your favourite programme? Why?
- What do you think of your national and local TV?

## VOCABULARY Evaluating

### A Match the sentence starters – evaluating a TV channel in 1–8 with the possible endings a–h.

- 1 Our local TV station has been compared ...
  - 2 It ranks ...
  - 3 Its output ...
  - 4 It is generally seen ...
  - 5 It has been praised ...
  - 6 It is often criticised ...
  - 7 One strength is ...
  - 8 The news coverage has been singled out ...
- a third in terms of audience share / bottom out of 50 companies / high when it comes to entertainment.
- b for praise / for criticism / as a weakness in its output.
- c favourably to competitors / unfavourably to its rivals / well to the national average
- d for its bias / for its lack of depth / for the length of the advertising breaks.
- e for its involvement in the community / for making the most of a small budget / for its drama output.
- f its sports coverage / its soap operas / its sitcoms.
- g as a government mouthpiece / as being independent / as a symbol of the region.
- h is very varied / has improved / has been dumbed down.

### B Why is the passive form of the verb used in 4, 5, 6 and 8?

### C Work with a new partner. Use the sentence starters to talk about the following. Explain your evaluations.

- a local TV channel
- a national TV channel

## WRITING

You are going to read a Wiki entry for a guide to TV channels.

### A Read the guide and then discuss the following questions with a partner.

- Are there any channels of a similar nature in your country? How are they the same / different?
- Would you watch this channel? Why? / Why not?

### B Choose the best word to use in 1–10. Then discuss your choices with a partner.

### C Work in groups. How far do you think parliament should regulate TV? What regulations would you like to see either put in place or removed in your country?



**OVERVIEW** Channel 4 was founded in 1982 when it became the fourth free TV channel. Alongside it, a new Welsh-language channel S4C was also established following a campaign in Wales that included lobbying government and even the threat of hunger strike by one Welsh leader. Although the two channels were, and continue to be, <sup>1</sup>**largely / somewhat** funded through commercial advertising, they are <sup>2</sup>**effectively / relatively** publicly owned and Channel 4's output is <sup>3</sup>**partially / merely** limited by guidelines laid down by parliament. The parliamentary act requires Channel 4 to provide varied, high quality programming with a distinctive character that includes educational programmes as well as ones catering for a culturally diverse society. It is ranked third in terms of audience share in the UK with around 8%.

**BRAND** Channel 4's audience is <sup>4</sup>**explicitly / predominantly** young (16–34) and educated. <sup>5</sup>**Eventually / Essentially** in line with its remit (see <sup>6</sup>**above / below**), it has built up a reputation for independence and innovation. Although there have been accusations of dumbing down (see <sup>7</sup>**above / below**), its programmes are often seen as provocative and as creating public debate. It has expanded its brand on cable TV with *Film4* (Channel 4 funded films such as *Four Weddings and a Funeral*), *E4* (an entertainment channel), and *More4* (targeting a slightly older, more serious audience).

**OUTPUT** Channel 4 has pioneered a number of formats in the UK that have <sup>8</sup>**deliberately / subsequently** become mainstream. It was one of the first broadcasters to launch reality TV shows such as *Big Brother*. It has also been connected with groundbreaking drama and been both praised and criticised for challenging certain taboos. It introduced stranded seasons of programmes, including films, documentaries and even comedy shows on topics of social and political concern such as ageing, the war on terror, and gay rights. Its hour-long news programme has also been singled out for its in-depth and unbiased coverage. It shows little sport apart from horse racing.

In recent years some people have voiced concerns that the channel overuses American shows, albeit award-winners such as *Desperate Housewives* and *Ugly Betty*. There has also been criticism of an excess of low-brow reality-show formats and programmes that focus on middle-of-the-road interests such as buying property and cookery. This dumbing down is in contrast to previous accusations that it made <sup>9</sup>**deliberately / deliberate** attempts to provoke controversy, for example by showing a season of <sup>10</sup>**previously / previous** banned films.

## KEY WORDS FOR WRITING *albeit*

We use *albeit* before a noun, adjective or adverb to add a comment that changes the effect of what was just stated.

[It] overuses American shows, *albeit* award-winners ...  
The film was very well made, *albeit* rather lightweight.  
They agreed, *albeit* unwillingly, to pay compensation.

**A Use *albeit* and the words in the box to add a comment to 1–5.**

very slowly	conservative
an academic expert	funny sometimes
one I didn't wholly agree with	

- 1 He is seen as an independent commentator.
- 2 The experiments they do on the show are really stupid.
- 3 The peace process is progressing.
- 4 It was a fascinating documentary that passionately argued its case.
- 5 The newly appointed head of the channel has never worked in the commercial sector.

## WRITING PRACTICE

You are going to write a similar contribution to a wiki guide to the one in *Writing*.

**A Choose one of the following topics:**

- a TV channel
- a magazine
- a newspaper
- a business

**B Write your contribution in 250–350 words. Organise the entry under three or four headings such as *overview, history, brand, output, ownership, controversies, awards, stars, future*.**

**C Read each other's contributions to the guides. Suggest changes in terms of content and style. Give each other an overall mark out of 10 for each.**

## SPEAKING

**Work in groups. Discuss these questions.**

- Do you enjoy going to museums? Why? / Why not?
- Which museums do you have in your town / city? Which would you recommend? Why?
- Which social functions do you think museums serve?
- Which ethical issues connected to museums may sometimes arise? Give examples.
- What's the strangest museum you've ever heard of / been to?
- Which of the unusual museums below would you like to visit? Why?

#### The Currywurst Museum, Berlin

This uniquely interactive museum is dedicated to the much-loved national sausage and allows you to see, hear, smell and take part in the *currywurst* experience!

#### Parasite Museum, Tokyo

This museum boasts over 300 different kinds of parasite, with the highlight being a 30-foot worm pulled out of an unsuspecting woman's stomach!

#### Museum of Funeral Carriages, Barcelona

Located in the strangely silent basement of the city's Municipal Funeral Services, the museum is home to many ornate carriages, some of which date back to the 18th century.

#### Paris Sewer Museum

Bored with the Louvre? Already seen the Eiffel Tower? Why not take a walking tour of the network of tunnels underneath the city? Not for those with sensitive noses!



## WRITING

You are going to read a web page giving information about a famous museum of art and design in London.

**A Before you read, write five questions you would expect the web page to answer.**

**B Complete the text with the correct form of the verbs in the box.**

enter	follow	house	walk
feature	found	situate	

<sup>1</sup>..... a permanent collection of over four and a half million objects, the Victoria and Albert Museum is the world's largest museum of decorative arts and design. <sup>2</sup>..... in 1852, the museum now consists of 145 different galleries, and features, among other things, pottery, glass, textiles, costumes, silver and ironwork, jewellery, sculpture and photographs. It is particularly celebrated for its East Asian and Islamic collections.

<sup>3</sup>..... within walking distance of both underground and bus stops, the museum is easily accessible and lies at the heart of London's museum district, with the Science and Natural History museums both nearby. The nearest tube station is South Kensington, which is on the Piccadilly, Circle and District Lines.

<sup>4</sup>..... in a similar vein to other national UK museums, entrance to the museum has been free since 2001. Opening hours are 10am to 5.45pm daily, with a late opening on Fridays, when the doors do not close until 10pm. The building does not open between Christmas Eve and Boxing Day.

The main entrance is on Cromwell Road and on <sup>5</sup>..... visitors will find cloakrooms and the main museum shop, which offers a huge range of books, stationery and gifts. <sup>6</sup>..... straight on, you come to the delightful John Madejski Garden, and eventually to the café, which provides hot dishes, salads, sandwiches, pastries and cakes, as well as hot and cold drinks, wine and beer.

In addition to the permanent collection, there are frequent temporary exhibitions. Currently running is *Grace Kelly: Style Icon*, <sup>7</sup>..... the Hollywood star's spectacular wardrobe. Entrance for the exhibition is £6 or £4 for concessions.

**C How many of your questions were answered?**

## GRAMMAR

### Participle clauses with adverbial meaning

In more formal writing, we often use *-ing* forms or past participles in clauses that function as adverbs. *-ing* forms give an active meaning, past participles give a passive.

Sometimes these clauses talk about reasons or results.

*Situated within walking distance of both underground and bus stops*, the museum is easily accessible.  
(= because it is situated near underground and bus stops)

Sometimes the clauses talk about conditions.

*Walking straight on*, you come to the delightful John Madejski Garden. (= if you walk straight on)

We can also use these clauses to talk about time.

*Entering the museum*, I was struck by how modern it was. (= as / when I entered the museum)

Note that we always use a comma to separate the clauses.

#### A Rewrite the sentences in a more formal manner, using active or passive participle clauses.

- 1 As we walked into the museum, we were greeted by a vast dinosaur skeleton in the entrance hall!
- 2 During our walk round the museum, I started to realise just how amazing ancient Persia must've been.
- 3 The Elgin Marbles were removed from Greece at the start of the 19th century and have been controversial ever since.
- 4 If they were redecorated, the galleries would surely attract many more people.
- 5 Because we didn't have long before closing time, we decided to just look round the Egyptian room.
- 6 Because I'm a regular visitor to the city, I'm quite familiar with all the museums there.
- 7 As it's about ten miles outside of town, the museum is quite difficult to get to.
- 8 A new law was introduced about ten years ago and the result was that all entrance fees were scrapped.
- 9 If you visit the museum during the morning, it's much less crowded.
- 10 The guide just pretended not to hear her questions and carried on with the tour!

## KEY WORDS FOR WRITING

### *among* and *within*

*Among* shows something is included in a larger group or list or is situated in the middle of a group.

*Within* shows something is inside a place, limit or range, or is situated close enough to walk, see etc.

#### A Match the sentence starters to the pairs of possible endings below.

- 1 The hostel is situated among
  - 2 Smoking is not permitted within
  - 3 The museum is among
  - 4 The new wing of the museum is within
  - 5 Visitors are free to handle the artwork within
  - 6 The museum runs competitions among
  - 7 The campsite lies within
- a schools / other ways of boosting participation.  
b one month of completion / sight of the river.  
c the grounds / 100 metres of the hospital.  
d the pine trees / several skyscrapers that dominate it.  
e earshot of a motorway / easy reach of the centre.  
f reason / the rules set down.  
g several that open at night / the largest in the world.

#### B Complete these sentences in ways that are true for you. Then compare your sentences with a partner.

- 1 I live within ...
- 2 Sometime within the next few years, ...
- 3 Among the things I like about living here is ...
- 4 ... is among the best ...

## WRITING PRACTICE

You are going to write a page of information about a museum – or other cultural amenity – that you know.

#### A Find out and make notes about the following.

- its history
- what's special about the place
- its size and contents
- its location and how to get there
- opening times and entrance fee
- any noteworthy facilities
- any special exhibitions / current events

#### B Write 250–300 words about the place you chose.

## 01 CITIES

## PERFECT TENSES

## Perfect forms

Perfect forms are formed using *have* + past participle. There are past, present and future forms. Use perfect tenses to look back and describe finished actions or continuing states. With finished actions, we often don't know exactly when they happened.

## Tenses

Compare the simple forms to the perfect tenses.

*They invest* a lot of money in the area. (generally)  
*They have invested* a lot in the area. (from the past to now)  
*I have* a car. (now)  
*I've had* a car for six years. (from six years ago to now)  
*He went* when I arrived. (He went the same time I arrived)  
*He had gone* when I arrived. (He left before I arrived)  
 He said *he was* a teacher. (When we spoke, he still taught)  
 He said *he'd been* a teacher for six years. (before then)  
 He said *he'd been* a teacher. (He no longer taught then)  
*I'll do it* on Friday. (start and finish on Friday)  
*I'll have done it* by Wednesday. (finish before Wednesday)

Use the past simple to talk about hypothetical situations now, and the past perfect to look back.

I wish *I knew* one. (I want to know – now – but I don't)  
 I wish *I hadn't done it*. (I did it before, but I regret it)

## Other forms

We may *arrive* late. (future)  
 We may *have arrived* too late. (We arrived before now)  
 He seems *to lose* things all the time. (generally)  
 I seem *to have lost* my wallet. (before now)  
*Being* here, I don't recommend it. (I'm here now)  
*Having been* there, I don't recommend it. (before, not now)

## Time phrases and other patterns

Some patterns and adverbials often go with perfect tenses.

## Present perfect

*It's the first / second time* I've done it.  
*It's the best thing* I've ever seen.  
 It's changed a lot *in / over the past / last few years*, etc.  
*Once / After / As soon as* I've finished, I'll call.  
 I haven't seen him yet. I've *already* done it.

Don't use past time phrases (e.g. *ages ago, last year, when I was younger*) with the present perfect.

## Past perfect

*By the time* he got there, I'd left.  
*Once / after / as soon as* I'd said it, I regretted it.  
*Over the previous six years*, things *had improved*.

## Future perfect

*I'll have left by Friday / 2020 / etc.*  
*I'll have finished before the weekend / I'm 60 / etc.* \*

## Exercise 1

Use the verbs in bold to complete each pair of sentences – one sentence with a perfect form, one not.

- call**
  - If I ..... by six, it means I'm not coming.
  - As a rule, I ..... anyone after nine at night.
- be done up**
  - It ..... a few years ago, but the plaster's already crumbling.
  - It used to be very run down, but .....
- be struck**
  - It was the second time the city ..... by an earthquake.
  - Our house ..... by lightning last year.
- curb**
  - The government is introducing radical measures ..... congestion and pollution.
  - The economic downturn doesn't appear ..... investment yet.
- change**
  - I doubt anything ..... by this time next year.
  - I think things ..... with the new government.
- see**
  - ..... what smoking did to my grandfather, I'd never take it up.
  - I'll have a drink too, ..... as you're having one.
- pump**
  - I wouldn't swim there. They ..... sewage into the sea!
  - They ..... huge amounts of money into regenerating the area and it's beginning to pay dividends.
- be**
  - I wish he ..... here now.
  - It sounds like you had a great time. I wish I ..... there.

## Exercise 2

Find the five sentences with mistakes and correct them.

- I bet you he won't of finished by the time we get back.
- I've been amazed at how sprawling the city is.
- In the past year, the country's emerging from the economic downturn.
- I think they may have won, if they play well tonight.
- He wasn't against the idea, he just wanted to play devil's advocate.
- Considering it's only the second time you play this game, you're doing very well.
- It was disappointing to see things so run down, investing all that money before.
- Once the rumour had started, it spread like wildfire.

## 02 CULTURE AND IDENTITY

### EMPHATIC STRUCTURES

To emphasise a feeling or opinion, we often use these structures:

<i>What</i> <i>The thing that</i> <i>One thing that</i>	verb phrase	<i>be</i>	<i>that ...</i> <i>the fact that ...</i> <i>the amount of ...</i> <i>the number of ...</i> <i>the way that ...</i> etc.
---	----------------	-----------	--

In the sentences below, the information we want to focus special attention on is in *italics*.

What bugs me is that *the expense is unnecessary*.

What bothers me is the fact that *he's not elected*.

One thing that worries me is *the amount of money wasted*.

The thing that really concerns me is *the lack of jobs*.

What has surprised me is *the number of applications*.

The thing that most annoys me is *the way he talks to people*.

Sentences starting with **What** can also be followed by verb clauses. This emphasises the action performed by someone.

What happened was *I decided to research my roots*.

What we did was *we booked our tickets well in advance*.

What they did next was *write to the government directly*.

(OR What they did was *they wrote to ...*)

What they should do is *increase the basic rate of tax*.

(OR What they should do is *they should increase ...*)

To show we don't share someone's opinion – or to correct wrong information – we can use this structure:

*It wasn't me* that said that. *It was Brian!*

OR

*It was Brian* who / that said that – not me!

The information we want to focus on comes after the verb *be* and is followed by a clause, usually starting with *that*. This structure is also known as a **cleft sentence**.

### Glossary

**bugs:** if something bugs you it annoys you

**sheer:** we use *sheer* before lots of nouns to emphasise the amount or degree of something

**capital punishment:** the state killing people because of crimes they have committed

**a caution:** a warning from the police

**tone:** the tone of a speech or piece of writing is the general attitude it shows

**divisive:** if something is divisive, it's likely to cause arguments between people

### Exercise 1

Complete the sentences with the pairs of words in the box.

frustrates + lack	concerns + number
disturbs + stance	upset + seeing
amazes + amount	angers + not
drives + way	worries + level

- 1 What ..... me is the sheer ..... of wealth those at the top of society possess.
- 2 What ..... most people is the ..... of investment in basic health care and education.
- 3 What ..... me the most while I was there was ..... all the kids sleeping on the streets.
- 4 What ..... me is the government's ..... on law and order – and their emphasis on capital punishment.
- 5 What ..... me crazy is the ..... in which the police often let first-time offenders off with just a caution.
- 6 What ..... me – and lots of other company directors – is the sheer ..... of kids leaving school unable to read and write properly.
- 7 What ..... me most is the alarming ..... of ignorance that most people display about the whole issue.
- 8 What ..... me most is ..... their policies. It's more just their general tone.

### Exercise 2

Rewrite the sentences so they start with **What** and a verb to emphasise how you feel.

- 1 The city is very cosmopolitan, which surprised me.  
What .....
- 2 He can be very nationalistic! It's very disturbing.  
What .....
- 3 The growing wealth gap is a concern.  
What .....
- 4 The whole society is ageing at an alarming rate.  
That's the really scary thing.  
What .....
- 5 People assume that I must love football just because I'm Brazilian. I get really angry about it.  
What .....

### Exercise 3

Complete the sentences with one word in each gap.

- 1 ..... isn't the traffic that bothers me. It's the heat!
- 2 It's not the cold that's making you ill. It's ..... you've been working too hard!
- 3 It's Michael you need to talk to about this – ..... me.
- 4 It's not the openly racist people ..... scare me, to be honest. It's the polite, middle-class ones!
- 5 It's the ..... that people stereotype me all the time that really annoys me.



## 03 RELATIONSHIPS

**WOULD**

*Would* has several different uses.

**1 To make statements sound more tentative**

*I'd call* it a bit of an overreaction, personally.  
*I'd have to say no* to that offer, though it's very kind of you.  
*I'd expect* them to arrive sometime around five.  
*I wouldn't say* it's a great film or anything.

**We can make the last sentence above sound even more tentative like this:**

*I wouldn't have said* it was a great film or anything.

**2 To make polite requests and offers and to ask for permission**

*Would you mind passing* me that book?  
*Would you care to try* our house speciality?  
*Would you mind if I left* early today?

**Notice the verb patterns we use with these structures.**

**3 To talk about actions that happened regularly in the past**

We used to go to Wales every summer. *We'd stay* with my uncle and aunt and *wed go swimming* in the sea every day. It was great!

**4 To talk about imaginary or hypothetical situations in the past or present**

*I would've gone crazy* if that had happened to me.  
 It's lucky you weren't there. *You wouldn't have enjoyed* it.  
*I wouldn't have done* that if I'd known she was going to get upset.  
*I would help* you if I was free, but I've got a lot on today.  
*I wouldn't be* where I am today if it hadn't been for her.

**5 To report speech / thoughts / ideas**

*I knew that would happen.*  
*I thought they'd probably end up* getting married.  
*I didn't know he'd start* crying, did I?  
*He promised he'd pay me back,* but he hasn't done yet!  
 I think we both *realised we would have to compromise.*

**6 Use *wouldn't* to talk about the refusal of people or things to do what we wanted them to do in the past.**

I begged her to stop crying, but *she wouldn't*.  
 The window just *wouldn't open*.

**7 Use *I wish you / he / she would(n't) + verb* to complain about annoying things people regularly do – or don't do.**

*I wish he'd just call* me when he's going to be late.  
*I wish you wouldn't say* things like that!

**Exercise 1**

**Rewrite the sentences below in a less direct way, using *would* and the words in brackets.**

- I'm completely with you on that. (agree)
- I think it was your own fault, to be honest. (say)
- They'll probably buy a new one. (imagine)
- It should arrive sometime next week. (expect)
- Surely he was just trying to lighten the mood. (thought)
- It can't be done! (not / thought)

**Exercise 2**

**Find the five mistakes and correct them.**

- I hadn't realised I would have to work this much overtime.
- I would have really long hair when I was a teenager.
- Would you care to elaborate on that?
- I wish my nose wouldn't be so big!
- Would you mind me to sit here?
- I wouldn't be here if I wouldn't have had the surgery.
- I wouldn't have said it was a big problem.
- I tried to talk him out of it, but he wouldn't listen.
- It doesn't surprise me. I knew he'll say that! He's so predictable!

**Exercise 3**

**Complete the sentences with the correct forms of the verbs in the box.**

add	be	bother	explain	get
react	take	think		

- My dad would always ..... really annoyed if we walked in front of him when we were kids.
- Your grandfather would've ..... so proud of you!
- Would you mind if I ..... a link to your site on my web page?
- I wouldn't ..... seeing it if I were you. It's rubbish!
- I wouldn't have ..... he'd mind if you borrowed it.
- I honestly didn't know that he would ..... as badly as he did! It was only meant to be a joke.
- Would you mind just ..... a quick look at my essay?
- Would you care ..... what you meant by that last comment?

**Glossary**

**overtime:** if you work overtime, you work extra hours. You usually get overtime – extra money – for this

**elaborate:** if you elaborate, you give more information or details about something

**talk him out of it:** to persuade him not to do something stupid or dangerous

## 04 POLITICS

## CONDITIONALS

Conditionals often have two parts / clauses. The *if*-clause may refer to real / generally true situations and actions (present or past simple / continuous) that happen(ed).

*If*-clauses may also refer to a *planned or possible future* situation (present tenses), or an *imagined / impossible present, future or past event* (past and past perfect tenses).

The second part of the sentence may show the *normal (real) consequence* (present, past tense); a *certain opinion about the consequence* (*will / going to, bound to, would*); or an *uncertain opinion* (*may, might, could, etc.*).

The second part of the sentence may also be an *order (don't)*, *advice (should, would)*, *suggestion (could / how about ...?, etc.)*, *possibility (can)*, *promise (will)*, etc.

Remember the *perfect infinitive (would have done)* refers to *before now or a point in time in the future / past*.

Study the table. Find examples for the explanations above.

Generally true	
If they're late	I don't let them in the class.
If they're late	don't let them in.
If you're going to be late	you should phone.
Possible future	
If they're late	we can have a coffee there.
If I'm going to be late	I'll call you.
If I'm late	please don't wait.
If you're late again	you're going to get the sack.
If they cut the budget	there are bound to be job cuts
If you have time	I'd go to the museum.
If I get there early	I might do some shopping.
Unreal general truth / possible future	
If they raised taxes	there'd be a riot.
If I could	I'd quit my job tomorrow.
If she wasn't so busy	she could help.
If people were kinder	it would never have happened.
If he wasn't worried	I wouldn't be talking to you.
Real past	
If we were late	we always phoned home.
If you knew it was true	you should've told me.
Unreal past	
If I'd told the truth	he wouldn't have been sacked.
If he'd told the truth	the press wouldn't care.
If the economy hadn't been doing so badly	they might've won.

## Exercise 1

Decide which option is not possible.

- If the parliamentary vote goes against the government next week, *it could trigger / it'll trigger / it triggered* an election.
- The government should've done more for the middle classes, if they *want / wanted / would've wanted* to win the election.
- If anyone complains, *tell / I wouldn't tell / I told* the boss.
- If I'd heard something, *I'd told / I would tell / I would've told* you.

## Exercise 2

Complete with ONE word in each gap. (contractions = one word)

- If it all goes wrong, .....say I didn't warn you.
- If they clamp down on petty crime, it's ..... to have a knock-on effect on more serious crimes.
- If you go there, I ..... take someone with you. It's a rough area.
- Maybe they ..... take a harder stance, if the softer approach is failing.
- People here would ..... put up with a law like that – there'd be a riot.
- People complain about services, but there's always an outcry if the government ..... putting up taxes.
- If they ..... what they were doing, I'd have more faith, but they obviously .....
- You're very calm. I'd ..... furious if that ..... happened to me.

## Exercise 3

Rewrite 1–5 with an *if*-clause and the word in bold.

- We won't achieve anything without support.  
**we**  
..... we won't achieve anything.
- I'm running late, otherwise I'd stop and talk.  
**hurry**  
....., I'd stop and talk.
- They would've won by a landslide with a better leader.  
**changed**  
They would've won by a landslide  
.....
- I'd vote for them, but I don't like their stance on education.  
**different**  
I'd vote for them .....  
education.
- He might still be president, but for his implication in that scandal.  
**mixed**  
He might still be president, .....

## 05 NIGHT IN, NIGHT OUT

### NOUN PHRASES

Read below how this basic sentence can be expanded by adding information to make noun phrases.

John Moffit **stars in** 'The Dying'.

#### Names and categories

We often explain what a name is. No linker or relative clause is needed.

John Moffit, *the actor*, **stars in** the movie 'The Dying'.

#### Adjectives

Compound adjectives have hyphens between the two parts. Compound adjectives with number + noun are not plural.

John Moffit, the *award-winning* actor, **stars in** the *action-packed* movie 'The Dying'.

John Moffit, the *37-year-old*, award-winning actor, **stars in** the *three-hour*, action-packed movie 'The Dying'.

John Moffit **stars in** the three-hour, action-packed movie 'The Dying', *now available on DVD*.

#### Compound nouns

Nouns can define other nouns.

John Moffit, the *37-year-old*, award-winning *character* actor, **stars in** the three-hour, action-packed *road* movie 'The Dying'.

#### Relative clauses

If relative clauses add extra information that doesn't define the noun, put commas round the clause.

John Moffit, the *37-year-old*, award-winning *character* actor, *who plays in his first lead role*, **stars in** the action-packed road movie 'The Dying', *which is based on the book*.

#### Participle clauses

We often shorten relative clauses by using participles. *-ed* forms replace passives and *-ing* forms replace active forms.

John Moffit, the *37-year-old*, award-winning *character* actor, *playing in his first lead role*, **stars in** the three-hour, action-packed road movie 'The Dying', *based on the book*.

#### Prepositional phrases

Many nouns can be followed by prepositional phrases. It's also another way to reduce relative clauses.

John Moffit, the *37-year-old*, award-winning *character* actor *from Canada*, *in his first lead role*, **stars in** the three-hour, action-packed road movie 'The Dying' *based on the book by Tom Daley*.

Noun phrases beginning with a participle or preposition may also precede the main clause.

*Following his success on the stage in the musical 'StreetCar'*, John Moffit, the *37-year-old* award-winning *character* actor *from Canada*, *playing in his first lead role*, **stars in** the three-hour, action-packed road movie 'The Dying', *based on the book by Tom Daley*.

### Exercise 1

Underline the most basic subject, verb and object in 1–3.

- The Oscar-winning director Joel Riley, whose latest documentary *Sick Life* is currently on release, gives a talk at the Barbican tonight, explaining his take on the current state of the film industry in the UK.
- From the first tentative 'drawings of shadows' produced in the mid 1830s to its universal acceptance as a leisure pursuit, photography was swept along by a tide of entrepreneurial activity throughout the 19th century.
- The parents of two troubled teenagers who were caught at the scene of a robbery in Georgetown, supposedly after listening to subliminal messages in the music of their favourite band, *Death House*, are seeking an as-yet unspecified amount of damages in compensation from the thrash metal group concerned and their record label.

### Exercise 2

Shorten all the relative clauses as much as possible. You may need to use an *-ing* participle.

- Visit the awe-inspiring cathedral which was designed by the architect Antonio Gaudi.
- I read a fascinating article in the paper by the novelist whose name is Anne Tyler.
- The exhibitions which are held in the centre are accompanied by workshops which are suitable for all ages.
- There is a wealth of exhibits which are on show, which date back thousand of years.
- The number of people who go to the cinema is far fewer than the number that currently attend theatre performances.

### Exercise 3

Rewrite 1–4 using noun phrases.

- The course lasts six weeks and teaches a number of guidelines. If you follow them, you will be able to lose weight quickly and effectively.  
..... provides guidelines for .....
- When they want to dispose of nuclear waste, the matter often causes controversy.  
The ..... is a .....
- They want to abolish car tax, but a lot of people are opposed to the idea.  
There's ..... to the .....
- The statue was erected to celebrate the fact he had been born a hundred years earlier.  
The ..... celebrated the .....

## 06 CONFLICT

### I WISH

We use *I wish* to talk about hypothetical situations – things we want, but which are impossible.

To talk about things in the present that we would like to be different, use *wish* + the past simple or *could*.

- I wish we were* closer as a family. (but we're not)  
*I wish I could help* you. (but I can't)  
*I wish I didn't have* this exam tomorrow. (but I do)  
*I wish you were* a bit more thoughtful. (but you're not)

To talk about how we would like the past to be different, use *wish* + the past perfect or *could've* + past participle.

- I wish I hadn't asked* you now. (but I did)  
*I wish I'd never met* him, I really do! (but we did meet)  
*I wish I'd chosen* my words a bit more carefully. (but I didn't)  
*I wish I could've helped* in some way. (but it was impossible)

To show how you want other people to behave differently, use *wish* + *would* / *wouldn't*.

- I wish you wouldn't* always shout when you get angry.  
*I wish my boss wouldn't* keep calling me on my days off.  
*I wish my flatmates would stop* stealing my food!  
*I wish you'd learn* to control that temper of yours!

### If only

We also use *If only* to talk about things we want to be different. It means the same as *I wish* and works in the same way.

Use *If only* + past tenses to talk about things we would like to be different now. Look at these patterns.

- If only we spent* more time together. Then we might get on better.  
*If only you weren't* so bad with money. Then I wouldn't need to chase you up all the time!

Use *If only* + past perfect to talk about how we would like the past to be different.

- If only I'd known*. I would've come over and helped you. I feel awful! *If only I hadn't had* that second slice of cake!

Use *If only* + *would* / *wouldn't* + verb to talk about how we want other people to behave differently.

- If only you'd* actually try and talk instead of sulking all the time! Then we might actually be able to sort things out.  
*If only you wouldn't* always turn everything into such a big deal! It drives me mad the way you exaggerate things!

### Exercise 1

Complete the sentences with the correct forms of the verbs in brackets.

- I wish I ..... say it was good, but it really wasn't. (can)
- I'm enjoying my new job, but I wish I ..... so busy all the time! (be)
- I wish I ..... never ..... it to her! She's told half the office about it now! (mention)
- I wish you ..... and listen to yourself sometimes. (stop)
- I wish I ..... something to her, to be honest. I regret letting the chance pass me by. (say)
- I wish I ..... come with you, but at least you had a good time. (can)
- My mum's so passive! I wish she ..... actually ..... angry about things and lost her temper more! (get)
- I wish you ..... that! It's really annoying! (do)
- I wish I ..... a bit more bothered, but I honestly couldn't care less! (be)

### Exercise 2

Rewrite the sentences using *If only*.

- I just can't stop smoking.  
If only .....
- I can't believe I didn't give him my mobile number!  
If only .....
- He keeps taking things from my room without asking.  
If only .....
- You're so selfish!  
If only .....
- You never listen to me when I'm trying to talk to you.  
If only .....
- I stupidly forgot to lock the front door when I left.  
If only .....

### Exercise 3

Complete the sentences by adding the correct auxiliary verbs (*do*, *did*, *had*, etc.).

- A: Didn't you sort this out at the meeting last week?  
B: Sadly not, no. I wish we ....., but we didn't get round to it.
- A: Are you coming to the sales meeting next week?  
B: I wish I ....., but I can't, unfortunately.
- A: Did you go to that new Lebanese place in the end?  
B: Yes, but I wish we ..... The food was dreadful.
- A: Are you good with money?  
B: If only I .....! I'm hopeless – always in debt!
- A: You know I'm leaving tomorrow, don't you?  
B: I do. And I wish you ..... I'll miss you.

## 07 SCIENCE AND TECHNOLOGY

### PASSIVES

Passive structures use a form of the verb *be* + a past participle. We use them when the subject of the verb is not the doer or cause of the action. This is because the doer is either unimportant or is unknown.

The genes *are then cloned and implanted* into the mother.

The DNA *has been extracted* from locks of hair.

The penguins *were given* an egg to look after.

They *had previously been seen* mimicking others.

If the process could *be repeated* in humans, it could save lives.

The perfume will *be sold* at around \$100 a bottle.

They want the research *to be funded* by government.

Rather than *being used* for good, it could *be abused*.

Sometimes *get* is used instead of *be*, although this is unusual in scientific writing.

Thousands *get killed* every year in avoidable accidents.

### Participle clauses

Participle clauses are passive or active.

The study ~~that was~~ *conducted* last year was flawed.

The numbers of people ~~that own~~ *owning* dogs have fallen.

### Reporting

In academic writing / journalism, we often use reporting verbs in the passive form where the source is unimportant. Note the patterns that follow.

The chemical *is thought to be* carcinogenic.

The disease *is believed to have* a genetic component.

The government *is said to be considering* an enquiry.

*It is argued that the research could provide* a breakthrough.

*It is hoped the research will result* in new treatments.

### Other passive structures

We sometimes use *have / get something done*. The subject of these sentences is the 'owner' of the thing that receives an action. Again, *get* is not usually used with scientific language or reports.

The fish *have cancerous cells inserted* in their bodies.

My uncle *had a kidney removed*.

I *got my legs waxed* the other day.

I *got my jacket caught* in the closing door.

*Need + -ing is a passive (= need / have to be done)*.

The phenomenon *needs investigating* further.

My house desperately *needs repainting*.

We often use *you or they* in speech to avoid passives.

*You can buy* tickets online. (Tickets can be bought online.)

*They've demolished* the pub. (The pub's been demolished.)

### Exercise 1

Rewrite the sentences with a passive construction.

- They've achieved a breakthrough in nanotechnology.  
A breakthrough in nanotechnology .....
- They gave me an injection before they stitched it up.  
I ..... they stitched it up.
- Scientists believe this technique is the way forward.  
This technique ..... the way forward.
- The dentist took one of my wisdom teeth out.  
I ..... out.
- The government should fund our research.  
Our research needs ..... government.
- It's important thorough research underpins policy.  
Policy should always ..... thorough research.
- In the end, he got employment as a researcher with the FBI.  
He ended up ..... the FBI as a researcher.
- Some believe a mineral deficiency causes the disorder.  
The disorder ..... deficiency.

### Exercise 2

Complete with a passive or active form.

- The research, which is due to be completed sometime next year, ..... by Tokyo University. (carry out)
- The government says that since the outbreak started, those ..... have received full treatment, while all those in vulnerable groups ..... (affect, vaccinate)
- Scientists ..... the research are confident it will lead to clean renewable energy that can ..... at a competitive price. (undertake, produce)
- The results can't ..... by anything other than the people ..... radiation in the area for a number of years. (cause, expose)
- After ..... from the organ, the sample tissue ..... for the disease and the results came out negative. (extract, test)
- While the failure of the initial probe ..... the exploration of Mars, it ..... that the lessons learnt will ..... other problems further down the line. (set back, hope, prevent)

### Glossary

**carcinogenic:** carcinogenic things can cause cancer

**deficiency:** if you have a deficiency, you don't have enough

**probe:** a machine or tool used to examine something

**tissue:** a collection of cells

**outbreak:** if there's an outbreak, a disease suddenly becomes widespread

**set back:** if something is set back, it's delayed or postponed

## 08 NATURE

## AUXILIARIES

## Tags

We use auxiliaries to make question tags. We add question tags to statements to get responses, to check things and to make polite requests. For positive sentences, use negative tags:

It's very industrial there, *isn't it?*

With negative statements, use a positive tag:

The hike won't be too strenuous, *will it?*

Positive tags are commonly used to make polite requests:

You couldn't lend me your phone for a minute, *could you?*

To express surprise or anger, we can use a positive tag with a positive sentence.

You can speak Thai, *can you?* How did you learn that?

Oh, you've got a son, *have you?* Why didn't I know that?

You want to borrow some money, *do you?* You haven't paid me back from last time yet!

## Avoiding repetition

Auxiliaries help us to avoid repeating verbs already used.

I've never read it, but I think my sister *has*.

We sometimes need to change tense, but we still only use the auxiliary if it avoids repeating the same verb.

A: I'm not coming tomorrow.

B: Aren't you? I thought you *were*.

A: Yeah, I thought I *might*, but I've got to work.

## Emphasising

Auxiliaries can add emphasis. In speech, we usually stress the auxiliary. If there's no auxiliary, add *do*, *does* or *did*.

I *HAVE* been there. I just can't remember much about it.

I *DO* love the scenery here!

We use auxiliaries like this to introduce contrasting ideas.

I *DO* like the landscape. It's just that it's a bit barren.

## Showing interest / responding

Use auxiliaries to respond to people and to show interest.

A: I spent a month in Mongolia.

B: *Did you?* I bet that was interesting.

A: I speak pretty good Arabic.

B: *Do you?* Where did you pick that up?

## Showing agreement

Use auxiliaries to show agreement with someone.

A: I can't stand those kinds of books.

B: No, neither *can I*.

A: I'd love to see a bit more of the rainforest there.

B: Oh, so *would I*.

## Exercise 1

Write responses that contradict the statements in 1-5.

- A: You never told me you'd been to Venezuela.  
B: ..... You must have forgotten.
- A: It looks a bit like a chicken.  
B: ..... It looks more like a swan or something.
- A: There's no way we'll get there on time.  
B: ..... – if you just start driving a bit faster!
- A: It never really gets that cold there.  
B: ..... It actually snowed the year before last.
- A: I don't think it's an endangered species.  
B: ..... I read there were only 400 left in the wild.

## Exercise 2

Rewrite the sentences below, adding an auxiliary in the correct place to emphasise the opinions.

- That fish looks weird!
- Don't get me wrong. I liked the country. I just found it a bit arid.
- My son really enjoys going to the zoo.
- The female of the species participates in the raising of the young, but it's predominantly a male job.
- Tigers used to be quite common in the area, but they've been hunted to the verge of extinction.
- He interrupts a bit, but his wife is worse!

## Exercise 3

Add the correct auxiliaries. You will need to use negatives.

- I'm not keen on zoos, but my kids .....
- I ..... hope you enjoy your time here.
- I ..... warn you it might bite!
- That fish really ..... look very strange indeed!
- He's always butting in! I really wish he .....
- The car should be OK on the dirt roads, ..... it?
- We spent a fortnight there, but I wish we ..... I hated the place, I really .....
- My car's at the garage at the moment. If it ....., I'd come and get you from the airport, but I ....., I'm afraid.
- A: I think we'll probably book in advance.  
B: You ..... It gets very busy at this time of year.
- A: Have you fed the dog?  
B: No, I ....., but I ..... in a minute, OK?
- A: Make sure you drive safely on the roads up there.  
B: Don't worry. I .....
- A: I thought you were going to Poland this summer?  
B: I ....., and I still ..... It's just all a bit up in the air at the moment.

## 09 WORK

## CONTINUOUS FORMS

Continuous forms are formed using *be + -ing*. When we use continuous forms to talk about the present and past, they show something is unfinished and / or temporary (not generally true or complete). They may also emphasise the activity rather than the finished result. Compare the pairs of sentences using simple and continuous forms below.

Take no notice. He's *being silly*. (only now / temporary)

I don't like him. He's *stupid*. (his general quality)

The car's *being repaired*. (unfinished)

The car's *been repaired*. (complete)

The economy's *improving*. (at the moment / temporary)

The economy *improves*. (always!)

Call back later. I'm *working*. (now / unfinished, temporary)

I *work* for the government. (generally true / not temporary)

I *was skiing* when I broke it. (the skiing trip was unfinished)

I *skied* when I broke my leg. (I broke my leg – then skied!)

I've *been writing* some emails. (activity / maybe unfinished)

I've *written* some emails. (complete / finished)

I'd *been seeing* him for ages before he asked. (unfinished)

I'd *seen* the film before. (complete)

He *must be waiting* outside. (I imagine now / unfinished)

He *must wait* outside. (general obligation)

## Duration

You can use continuous or simple forms to show how long something happened with little or no difference in meaning. With the present perfect and past perfect, the continuous is usually preferred. Otherwise, simple forms are standard.

I've *been working* / I've *worked* here for six years. (both cases unfinished)

It wasn't a sudden success. I'd *been trying* / I'd *tried* for ages. (both continuing up to the success)

I *worked* / *was working* there for a year. (both finished)

I *work* five hours every day. (generally)

I'm *working* all the hours God sends. (at the moment)

## Future meanings

We can use the present continuous for future arrangements.

I'm *meeting* a friend this evening.

Use the future continuous for a future activity based on an earlier decision (not a decision made now).

I'll *be seeing* John later, so I'll give the money to him then.

He'll *be waiting* outside so you won't need to park.

Call me on my mobile tomorrow. I'll *be helping* Keith move.

If you are uncertain whether the activity will go ahead – or want to avoid doing it – use *be supposed to be -ing*.

I'm *supposed to be going out* later, but I'm too tired.

## Non-continuous verbs

Some verbs are not used in the continuous form (*agree, believe, belong, doubt, matter, own, seem, etc.*) or don't use the continuous with certain meanings (*have, see, mind, etc.*).

## Exercise 1

Complete the pairs of sentences using the words in bold. One sentence requires a continuous form, the other requires a simple form.

## 1 draw up

a I ..... the contract. You just need to sign it.

b I ..... the guidelines for the new project and I've got a couple of issues I need your input on.

## 2 lose

a They had to make huge cuts because they ..... so much money.

b It was strange but when I ..... my job, it actually gave me a new lease of life.

## 3 deal with

a On this new project, Molly ..... finance, so any queries about that go to her.

b I ..... Martin if you want. I know how awkward he can be.

## 4 have

a We ..... so many problems with him that in the end we decided to let him go.

b I was really upset to lose that watch because I ..... it since I was a kid.

## 5 process

a Over 200,000 orders ..... in this plant every week.

b My visa application ..... as we speak, so hopefully I'll receive it sometime in the next week or so.

## 6 not sit

a If it hadn't been for that chance meeting, I ..... here now.

b I ..... there if I were you. That's the CEO's chair!

## 7 interview

a It was mildly embarrassing because I got a bout of hiccups while I ..... I had to ask for some water.

b Before I ....., I did some meditation to calm myself down.

## Exercise 2

Find six mistakes and correct them.

1 I wouldn't be asking you if I knew the answer!

2 He must've done at least 80km/h when he crashed.

3 We can't meet in the office at the moment because it's doing up.

4 We're actually supposed taking on some new people soon, but I don't know when.

5 I'm seeing you're reading the new Dan Brown book. Is it any good?

6 She's been coming up with three possible solutions to the problems we've been having.

7 The company was going bankrupt when we took over.

8 I'll be sorting out those files later if you just leave them on my desk.

## 10 HEALTH AND ILLNESS

### MODAL VERBS

We can use modal verbs like *should, could, might / may, must, can't* and *would* to comment on both the past and the present. To talk about the past, the form is modal verb + *have* + past participle (or + *have been -ing*). To talk about the present, the form is modal verb + verb (or + *be -ing*).

#### **should**

I *should've gone* earlier. (= it was a good idea to go, but I didn't)

You *shouldn't have been drinking* if you were on antibiotics. (= it was wrong of you to be drinking)

You *should get* some rest. (= it's a good idea for you)

You *shouldn't be walking* around yet. (= it's wrong of you to be walking around now)

#### **could**

I *could've died!* (= it was possible for me to die, but I didn't)

They *couldn't have done* any more than they did. (= it was impossible to do more)

You should have that looked at. It *could be* broken. (= it's possible that it is broken)

He *couldn't have examined* me properly. (= I am 95% sure he didn't examine me properly)

**In the third sentence, *might* is possible instead of *could*.**

**In the last sentence, we can use *can't* instead of *couldn't*.**

#### **might / may**

It *might've been* something I ate. (= maybe it was)

My grandmother *may have had* a similar condition.

(= maybe she did. I'm not sure)

He *might / may be walking* again in a matter of weeks.

(= it is possible he will be walking again soon)

#### **must**

You *must've felt* relieved. (= I'm 95% sure you felt relieved)

He *must've been working* for 24 hours or more. (= I'm 95% sure he was working for 24 hours or more)

That *must hurt*. (= I'm 95% sure it hurts)

He *must be feeling* awful. (= I'm 95% sure he's feeling bad)

#### **can't (and couldn't)**

***Can't (and couldn't)* is the opposite of *must*. Use *couldn't* to talk about the past. Use *can't* for past and present.**

He *can't / couldn't* have been taking his medicine if he's had a relapse. (= I'm 95% sure he wasn't taking it)

The junk food *can't / couldn't* have helped. (= I'm 95% sure it didn't help)

It *can't cost* that much. (= I'm 95% sure it doesn't)

#### **would**

I *would've screamed* my head off! (= definite result if I had been in that situation)

I *d ask* for a second opinion. (= definite result now if I was in your situation)

### Exercise 1

Rewrite the sentences using modal verbs in place of the words in *italics*.

- 1 I am 95% certain that *that* was painful.
- 2 *It's wrong* that he didn't stop smoking earlier.
- 3 I'm 95% sure *it's not* that hard to do.
- 4 *It was impossible* for them to do any more to help.
- 5 I am 95% certain that *it wasn't* cheap.
- 6 *It's a bad thing* that he was taking those pills.
- 7 *It's possible* that you will need three or four operations.
- 8 I am 95% sure he was *lying* about his diet!
- 9 *It's possible* that she picked up the bug from my son.
- 10 If he managed to get to hospital in time, I am 100% sure that *everything* was fine.

### Exercise 2

Complete 1–6 using the correct modal verbs given and the correct form of the verbs in brackets. The modal verbs are not necessarily in the order you will need to use them.

#### 1 **would, might**

I know it's too late to worry about now, but it ..... a good idea to talk to a few different doctors. They ..... something your doctor didn't. (be, see)

#### 2 **should, would, may**

They think he ..... a heart attack. If you ask me, they ..... the autopsy earlier. That ..... at least ..... all the speculation that's been going on in the press. (suffer, carry out, stop)

#### 3 **could, must, should**

That ..... very painful. It looks really bad. Maybe you ..... and get it X-rayed. It's probably just badly bruised, but you never know – it ..... broken. (be, go, be)

#### 4 **would, should, could**

You ..... in the road! What were you thinking? You ..... killed! If a car had come round that corner, you ..... time to get out of its way! (not / play, be, not / have)

#### 5 **might, must, can't**

All that medication ..... good for you. It ..... your immune system slowly. Seriously, you ..... better quicker if you just stop taking that stuff altogether. (be, weaken, get)

#### 6 **would, must, could**

I don't know how you got through it! You ..... a very strong stomach! I ..... my head off if I'd been in your shoes. How you ..... calm all the way through is beyond me! (have, scream, remain)



## 11 PLAY

## LINKING WORDS

**so / then**

**So** shows the reason for / result of doing an action, whereas **then** simply shows what happens next.

Keep your cards close to you **so** no-one can see them.  
Shuffle the cards. **Then** deal three to each player.

**so / so as (not) to / in order (not) to**

**So as to** and **in order to** also show purpose. They are more formal. We usually use **to + infinitive**.

Switch off the console when not playing ... **so** you save energy.

Switch off the console when not playing ... **so as to / in order to / to** save energy.

**if / whether**

These both link a condition. Use **whether** for choices.

**Whether** can be followed by **to + infinitive**.

The need to decide **whether / if** they'll play. (or not).

The manager is deciding **if / whether (or not)** to play him.

**If / Whether** they play him, his injury might get worse.

**provided / so long as**

**Provided** is used to talk about rules and give permission. It means **only if the following happens**. It is often followed by **that**. We also use **providing**.

Two people can swap cards **provided** that everyone agrees.

**So / as long as** have a similar meaning.

You can go out **so long as / as long as** you're back by ten.

**unless / otherwise / until**

**Unless** means **if you don't**. If you **DO** and want to show a resulting action, use **in which case**.

You can't move **unless** you throw a six, **in which case** you move six and throw the dice again.

**Otherwise** shows the alternative result if you don't do something.

I'd better go now, **otherwise** I'll miss my bus

**Until** links the action that continues and the point it stops.

You can't start the game **until** you throw a five.

**even though / although / even if**

**Even though** shows something that makes the main fact in the sentence very surprising. Note that **although** can also be used here, but **even though** is more common.

I beat him **even though / although** I'd never played before.

**Although** is also used in the same way as **but** – to show a contrast or contradiction between two things.

You can find cheats on the Internet for computer games, **although** I don't use them. I don't see the point.

**Even if** emphasises that something will remain true in the event of a hypothetical situation.

He won't score **even if** he gets an open goal.

**Exercise 1**

Choose the correct linking word.

- 1 He scored two goals **so / and then** he got sent off.
- 2 **Even if / Even though** they got a goal back now, it still wouldn't be enough.
- 3 I'll watch almost any sports, **even though / although** I'm not very keen on golf.
- 4 The game was postponed **so as not to / in order to** clash with the city's festival celebrations.
- 5 He's going to be banned from playing for two years **if / unless** the decision is upheld in the court.
- 6 He was running really well **until / unless** he faded on the last lap.
- 7 He was taking the drug EPO **in order to / so** boost his performance.
- 8 **Even though** he's the underdog, he can still win **so long as / whether** he plays at the top of his game.
- 9 They need to win their last game, **otherwise / unless** they get relegated.

**Exercise 2**

Complete the explanation of Blackjack with **ONE** word in each gap.

Blackjack is a game we play quite a lot. The aim of the game is to get rid of all your cards. Each player is dealt seven cards and the rest of the deck is placed face down <sup>1</sup>..... you can't see the cards. You then turn the top card over and place it next to the deck. The player next to the dealer has to try to put down a card that follows suit or is a card of the same rank, <sup>2</sup>..... they pick up a card from the deck and play moves to the left. You can place a run of cards down, such as five, six and seven – <sup>3</sup>..... that they are of the same suit. You could also put down several cards of the same number, say three sixes, assuming you have them. There are a number of special cards. For example, <sup>4</sup>..... you put down a black jack, the next person picks up five cards from the face-down deck, unless they have the other black jack, in which <sup>5</sup>..... the person after them picks up ten, unless they have a red jack which they can play <sup>6</sup>..... to avoid picking up anything. Actually, people often still win <sup>7</sup>..... if they do pick up ten cards. The other special cards are eights – miss a go; twos – pick up two; kings – change direction; and queens, which you have to cover with a card from the same suit. It's quite complicated, <sup>8</sup>..... it only takes a couple of rounds to get the hang of it.

**Glossary**

**clash:** if two events clash, they are happening at the same time and may disrupt each other

**get the hang of:** if you get the hang of something, you begin to be able to do it more easily through practice

## 12 HISTORY

### DRAMATIC INVERSION

Inverting a sentence by putting the adverb and / or auxiliary before the subject is a way of adding emphasis to certain pieces of information. If there is no auxiliary, we add *do / does / did*.

**Inversion is more common in literary or journalistic writing than in spoken English, but it can be used in conversation to make descriptions more dramatic.**

*No sooner had we begun to recover than* the war began.

*No sooner did* the troops arrive *than* the war ended.

*No sooner was* the castle finished *than* it was attacked.

**Here are some other ways of inverting sentences.**

**All are more common in writing and formal speech.**

**Informal ways of saying each one follow in brackets.**

*Not only was* he saved *but* so were thousands of others.  
(He was saved as well as thousands of others).

*Never before had* one nation controlled so much of the world.

(It was the first time that one nation had controlled so much of the world.)

*Nowhere else* in the country *will* you get a better impression of what it was like in the old days.

(It's the best place to see how things used to be.)

*Not until* 2002 *was* independence finally gained, after more than 30 years of waiting.

(We gained independence in 2002, after more than 30 years of waiting.)

*Only when* the national bank went bust *did* the size of the financial crisis we were facing become apparent.

(When the national bank went bust, we all started realising just how serious the financial crisis really was.)

*Only after* a public enquiry had been held *were* we able to comprehend the full horror of what had occurred.

(We didn't really know quite how bad things had been until after the public enquiry.)

It was made very clear to us that *under no circumstances were* we supposed to be out on the streets after nightfall.

(We were warned not to go out onto the streets at night.)

*At no time* in history *have* our kids been more overweight.

(Kids are fatter than they've ever been.)

*In no way did* the Occupation lead to the end of the Resistance movement. If anything, it strengthened it.

(The Occupation certainly didn't crush the Resistance!)

Diplomats made it clear to him that *on no account was* he to use such inflammatory language again.

(He was warned not to use that kind of language again.)

### Exercise 1

**Rewrite the sentences using the beginnings provided.**

- He only admitted his involvement in the scandal when it became obvious it could no longer be contained.  
Only when it .....
- It really was the first time we'd witnessed an international relief operation on such a scale.  
Never before .....
- The first women's team didn't come into existence until 1996.  
Not until 1996 .....
- Nobody tried at any point to prevent the tragedy.  
At no time ..... prevent the tragedy.
- It's the best place in the world to combine business and pleasure.  
Nowhere else in the world ..... quite so well.
- They basically said that if I moved, they'd shoot me.  
They made it very clear that under no circumstances .....
- After America rebelled against the high import taxes imposed on tea, coffee become more popular.  
Only after .....
- He was an artist and a poet as well as being a military leader.  
Not only .....
- The government put taxes up almost as soon as they took office.  
No sooner .....
- We've only had one honest leader in the whole of our recent history.  
Only once in our recent history .....

### Exercise 2

**Correct the mistake(s) in each sentence.**

- Never before so few people did so much for so many.
- Not only she campaigned against injustice of all kinds, but she was also the first female minister.
- Only when a society refuses to acknowledge its past failings it starts to lose its moral authority.
- No sooner the truce had been called than peace talks began in earnest.
- Only after tighter checks were introduced corruption finally was tackled.
- A law was passed saying that on no account foreigners would be allowed into the city centre.

### Glossary

**contain:** if you contain something harmful, you stop it from spreading to other people / places

**in earnest:** if you do something in earnest, you do it with great energy and determination

## 13 NEWS AND THE MEDIA

## REPORTING AND VERB PATTERNS

## Verb + (that) clause

acknowledge	announce	argue	boast
claim	confess	confide	confirm
declare	grumble	guarantee	insist
reiterate	state	vow	

Verbs in the '(that) clause' use past forms unless the facts / actions are still relevant / true now – or are yet to take place.

He *reiterated that he had never seen* the victim before.  
He *confirmed he was / is going to compete* in the Olympics.

## Verb + object + (that) clause

assure	confirm	convince	notify
promise	remind	tell	warn

The party *assured voters* (that) they would not raise taxes.

The verbs **admit, announce, confide, confess, point out and report** use **to** before the object with this pattern.

He *admitted to police* he'd been drinking.

**Note:** He *(dis)agreed with me that it had been a mistake.*

## Verbs + to-infinitive

demand	guarantee	promise
refuse	threaten	vow

I *volunteered to do* the work.

## Verbs + object + to-infinitive

advise	beg	encourage	instruct	invite
order	persuade	remind	urge	warn

He *warned us not to invest* in that project.

**Note:** He *pleaded with them to help.*

## Verb + noun phrase

cite	confirm	criticise	declare	praise	reject
------	---------	-----------	---------	--------	--------

Many people have *voiced their anger* over the incident.

The union *criticised the president* for not helping.

**We sometimes use noun forms of verbs to report:**

My parents gave me *encouragement* to study harder.

## Verb + preposition + -ing

apologise for	blame on / for	criticise for / over
forgive for	insist on	threaten with

**Some verbs have prepositions connected to them.**

**Verbs that follow will use the -ing form.**

He was *accused of murder*. She *accused me of lying*.

## Exercise 1

Choose the correct verb.

- The President *cited / stated* his father as a source of inspiration.
- The party leaders *urged / reiterated* everyone who could to go out and vote.
- The two parties have *rejected / refused* to cooperate.
- The government *criticised / blamed* the stalemate on the opposition.
- Our landlord suddenly *announced / notified* that he was putting up the rent.
- He's *instructed / demanded* his lawyers to evict us if we don't pay.
- My son *begged / pleaded* with us to buy him a car and in the end we gave in.
- I heard him *boasting / praising* that his parents were rich.

## Exercise 2

Complete the reports of the direct speech with no more than five words including the word in **bold**.

- 'I can't believe they have decided to put up taxes.'  
**anger**  
He voiced ..... rises.
- 'I haven't told anyone before, but I was terrified.'  
**me**  
She confessed ..... been terrified.
- 'I'll definitely have it ready by Friday.'  
**done**  
He guaranteed ..... by Friday.
- 'You two should really visit sometime.'  
**urged**  
He ..... sometime.
- 'We have worries regarding a possible deterioration in the situation.'  
**concern**  
They ..... might deteriorate.
- 'If you don't do as I say, I could get you sacked.'  
**with**  
He ..... if I refused.
- 'The rescue plan was flawed. I never denied that.'  
**acknowledged**  
The minister ..... flawed.

## Exercise 3

Complete the reports using noun forms of the verbs in *italics* and the other words given.

- The school provides .....  
*encourage* / students / apply for university
- The president has come in for .....  
*criticise* / his decision
- We turned down .....  
*invite* / work with them on the project
- They made .....  
*announce* / they / get married last week

## 14 BUSINESS AND ECONOMICS

### RELATIVE CLAUSES

There are two kinds of relative clause: defining and non-defining. Defining relative clauses identify who or what we are talking about and are an essential part of the meaning of the sentence. No commas are needed at the beginning or end of the relative clause.

To add information about a person, use *who* or *that*.  
To add information about a thing, use *that* or *which*.  
For places, we use *where* or *that* (+ a preposition).  
For times, use *when* or *that*. In all examples, *that* is more commonly used.

It's nice to meet someone *who / that* says what they think!  
It was the banking crisis *that / which* led to the bankruptcy.  
Peru is the country *where* we're doing most business.  
Peru is the country *that* we're doing most business in.  
The 90s was a time *when* house prices rocketed.  
They were years *that* I look back on very fondly.

We tend not to use a relative pronoun in defining relative clauses if it is the object of the clause that follows. In these cases, the noun that follows the relative pronoun is the subject of the clause.

Can I talk to *the person (that) I spoke to earlier*, please?  
It's a *place (that) we're looking to expand into* in the future.

Where the relative pronoun is the subject of the clause, make sure you don't add another subject pronoun!  
The local branch became simply a tiny part of a much bigger beast, a beast *that it fed off your hard-earned cash*.

Prepositions in defining relative clauses usually go at the end of the clause, except in formal texts.  
Banks became *places (that) you went to* for a whole range of financial services. (rather than *to which you went*)  
This does not cover theft of your mobile phone when left unattended in *a place to which the public has access*.  
*The person I wrote to last time* told me to contact you.  
*The person to whom all subsequent correspondence should be addressed* is Mr James Mason.

Non-defining relative clauses add extra – non-essential – information to a sentence. These clauses always follow a comma and are more common in written English. They start with words like *which*, *most of which*, *by which*, *time*, *where*, *when*, *whose*, *who*, etc. We cannot use *that* in these clauses.

Our cash-flow situation worsened, *which* caused serious problems. We waited a full six months for one major payment, *by which point / time* we were almost bankrupt.

Some abstract nouns often occur with clauses introduced by *where*, *when* or *why* – or as part of prepositional phrases with *which*.

It was a *situation where* we lost sight of our basic goals.  
The *ways in which* the situation could change are numerous.

### Exercise 1

Rewrite each of the pairs of sentences below as one sentence. Start each sentence with the underlined words. You will need to leave some words out.

- Improvements can be made in some areas. We have to identify these areas.  
.....
- My boss heard everything. Her office is next to mine!  
.....
- We borrowed 10,000 euros in January. Most of it has already been spent.  
.....
- The way in which you approach negotiations is incredibly important. Deals can depend on this.  
.....
- We chose 2004 for the starting point of our study. Our president submitted his first budget that year.  
.....
- To some extent, large corporations influence the economic health of nations. I wanted to explore this.  
.....
- In retrospect, the meeting in 2008 was a very important year. We realised then we could no longer work as allies.  
.....
- We have over 9,000 employees. The vast majority are based in China.  
.....
- It was a very difficult situation. We found ourselves expected to pay large bribes to local officials.  
.....
- We've reached a crucial point. We can't cut costs any further without having to lay people off.  
.....

### Exercise 2

A Join the sentence halves using *which* or *whom* after a suitable preposition.

- Our founder was Mr Johnson,
- We're lucky enough to have an incredible team,
- After much research, we've come up with a prototype
- We're conducting research into the Kazakh market,
- I'd like to say thanks in particular to my boss,
- Naturally, we are all influenced by the things
  - we currently know very little.
  - I've learned a huge amount.
  - we are all very satisfied.
  - we surround ourselves.
  - we would never have survived this difficult year.
  - the company is named.

B Rewrite the six sentences above in a less formal way, putting the prepositions at the end of the relative clauses.

## 15 FASHION

## PREPOSITIONS

Prepositions can be followed by nouns, pronouns or *-ing* forms. Below are some common confusions.

**as / like**

**As** shows the job, use or duty something actually has. We use **like** to make comparisons. It's followed by a noun.

*As like an actor*, he was great; *as a parent*, he was awful. We were very close. She was **as like a mother** to me. (= she's not my mother)

**from / of**

**From** shows the origin or the condition before it changes.

He was sacked **of from** a design company.  
It's a translation **of from** German.

**into / to**

**Into** shows what someone or something becomes – or a movement entering or hitting something.

It's grown **to into** the biggest company in the country.  
He crashed **to into** the car in front.

**up to / until**

**Up to** shows the maximum amount possible (how much). **Until** shows when something stops.

The temperature can reach **until up to** 45 degrees.  
I can work **until up to** six hours without a break.  
I have to work **until up to** ten o'clock tonight.

**for / during / throughout**

**For** shows how long. **During / throughout** goes with dates, events, etc. and shows when. **Throughout** shows that the action didn't stop; with **during**, it maybe happened just once.

Hats were essential clothing **during for** centuries.  
**For** *During the 20th century*, hats went out of fashion.  
The prime minister was booed **throughout / during** the rally.

## Collocations

Prepositions may collocate strongly with some nouns, adjectives and verbs – or be part of a set expression.

on purpose	fond of	owe to
by yourself	prior to	rely on
in debt	effect on	hint at
at random	reaction to	account for
in the long term	the same as	bombard with
with regard to	on a ... basis	amount to

## Linking sentences

Prepositions can link two parts of a sentence.

*With the heatwave*, sales of swimsuits took off. (= because)  
*On finishing college*, he got a job at Dior. (= when / after)  
*In improving the design*, SPM have leapt ahead of their competitors. (= as a result of)  
*Besides having a nine to five job*, I write novels. (= also)

## Exercise 1

Complete the story with a preposition in each space.

The accident happened during my daily run. I usually drive to some woods near here and run <sup>1</sup>..... 30 or 40 minutes or <sup>2</sup>..... to eight kilometres. <sup>3</sup>..... this particular occasion, though, I was <sup>4</sup>..... a rush so decided to just go for a quick jog round our small local park. Maybe I was a bit distracted <sup>5</sup>..... everything I had to do that day, but I ran <sup>6</sup>..... a small wire fence and fell over. I was a bit shaken and my knee was a bit sore, but I basically thought I was OK, so I walked back home and went to work.

However, my knee went <sup>7</sup>..... being a bit sore to incredibly painful. I tried to ignore it, but it was agony and <sup>8</sup>..... the rest of the day, I was taking painkillers to try and ease the pain. <sup>9</sup>..... waking the next morning, I was in absolute agony again. I decided to drag myself to the hospital to get it checked out. Apparently, I'd torn a ligament and I'll need an operation and physiotherapy. I've got a note <sup>10</sup>..... my doctor saying I should be <sup>11</sup>..... work for at least a month, so I may not be back <sup>12</sup>..... the new year.

## Exercise 2

Rewrite sentences 1–7 using the words in bold and between two and five other words.

- They deliberately lost the game to win a bet.  
**purpose**  
They lost ..... win a bet.
- I think it's good in terms of the overall design.  
**regards**  
I think ..... it's fine.
- The company was in a terrible state before he arrived.  
**his**  
Prior ....., the company was failing.
- We've made it more accessible as a result of the reduction in costs.  
**enabled**  
In ..... more people to buy it.
- Every day I have to check the stock  
**basis**  
I have to check the stock .....
- It's fine for the time being, but it won't last forever.  
**term**  
It's fine now, but ..... it'll need replacing.
- 23% of our exports are connected to fashion.  
**accounts**  
The fashion industry ..... a quarter of all our exports.

## Glossary

**agony:** agony is extreme pain or distress  
**casualty:** casualty is the department in a hospital that deals with accidents and emergencies

## 16 DANGER AND RISK

### OTHER FUTURE FORMS

There are lots of ways of talking about the future in English. You have already studied the most common at earlier levels. Certain forms, though, are often used in particular contexts, such as journalism and the media.

**Be set to is often used in news reports when something is likely to happen. We also use *be set for* and *looks set to*.**

Campaigners *are set to challenge* the decision in court.  
The sector *is set for explosive growth* this year.  
The strike *looks set to intensify* after talks broke down.

**Be to is commonly used in the news to talk about actions that have been officially arranged or scheduled.**

The Queen *is to meet* the president in private tomorrow.  
Peace talks *are to begin* early next month.

**Be due to is used in formal English to show something is planned to happen at a particular time.**

The next train *is due to arrive* on platform 3 in six minutes.  
I'm *due to start* back at work next Monday.

**We can also use other prepositions with *be due*.**

Your car insurance *is due for renewal* imminently.  
All three films *are due for release* this month.  
The baby *is due in December*.  
I'm *due at a meeting* in a minute or two.

**Be likely is often used for making predictions.**

The offer *is highly likely to be rejected* by shareholders.  
Critics claim the legislation *is not likely to / is unlikely to stop* the problem.  
*It seems likely that* the two parties will form a coalition.

**Be bound to shows you're sure something will happen.**

He's *bound to hear* about it sooner or later.  
If you ask me, e-books *are bound to fail*.

**We also use *be sure / certain to* with a similar meaning.**

They're *bound / certain / sure to* check all the figures.

**There are several nouns and noun phrases used to talk about future events and to show how sure we are of things happening.**

He's *on the verge of* signing a new contract.  
(= He's about to sign a new contract)  
To be honest, I'm *on the point of* giving up my diet.  
The chances of it happening are slim / pretty good.  
There's *no / a slim / a good chance of* it working.  
The odds / chances are that the police will crack down hard.  
The odds of it happening are pretty high / low.  
In all probability / likelihood, it'll soon be forgotten about.  
The probability / likelihood is that it'll require surgery.  
There's a *distinct / definite possibility that* it won't sell.

### Exercise 1

Decide if one or both choices are possible in each sentence. Delete any incorrect options.

- 1 There's a *distinct / probable* possibility that you'll experience side effects from the medication.
- 2 He's *about to be / on the point of being* kicked out of school for good.
- 3 We are *due to / about to* hold meetings on the matter in a couple of months' time.
- 4 There's a *slim / slight* chance we might be late.
- 5 It seems *probable / likely* that the election will be held in June.
- 6 In all *chances / likelihood*, we'll be done by tomorrow.
- 7 They're *set to announce / on the verge of announcing* record profits.
- 8 The odds of things going wrong are pretty *high / likely*.

### Exercise 2

Complete the sentences by adding the correct prepositions.

- 1 The likelihood ..... them listening is pretty low.
- 2 He's due ..... court tomorrow.
- 3 The stage is set ..... a thrilling race.
- 4 I'm ..... the point of quitting, to be honest.
- 5 Apparently, I'm due ..... a tax refund.
- 6 What does 'payment is due ..... the time the service is rendered' mean?

### Exercise 3

Rewrite the sentences using the words in bold so they have a similar meaning.

- 1 Arrangements have been made for the work to be overseen by a team of international inspectors.  
**is**  
The work .....
- 2 In all probability, the news will damage his reputation.  
**sure**  
The news .....
- 3 Police believe they're close to finding the killer.  
**point**  
Police .....
- 4 We're on the verge of being evicted.  
**about**  
We .....
- 5 Where there's passion, it is inevitable that success will follow.  
**bound**  
Where there's passion, .....
- 6 Prices will almost certainly rise this year.  
**highly**  
Prices .....

## FILE 1

Unit 1, p. 10, Reading

## Group A

## Tangshan

Tangshan had been a major industrial city until 28th July 1976, when an earthquake with a magnitude of 8.3 struck the city, devastating 80% of the buildings. It was the biggest natural disaster in the 20th century in terms of cost to human life. The official death toll was just short of a quarter of a million people – or one in four of the population – with a further 160,000 serious casualties. Some, though, put the death toll as much higher. At the time, China was a very closed country and the government refused all foreign aid, ordering Chinese troops to lead the relief efforts. The operation was a huge undertaking but the victims of the quake were quickly provided with temporary shelter and the coalmines were put back into operation.

However, the rebuilding of the city was then stalled for three years, in part because of political disputes among government leaders. In some ways, the quake and its aftermath marked a turning point in China's history, and ushered in the modern era and the country's emergence as a global economic power. Tangshan is now a symbol of that change, having been completely rebuilt since 1980. It has become a thriving industrial city again, based on both steel and technology, and is home to three million people. In China, it is widely known as 'the brave city' and it takes great pride in its self-reliance and the will of its people to shake off the painful experience – or to 'walk out the pain' as the Chinese saying goes.

## Glossary

- death toll:** number of people dead
- troops:** soldiers
- undertaking:** difficult thing to take charge of doing
- shelter:** a place to protect or live in often temporary
- stall:** to stop / fail to make progress
- aftermath:** the effects of something bad / important
- usher:** lead to
- thriving:** successful, flourishing
- will:** determination, desire

## FILE 2

Unit 3, p. 25, Speaking

## Student A

Two good friends of yours have fallen out badly. You are having a few friends over for your birthday and would like them both to come but you don't want a scene or bad atmosphere between them to spoil the evening.

Your father is looking after your mother, who is very frail and unsteady on her feet, but he himself has become very absent-minded and is struggling to cope.

Your son takes a very laid-back attitude to his studies, and although he's taken things in his stride so far, you're worried he might fall behind and fail.

## Glossary

- a scene:** if someone makes a scene, they shout or argue or cause a disturbance
- take it in your stride:** if you take something in your stride, you cope with new things or difficulties easily

## FILE 3

Unit 6, p. 43, Conversation Practice

## Conversation 1

You share a house with Student B and three other people. For some time now, you've felt that Student B doesn't really fit in. He / she is always complaining about the noise and about everyone else's inability to stick to the rota of household chores, yet doesn't seem to realise his / her own failings. He / she has a short temper, and frequently ends up screaming and shouting or slamming doors after rows. You feel he / she needs to lighten up and relax – or else leave!

Start the conversation by saying *Good morning* to Student B and asking *How are you?*

## Conversation 2

You work for an import-export company. Student B is your immediate superior and has asked to have a word with you after work. You're worried it may be about a piece of gossip you passed on to a couple of friends. You've felt for some time that Student B is victimising you – and you once reported what you felt had been bullying behaviour to the regional manager. You fear Student B still holds a grudge against you for this.

## FILE 4

Unit 12, p. 85, Developing Conversations

## Student A

**Bryan Ward-Perkins**

He is an archaeologist and historian. He has written *The Fall of Rome and the End of Civilization*. Oxford: Oxford University Press (2005)

**External pressures**

The Romans came under attack from a variety of external tribes and competing empires such as the Huns and the Persians. The Empire was eventually overrun in the west by the waves of Germanic tribal armies, because, it is claimed, its military resources were too stretched.

**Christianity**

Christianity was incorporated into the Roman Empire and then became the established religion. Rome became the church's centre, with the Pope at its head. It is argued that this not only created an alternate powerbase that undermined the emperor's authority, but also ran counter to imperial expansion. Basically, the people were content to wait for the riches of heaven, rather than attempting to gain more power in the here and now.

**Lead poisoning**

Some academics have asserted that lead was consumed through lead water pipes and the preparation of a common syrup used to flavour wine. They point to statistics that the intake of lead was likely to have been many times higher among the ruling classes and claim this caused early deaths and lower birth rates. This theory has been widely challenged, though.

**Economics**

High inflation, unemployment and a devalued currency have all been seen as weakening the imperial economy and undermining military power.

## FILE 5

Unit 4, p. 29, Speaking

## Student A

**Joke 1**

One day a florist goes to a barber for a haircut. After the cut, he asks about the bill and the barber replies, 'I can't take any money from you. I'm doing community service this week.' The florist was delighted and skips out of the shop.

When the barber goes to open his shop the next morning, there's a 'Thank you' card and a dozen roses waiting for him at the door.

Later that day, a college professor comes in for a haircut, and when he tries to pay his bill, the barber shakes his head and waves him away - 'I can't take any money from you. I'm doing community service this week.' The professor is very pleased and strolls off.

The next morning when the barber opens his shop, there is another 'Thank you' card and a bundle of books including *How to Improve Your Business* and *Becoming More Successful*.

Then, a politician comes in for a haircut, and when he goes to pay his bill, the barber again lifts his hand and says, 'I can't take any money from you. I'm doing community service this week.' The politician can't believe his luck and races out of the shop.

The next morning when the barber goes to open up, there are a dozen other politicians all lined up, waiting outside.

**Joke 2**

For her homework one day, a schoolgirl was asked by her teacher to write an essay entitled 'Why I love our Great Leader.' The girl went home and asked her father sweetly, 'Dad, why do you love the Great Leader?'

'I don't,' her father shouts. 'I hate the man and everything he represents.'

The little girl then went into the bathroom and asked her mum and then her brother and her grandma – and she got the same answer from every single person!

Then she went up to her room and did her homework. 'I love our Great Leader,' she wrote, 'because nobody else does!'



## FILE 6

Unit 8, p. 59, Reading 2

## Group A

The Wild Bactrian camel is found in the Gobi desert of Mongolia and China, which ranges from boiling sand dunes to frozen hills and mountains. It has evolved to withstand the extremes of heat and cold as well as the arid landscape. It has thick eyelashes that close to form a full barrier against sandstorms and it can also completely close its thin, slit-like nostrils to prevent dust entering. It eats snow in the winter months and unlike any other camel can also drink salt water. It is still unknown how it processes the salt water.

Excess water is stored not in its humps, but in the bloodstream. The humps are largely made up of fat. The camel draws upon these reserves at times of drought and famine. Like other camels, it reduces water loss by hardly sweating or urinating. It also has an incredibly tough tongue, capable of eating the sharp thorns of desert shrubs. These camels are also incredibly resistant to disease, which may surprise people considering their numbers are dwindling.

The Wild Bactrian camels roam widely in small herds of two to fifteen members and are threatened from a number of angles. They were heavily hunted in previous years, and continue to be so where there is competition for water sources from domestic herds. They have also suffered poisoning as a result of the use of dangerous chemicals in illegal mining activities. Finally, they often interbreed with domestic Bactrians, which leads them to lose the capability to drink salt water.

Despite efforts to crack down on illegal mining and hunting, the Wild Bactrian camel has become one of the rarest mammals in the world. There are now captive breeding programmes aimed at restoring populations.

## FILE 7

Unit 4, p. 29, Speaking

## Student B

## Joke 1

A flock of sheep are trying to sneak across the border when a guard stops them.

'Why do you want to leave the country?' the guard asks them.

'It's the secret police,' the terrified sheep explain. 'They've been ordered to arrest all the elephants.'

The guard scratches his head and points at them. 'But you're not elephants. You're sheep.'

The sheep let out a laugh. 'Ha! Try telling that to the secret police!'

## Joke 2

A desperate man was crouching in the shadows on a back street near the parliament building in the capital city. Suddenly, he saw a wealthy-looking man in a suit and tie strolling towards him. He noticed the expensive leather briefcase and pulled his knife out of his pocket. Just as the man was passing, he leapt out and screamed, 'Give me all your money.'

'You can't do this to me,' his victim wailed.

'I'm a member of parliament!'

'Well, in that case,' the mugger replied, 'give me MY money!'

## Joke 3

A senior politician went on a visit to the country's biggest car factory. The manager went out of his way to show him around and at the end of the tour he offered the politician a free car. 'Oh, no,' came the response,

'I couldn't possibly accept anything like that.'

'Well, in that case, I'll sell it to you for 100 euros,' said the manager.

As quick as a flash, the politician pulls out two 100 euro notes, hands them over and says 'That's very kind. I'll take two of them.'

## FILE 8

Unit 7, p. 49, Conversation Practice

## Student A

## Article 1

Two male penguins are rearing a chick together after they were given an egg to look after. The male pair had previously been seen mimicking heterosexual behaviour and zookeepers wanted to see how they would react to real fatherhood. The pair immediately sheltered the egg and saw it hatch. They have since continued to look after it and behave as a normal mother and father. Zoologists say that homosexual-type behaviour is quite prevalent in animals of all kinds.

## Article 2

A company, Antiquity Perfumes, is producing fragrances based on the DNA of famous dead people such as Marilyn Monroe, Elvis Presley, Einstein and Michael Jackson. The DNA has been extracted from locks of hair that have been acquired by John Reznikoff, who has the world's largest collection of hair from famous people, dating back to the 16th century. The company says that the resulting fragrance is the 'essence' of the star, rather than being their actual smell, but that the process is entirely scientific. The perfume varies in price, but on average costs around \$90.

## Article 3

Scientists in Japan have devised a way to produce pictures based on brain activity. The process uses a magnetic resonance imaging machine to measure blood flows in the brain as the subjects are shown a series of random black and white images. Sophisticated computer software was then used to associate new brain activity with different images so that the machine was able to display letters spelling 'neuron', which was what the participant was thinking of. The images are still very basic, but it is believed that the process will have the capability of, for example, reading dreams in the not-too-distant future.

## FILE 9

Unit 12, p. 85, Developing Conversations

## Student B

## Edward Gibbon

He was a historian and MP in the 18th century and is most famous for writing *The History of the Decline and Fall of the Roman Empire*, now considered a classic of English literature.

## Decadence

The Romans are still famous for their lust for life and lavish lifestyles, born of the great wealth that was generated by the empire. However, some contend that this emphasis on leisure over work amongst the elite led to the army being less well-trained and more reliant on foreign mercenaries. It was also seen as contributing to economic problems.

## Division

Not only was power divided between emperor and the Pope, but the empire itself was divided between the West in Rome and the East based in Constantinople (now known as Istanbul), which was headed by a separate emperor. This created competition and denied funds to the west. The Eastern Empire was more efficiently run and survived the collapse of Rome. In addition to this, the West was plagued with infighting and civil war among army leaders staking their claim to the throne.

## Environmental degradation

It is claimed that the demands for fuel, agriculture, construction and the like led to widespread deforestation during the times of the Empire. This in turn led to soil degradation, problems with flooding and reduced crop yields. Doubts have been cast on the theory because of a shortage of reliable data and some assert that the theory is the result of more modern environmental concerns.

## FILE 10

Unit 6, p. 43, Conversation Practice

**Conversation 1**

You share a house with Student A and three other people. It's Tuesday morning and you haven't slept very well because someone was playing music and chatting loudly until 2a.m. You have exams next week and feel your housemates are being inconsiderate. You are also generally fed up with how messy everyone else is and are really reaching your limit!

You've come down to the kitchen to make some coffee.

Student A will start a conversation with you.

**Conversation 2**

You are the departmental manager for an import-export company. You are very concerned about the behaviour of Student A, who works under you in the company. You have reason to believe he / she has passed on information about a forthcoming deal to some rival companies. You also feel he / she has an attitude problem, and have not forgotten that last time you had words, Student A then went over your head and complained about you to the regional manager.

Start the conversation by discussing Student A's attitude problem.

## FILE 11

Unit 8, p. 59, Reading 2

**Group B**

The Aye-Aye resembles a cross between a small monkey and a rat because of its rodent-like front teeth. It lives in the canopy of trees in the Madagascan rainforest, usually nesting in a fork of the tree. As well as fruit and vegetation, it also eats small worms and insects living in the trees, which it finds in a similar way to a woodpecker. It taps on the trunk until it detects a hollow sound, then gnaws away at the bark with its teeth to make a hole, before inserting its elongated middle finger in through the hole to pull the grubs out. There is only one other animal that uses this technique.

When foraging for food, Aye-Ayes may cover over four kilometres a night as they leap from treetop to treetop. Aye-Ayes are generally solitary creatures that only socialise in order to mate, with the female of the species being dominant. The males will often aggressively compete for a female's attention.

The Aye-Aye is endangered because of a number of factors. Firstly, its habitat is being destroyed, increasingly forcing it to raid villages for food. It is quite fearless in approaching humans. Unfortunately, humans aren't quite so friendly to it. Villagers not only kill Aye-Ayes because they are a nuisance and eat farm crops, but also because they are believed to be evil – capable of sneaking into homes and puncturing a person's heart while they sleep.

Although laws exist against killing them and several reserves in the jungle have been set up, their numbers continue to dwindle. Captive breeding programmes are also working to preserve them.

## FILE 12

Unit 1, p. 10, Reading

**Group B****New York**

New York may have been a major city for many years, but it has still had to overcome many problems in its time, not least its reputation as a violent city of muggings, shootings and murder. By the late eighties, large swathes of the city had effectively become no-go areas for tourists and residents alike. In 1990, the murder rate peaked when it reached 2,245, while there were also thousands and thousands of other serious crimes such as rape and armed robbery.

Since then, however, murder has fallen more than fourfold and some believe it will have dipped below 400 a year by the next election. Other types of crime have fallen even more dramatically. The reasons for the fall are hotly debated, as other cities now want to replicate New York's success. There was an economic boom and a fall in the number of young adults who predominantly commit crime, but these changes were widespread throughout the country.

Three factors of policing seemed to differentiate New York at the turn of this century: firstly, there was an increase in the police force with more officers on the street; secondly, there was a more aggressive 'broken windows' policy that didn't tolerate minor offences; and thirdly, a computerised statistics model was introduced to manage and target policing more effectively. Alongside this, the city hall pumped money into improving housing in the poorest neighbourhoods and those with the highest crime. This mix of changes brought about the falling crime rate, and then having less crime in itself is thought to have helped by creating a 'virtuous circle': lack of crime allows for stronger communities, which in turn deter crime.

**Glossary**

**overcome:** defeat / recover from

**swathes:** large area

**peak:** reach the highest value

**dip:** fall

**fourfold:** four times

**predominantly:** mainly

**offence:** a type of crime

**target:** direct money or action towards a place or people

**pump into:** invest a lot of money in

## FILE 13

Unit 10, p. 74, Reading

## Group B

**I swear I can't help it**

Tourette's syndrome is an inherited neurological disorder estimated to affect around 1% of the population. Interestingly, it is more likely to occur in boys than girls. Onset is usually during childhood and the most common symptoms are repetitive, rapid movements, known as tics. Tics can be both physical and verbal, and range from the mild (repeated shrugging of shoulders, blinking of eyes, clicking of the tongue, clearing of the throat, sniffing, etc.) to the more extreme (jumping or spinning around, inappropriate sudden swearing and repetition of words or sounds heard recently). There may also be a tendency towards other forms of obsessive-compulsive behaviour, attention deficit disorder, sleep disorder and learning disabilities.

Tourette's syndrome in itself, however, has no negative impact on either intelligence or life expectancy, and symptoms generally decrease as sufferers pass out of adolescence. The symptoms tend to be beyond the control of the sufferer and attempts to suppress them for any length of time can cause stress, which ends up making a severe bout more likely. Nowadays, though, the condition can be treated effectively through the use of therapy or drugs.

The most important factor in dealing with the disorder seems to be the support and understanding of friends and family. Due to the odd nature of the symptoms, sufferers frequently find it hard to integrate fully into society, and feelings of rejection can lead to psychological damage.

## FILE 14

Unit 3, p. 25, Speaking

## Student B

Your neighbours seem to be going through a very rough patch and are constantly shouting. You've just heard several things being smashed and a woman screaming 'Stop it. Stop it' at the top of her voice.

You've had a few problems with a project at work – through no fault of your own – but you think a colleague has been going behind your back in order to undermine you and get your job.

The doctor wants to discharge a member of your family from hospital, but you aren't convinced they are ready to come home and you're not sure if you'll cope.

**Glossary**

**rough patch:** a period where you suffer a lot of problems

**behind your back:** if something is done behind your back, people do something you don't want without you knowing

## FILE 15

Unit 7, p. 49, Conversation Practice

## Student B

**Article 1**

Japanese scientists are making see-through frogs commercially available. The frogs, which will be sold for around \$100 each, were bred for educational purposes. Rather than getting killed for dissection in class, the transparent frogs allow students to see all the internal organs in action.

Researchers in Boston had previously created transparent fish to study the development of cancer. The fish, which are genetically similar to humans, have cancerous cells inserted in their bodies so researchers can watch them grow. Studies on normal animals only show cancer development via autopsy. It is hoped a greater understanding of cancer growth will pave the way for new treatments.

**Article 2**

An online survey has revealed that one in five scientists have used so-called brain-boosting drugs to help them work better – many on a regular basis. The drug Ritalin, which is generally used to treat children suffering from Attention Deficit Disorder, can, in normal brains, heighten concentration.

The revelation has opened a debate in scientific circles with some defending the drug use. They argue that, while more research needs to be done, if drugs are shown to have insignificant long-term side effects, they could offer a way to improve educational performance.

**Article 3**

A nuclear physicist who had had funding requests for research into time reversal rejected has raised \$40,000 from the public to carry out his experiment. Professor John Cramer, a leading scientist in quantum mechanics, is setting out to solve a famous paradox in quantum theory, which allows split sub-atomic particles to travel faster than the speed of light and 'communicate' instantaneously. It may seem far-fetched, but one theory for this paradox is so-called 'retrocausality': in other words, that the future can affect the present or past. His proposed experiment is a first step towards testing the theory and, if successful, he hopes to attract funding from government.

**FILE 16**

Unit 15, p. 105, Conversation Practice



**FILE 17**

Unit 3, p. 25, Speaking

**Student C**

You have been assigned to do an assessed project with a new classmate and you're finding her quite hard work. She doesn't contribute much to discussions and you feel she's not pulling her weight in other ways.

Your best friend has started going out with someone who from the first moment rubbed you up the wrong way. It's difficult to put your finger on why you just don't like him / her but recently you've had the feeling that maybe he / she fancies you!

You think your husband / wife is too soft with your children and far too indulgent. You often refuse to buy the children things and you set clear rules, but then they go to your husband / wife and he / she gives in immediately and undermines you.

**Glossary**

**pull your weight:** if you don't pull your weight, you don't do your share of the work

**rub you up the wrong way:** if someone rubs you up the wrong way, they annoy you

**put your finger on it:** if you put your finger on a problem or reason, you identify exactly what it is

## FILE 18

Unit 1, p. 10, Reading

## Group C

**Dortmund**

As a city, Dortmund in Germany bears little relation to what it was 50 years ago, even if much of the architecture has remained the same. Before the 1960s, the region in which it is situated had been a centre for heavy industry, in particular coal mining, steel and brewing, but these industries went into decline from then on. Dortmund was hit by high unemployment and could easily have gone into economic meltdown with the associated breakdown in society.

However, rather than giving up and moving elsewhere to look for work, its residents reinvented themselves and their city for the future, and now Dortmund is an affluent place, internationally renowned for innovation in science and technology and a model for regeneration. The city has had support from EU funding as well as grants from central government, but its successful transformation is largely seen as the result of a unified and long-term commitment to regenerate the city between local government, businesses and the citizens of Dortmund through the so-called 'Dortmund Project' and the establishment of Dortmund University, which specialises in technology.

It is also worth noting that the people did not choose to completely rebuild the city and forget their industrial heritage. Instead of being demolished, many of the old steel plants and breweries have been converted into centres of research or for dance and theatre. In fact, a vibrant arts scene has long flourished in Dortmund and it was designated the European Capital of Culture for 2010.

**Glossary**

**bear:** have the quality of

**brewing:** process of making beer and similar drinks

**meltdown:** complete collapse

**breakdown:** situation where something fails / stops

**renowned:** well known

**regenerate:** develop again

**heritage:** buildings, traditions, art, etc that are important to a culture

**demolish:** deliberately destroy

**flourish:** be successful / thrive

## FILE 19

Unit 7, p. 49, Conversation Practice

## Student C

**Article 1**

French researchers have discovered that sufferers from autism who inhale the hormone Oxytocin are better at noticing facial signals and maintaining eye contact. The so-called 'love' hormone is found in high levels in breast milk and is thought to be responsible for encouraging bonding between mother and child. Previous studies have also shown those with autistic conditions may have a deficit of Oxytocin. The experiment focused on those sufferers who did not have highly impaired language skills. Currently, other drugs are prescribed to deal with symptoms such as anxiety, but researchers believe this could be a breakthrough in dealing with more underlying causes of the condition.

**Article 2**

Dogs that can glow in the dark have been successfully reproduced by inserting a gene that produces a fluorescent pigment in the dogs' skin into a cell. The cell is then cloned and implanted into the mother. The scientists had previously done the same with cats. The research is seen as a step towards finding cures for genetic disorders in humans. If genes can be introduced into animals without adverse effects then it could pave the way to inserting missing genes or repairing damaged ones that are the root cause of various congenital conditions.

**Article 3**

A study by vets in Britain has revealed that on average cat owners are more intelligent than dog owners, as cat owners typically had a higher level of education. The researchers suggest that this is not down to any transference through the interaction of cats with their owners, but rather is due to the fact that cats are more independent and tend to require less attention. As highly educated people are likely to have longer working hours in more high-powered jobs, they do not have the time to dedicate to a dog's upkeep. This is just one finding of a census undertaken by the Department of Clinical Veterinary Science at the University of Bristol.

UNIT 01

1.1

Conversation 1

A = Woman, B = Man

- A: How was your trip?  
 B: Great. Really amazing. Have you ever been there?  
 A: No. What's it like?  
 B: It's really wild. It took me by surprise, actually.  
 A: Yeah?  
 B: Yeah. I don't know what I expected, really. I just thought it'd be quieter, but the nightlife is totally mad.  
 A: Really?  
 B: Honestly. The people there party like there's no tomorrow. We went out with these people and ended up in a place at about four in the morning and it was absolutely packed.  
 A: Yeah?  
 B: Seriously. You couldn't move. In fact, the whole city was still buzzing. You can still get stuck in traffic at that time of night.  
 A: Wow!  
 B: Actually, that was a bit of a downside, the congestion.  
 A: Really? Is it bad?  
 B: Unbelievable! You just spend hours and hours in your car crawling along, with everyone honking their horns. You'd be quicker walking, really.  
 A: So did you?  
 B: No, it's unbearably humid, so you can't, really. Honestly, you only have to walk out of your hotel and you're dripping in sweat. It's just like a thick wall of heat that hits you.  
 A: There must be a fair amount of pollution, then.  
 B: That as well. There's this appalling cloud of smog that constantly hangs over the city. You nearly choke on the fumes when you're outside.  
 A: Sounds pretty grim. Are you sure it's so great?  
 B: Well, you know, it does have its drawbacks but, as I say, it just has a real buzz – especially downtown with the skyscrapers and the neon lights flashing and the people and the noise. It's just a very vibrant place.

Conversation 2

C = Man, D = Woman

- C: What's your hometown like? It's supposed to be nice, isn't it?  
 D: It is, if you like that sort of place.  
 C: What do you mean?  
 D: It's just very conservative. You know, it's very affluent – you see loads and loads of people in fur coats and posh cars, and the streets are spotless, but it's also just incredibly dull. There's not much going on.  
 C: Right.  
 D: I know it's a bit more run down here, but at least it's more lively. There's more of a music scene, you know.  
 C: Yeah, I know what you mean. So you wouldn't consider going back to live there?  
 D: Maybe. I mean, don't get me wrong, it is a good place to live if you're bringing up kids – everything works very smoothly and, as I say, there's not a speck of litter on the streets. So if I were to settle down, I might move back. It's just not what I want right now.  
 C: Fair enough.

1.2

I = Interviewer, L = Lloyd Jones

- I: Following the latest hurricane to hit the Caribbean, we're here talking with Lloyd Jones, an expert on disaster recovery. Lloyd, this has been a particularly devastating storm. How long can we

expect the city and region to take to overcome this crisis?

- L: Well, in very basic terms – getting rubble cleared away, providing basic shelter, getting services up and running and so on – very quickly. Even with some of the logistical problems we've been seeing, I'd expect it to have happened in a matter of weeks, if not days, but, of course, real long-term recovery can take years.  
 I: Several politicians are already talking of this in terms of an opportunity – to rebuild a city which had suffered economic and social problems for years.  
 L: Hmm, yes. I always slightly worry when I hear that.  
 I: Really?  
 L: Well, it very much depends what you mean by 'opportunity' and who the opportunity is for. For example, in a number of fishing villages struck by the Asian tsunami some years ago, what emerged from the recovery was not a flourishing fishing industry, but rather hotels and tourism. This was seen by many as a positive step in developing the economy by those investing, but for the fishermen it meant losing a way of life and control over their own income.  
 I: Right.  
 L: Unfortunately, throughout history it's often the rich who define recovery and the poor who lose out. For example, going back to the 19th Century, most of the city of Chicago was devastated by fire. There was a huge push to reconstruct the city driven by an image of the future. Skyscrapers sprung up to replace what had been there, and you know what, during the construction more people died than in the fire itself!  
 I: So what should happen?  
 L: I think the best projects are those that fully involve the affected community – in fact, that are led by them. Where we're talking of very deprived areas with social problems, that can certainly be difficult, but outsiders often underestimate poor people's capabilities. People are resourceful.  
 I: Lloyd Jones, we have to leave it there. Thank you very much.

1.3

Speaker 1

A really terrible thing happened to a woman I used to work with. One day, she woke up and found her car had been stolen from outside her house, so she called the police and reported it, but when she got back home from the office that night, the car had been returned. It was in the driveway. It'd been completely cleaned and there was a note on the driver's seat apologising for taking it. Whoever had written the note said that his mum had been taken ill and he'd had to drive her to hospital. Next to the note there were a couple of tickets for a concert the following day. The woman, she was really thrilled you know – so happy – her car back, two free tickets – fantastic. So she called a friend and they both went to the concert and had a really fantastic time.  
 Once she got home though, ...

Speaker 2

Someone told me a story about a guy from Tokyo who'd gone on a golfing holiday. On the third or fourth day, he suddenly collapsed and had to be rushed to hospital for treatment. Eventually, they diagnosed him as having been poisoned and they reported the incident to the police. The detective in charge of the case questioned the man, but he couldn't think of any reason why anybody would want to poison him. It was something really silly in the end. They worked out ...

Speaker 3

This mad thing happened to a guy that a friend of my brother knows. Apparently, one day, he went to a supermarket to buy a few bits and pieces and as he was looking for the bread, he noticed this elderly woman just staring at him with these desperately sad eyes.

He turned away, grabbed a loaf and went off in search of some milk. Once he'd found the milk, he turned round only to see the same woman there again – still just staring like mad at him. Anyway, he was getting a bit freaked out by this – as you would – so he rushed off to pay, but then he remembered that he'd run out of toilet paper and so he went back to get some. When he got back to the cashier, there was the old woman again – in front of him in the queue and her trolley was almost full to the brim. This time she turns to him and she says: 'I'm really sorry for staring, but the thing is, you're the spitting image of my son who died last year.' She's wiping her eyes, getting all tearful, and she says 'You've got the same eyes, the same hair. It's incredible.' As she was packing all her stuff away, she whispered to the guy and said: 'Could you do me a tiny little favour? Could you just say "Goodbye, Mum" when I leave? It'd mean the world to me.' Well, what was he going to do? This little old lady and her tragic story, trying to hold back the tears – so as she's leaving the store, struggling with all her shopping, he shouts out 'Goodbye Mum.' He felt like he'd done his good deed for the day, but then ...

#### 1.4

##### Speaker 1

Once she got home though, she discovered she'd been burgled and all her valuables had been stolen. Then to top that, about a week later, the police called her and told her that her car had been used as the vehicle to get away from a major bank robbery on the day that it had gone missing. That is so unlucky, no?

##### Speaker 2

It was something really silly in the end. They worked out that the man had actually poisoned himself by accident. Apparently, when he was playing golf he used to hold the tee – that plastic thing you put the golf ball on – between his teeth as he was walking round between the holes, but the golf course had been sprayed with pesticide, so he was basically just sucking in toxic pesticide.

##### Speaker 3

He felt like he'd done his good deed for the day, but then the cashier told him his bill was like 300 pounds. He said there must've been a mistake as he'd only bought a few things, but then the cashier explained. She said, 'Yes, I know, but your mother said you'd pay for all of her shopping as well!'

## UNIT 02

#### 2.1

##### Conversation 1

**A = Woman, B = Man**

- A: So, how long were you there for?  
 B: Just under a month, so long enough to get a feel for the place.  
 A: I really admire the fact you went there. It must've been fascinating, but also very challenging, I'd imagine.  
 B: Challenging in what way?  
 A: Well, I mean, it's a very male-dominated society, isn't it?  
 B: I don't know about that. It may have that reputation, but that wasn't really my experience of the place.  
 A: No?  
 B: No, not really. I mean, it's all very close-knit, but I didn't feel women there were any worse off than in many other places. In fact, the family we stayed with, the wife seemed to more or less run the show, to be honest.  
 A: Oh, OK. That's interesting. And how was the traffic? Do people really drive as badly as the stereotype has it?  
 B: Well, they're not the best drivers in the world, it must be said, and it does get quite congested, but to be honest, it wasn't that that really bothered me. It was more just the total lack of any decent

public transport. There's no tube or anything and the buses were always so crowded that you ended up driving yourself and then you become another part of the problem.

#### Conversation 2

**C = Man, D = Woman**

- C: One thing that's surprised me here is the music scene. I've been to some amazing gigs – and people seem to really go for it! They're usually so formal and polite, but put them in front of a live band and they go absolutely crazy.  
 D: I know. Actually, I think the arts scene in general seems to be thriving. There are some great young film directors coming up as well.  
 C: Yeah, yeah. What amazed me was how much they get away with. I'd expected a lot more state control, because you hear about all the censorship before you arrive, but some of the topics they tackle are very politically sensitive.  
 D: Absolutely. I saw a film the other week that was basically dealing with corruption and the fact that people are always having to pay bribes.  
 C: Yeah? That sounds pretty close to the bone. Someone was telling me the other day, actually, that one thing making a big difference right now is the fact that the economy is doing so well. It just means there's a bit more money floating around, and so people are happy to invest in new projects, and all that's fuelling this freedom of expression.

#### 2.2

- 1 I'm not sure about that.
- 2 Isn't that a bit of an exaggeration?
- 3 I wouldn't go that far.
- 4 That's a bit over the top, isn't it?
- 5 Well, that's one way of looking at things.
- 6 That's a bit of an overstatement, isn't it?
- 7 I don't really see it like that myself.

#### 2.3

##### 1 Vaughan

What bugs me is the way people use 'British' and 'English' interchangeably. Wales is a separate country, with a distinct cultural heritage and language to the English. In fact, sometimes I think the English are jealous because they haven't maintained their own cultural traditions like us or the Scots. I mean, not many people celebrate St George's Day in England.

I'd personally like the Welsh to gain even more autonomy from the UK. That's not because I'm very nationalistic or consider myself super-Welsh, because I'm not. I don't actually speak Welsh that well. Nor am I a big fan of flag-waving because I think that can lead to narrow-mindedness and can even breed racism.

No, I want independence for political reasons. Traditionally, the Welsh have been more left-wing, but that's not really reflected in the British government. Also, I don't understand why we still have royalty. The only 'God Save the Queen' I'll sing along to is an old anti-royalist punk song! In some ways, I'd like to be seen as a republican and citizen of the world first, then European, and Welsh, or even British – but never English!

##### 2 Amir

I guess some people don't expect to see someone like me running a fish and chip shop, but for 99% of my customers, it's just not an issue. I was born here and my parents were born here and I'm as British as anyone else. I just happen to be Muslim as well, that's all. It's no big thing. I do get the occasional comment about it, but it doesn't bother me.



The only time I ever feel vaguely conflicted about my identity is when England play Pakistan at cricket. I can't help it, but I always want Pakistan to do well. There's always a bit of banter about that with the local lads, but as I always say, I'm sure most English blokes living on the Costa del Sol still support England if they ever play Spain at football. It's human nature, isn't it?

**3 Emily**

Last week I went to a ceremony where a friend of mine, Nyasha, gained British citizenship. She's originally from Zimbabwe and came here as a refugee, so it was a big day for her. To become a British national, she had to pass a test, which meant learning things most British people don't even know about – like the year that 18-year-olds first got the vote!

I have to say, the more I thought about it, the harder it became to really say what being British means to me. You meet some foreigners who still believe we all wear bowler hats and shop at Harrods and can recite Shakespeare, and others who stereotype us as all being madly into football, drinking too much lager and eating curry or kebabs, but apart from liking curry I don't fit into either group! I'm more into car boot sales and baking cakes. I don't know ... I think everyone has their own idea of what British culture really means. For my son it'd be hip hop! It's a very personal thing.

**UNIT 03**

**3.1**

**Conversation 1**

**A = Man, B = Woman**

- A: So how's it all going? Any better?
- B: I'd say things are worse if anything, to be honest. He doesn't seem to have a clue how the department should work or what's expected of him – and he's dragging the rest of the team down with him. I've tried to talk to him about it, but he always just gets really defensive and puts up this great big barrier. What really drives me mad, though, is the man's arrogance. He's so full of himself! He's one of those people who'll just never accept they've done anything wrong. He just blames it all on everyone else.
- A: Sounds like an idiot to me! Maybe you need to go over his head and talk to someone else about it.
- B: I would do, but our line manager isn't very approachable. And even when you do get to talk to him, he's not exactly the best listener in the world.

**Conversation 2**

**C = Woman, D = Man**

- C: I can't stand him.
- D: Really? I've always thought he comes across as a really decent guy.
- C: You're joking, aren't you? He's so fake!
- D: Do you think so? In what way?
- C: All that rubbish about saving the world and helping the starving millions that he's always going on about.
- D: What's wrong with that? I quite admire the fact he's prepared to stand up for what he believes in. He doesn't have to do all that charity work, does he? He could just keep his mouth shut and keep his millions and carry on making music.
- C: Yeah, but it's all just self-promotion, really, isn't it? It's just to sell more CDs. If he was really bothered, he'd give all his money away and really help people. He just likes to be seen to be doing good.
- D: I just think you've got him wrong. He's done a lot to raise awareness of various different causes and he works really hard to make a difference. You're just a cynic.
- C: And you're just naïve!

**Conversation 3**

**E = Man, F = Woman**

- E: So what're they like? Are you getting on OK with them all?
- F: Yeah, more or less. I haven't really seen much of the guy next door. I've passed him once or twice in the corridor, but he keeps himself to himself, really.
- E: OK.
- F: But the girl opposite is great. She seems really nice and bright and chatty. We hit it off straightaway.
- E: That's good, then.
- F: The only problem is she kind of hogs the bathroom. I mean, she's in there for hours every morning, doing her hair and her make-up. It's really annoying because we've only got the one bathroom.
- E: Oh no! Really? That'd drive me mad, that would!
- F: And the other guy, in the little room upstairs, seems pleasant enough, but he strikes me as a bit of a slacker. I mean, he's not working at the moment and he just seems ... well ... extremely laid-back about it.
- E: To the point of horizontal, then, eh?

**3.2**

**Conversation 1**

**A = Woman, B = Man**

- A: It's a bit worrying actually, I haven't seen her around for a bit.
- B: How old is she?
- A: Well, she must be getting on because she mentioned going to university in the sixties and occupying the Chancellor's office during a protest.
- B: A bit of a radical, then.
- A: Oh yeah, and she's still very with it – she hasn't lost any of her faculties at all. She's one of these people who's always writing to their MP – calling them to account.
- B: Maybe she's away visiting family.
- A: I'm not sure she has any to speak of. I know she had a sister but she told me they'd had a major falling-out. I just would've thought she'd have mentioned going away, asked me to water her plants or something.

**Conversation 2**

**C = Woman, D = Man**

- C: What's up?
- D: It's Connor. He's got another detention. I actually had a phone call this time from Miss Jones.
- C: You're joking.
- D: She said he's just constantly answering back.
- C: I think she just overreacts. I know he has a tendency to be a bit cheeky – let's face it, it's a bit of a family trait, wanting to have the last word – but it's just harmless banter really: disagreeing for the sake of it.
- D: It didn't sound like it.
- C: She's just singling him out for punishment, if you ask me.
- D: You should've heard what he said to her. He can be very hostile, you know.
- C: He's going through a slightly more rebellious phase, but that's perfectly normal. She should be used to it, and this isn't going to help.
- D: We should put our foot down with him or he's going to completely go off the rails.
- C: Oh, don't exaggerate. It'll all blow over.

**Conversation 3**

**E = Woman 1, F = Woman 2**

- E: We've obviously both got a strong competitive streak, but I wouldn't call it sibling rivalry, would you?

- F: No, not at all. I think it's all **channelled into** the tennis. We can both be pretty ruthless with each other. I mean, Sal showed no mercy when she thrashed me, in the Open last year, but after the match – well, obviously I was disappointed – in bits, really – but Sal comforted me, and once I got over the disappointment, I was really pleased for what she'd achieved – there was no jealousy or anything.
- E: That's right. I think it's very much down to the way we were brought up, which was always very much share and share alike, and very loving
- F: Absolutely.

#### Conversation 4

**G = Man, H = Woman**

- G: Apparently, they were quite close at school, but nothing really **came of** it and then they just drifted apart and lost touch, as you do, you know, and then suddenly completely out of the blue he got this email and that's how they got back in touch. Like she'd been carrying this flame for him all this time.
- H: Aww! That's so sweet.
- G: The really amazing thing is that as it turns out, she has a couple of kids already from a previous marriage.
- H: No!
- G: Yeah, but he seems to have taken it all in his stride and it seems to be really working out for them.
- H: Oh, I'm so delighted for him. He's such a lovely bloke.

#### Conversation 5

**I = Woman, J = Man**

- I: I sometimes feel we're just on a conveyor belt and she's just ticking boxes.
- J: I know what you mean.
- I: I mean, I was feeling really under the weather, but she wouldn't listen, she just dismissed it as a slight bug.
- J: I wouldn't **put up with** it – you should register with someone else. Why don't you try at my place? They're very good there. They're always very sympathetic if I need a sick note or to take time off work.

### UNIT 04

#### 4.1

##### Conversation 1

**A = Woman 1, B = Woman 2**

- A: Personally, I'm in favour of curbing the salaries of people like bankers and executives.
- B: How would you do that, though?
- A: I don't know. I'm sure it's not without problems, but there must be a way. I just find some of these salaries are obscene – especially when they have people in the same company earning peanuts.
- B: Hmm. I know what you mean.
- A: And it twists everything else, because if they're earning that much, **it encourages other people to ask for more**, and it pushes up prices.
- B: Curbing salaries may be OK in principle, but in practice? It's going to be unworkable, isn't it?
- A: I don't see why. We have a minimum wage so why not a maximum one?
- B: Well, how are you going to decide the maximum? And **what would you include in pay? What if they were given a boat or whatever, instead of money?**
- A: Well, **they'd just declare it as part of their income** in the normal way, no? And it could be, say, ten times the lowest wage.
- B: Only ten? **I'm sure they'd be able to find ways round it.** And you don't think it'd discourage people from doing those jobs?

- A: Some, maybe, but I don't see that as a bad thing. I mean, maybe they'd think about doing other jobs that are more useful. Anyway, I thought you said it was a good idea in theory.
- B: I did. I'm just playing devil's advocate. And, as I said, I do have major doubts about how it'd work.
- A: Well, personally I think the benefits far outweigh the difficulties.

#### Conversation 2

**C = Man, D = Woman**

- C: Did you hear about this proposal to bid to hold the Olympics here?
- D: Yeah. You don't sound happy about it.
- C: No, absolutely not! I'm totally opposed to it. It's a complete waste of money. Aren't you against it?
- D: I'm not sure where I stand, really. Won't the games make a lot of money if we get them?
- C: No. They always talk about them leaving a good legacy and boosting the economy, but it's all rubbish.
- D: Really? I can't pass judgement. I don't know enough about it.
- C: Have a look on the Internet. Apparently, in Montreal they're still paying taxes on the debt – and they held them in 1976!
- D: Really?
- C: I tell you, it's lucky we don't have a hope in hell, so they'll only waste the money on the bid. Imagine **if we actually won it, though! It'd be a recipe for disaster. It'd probably bankrupt us.**

#### 4.2

##### Joke 1

Two friends are strolling down the road when one turns to the other and asks 'So, what do you think of our president?' The other guy looks around. 'I can't tell you here. Follow me'. And he sneaks off down a side street. 'Now tell me what you think' he asks again. 'No, not here. It's not safe'. And they tip-toe down the stairs of an old block of flats and into the deserted basement. Having checked that there is no-one around, the friend tries a third time: 'So, now you can tell me what you really think about our leader.' The other one glances around nervously. 'Well,' he whispers, 'I actually really like him!'

##### Joke 2

A middle-aged couple have a son who's still living at home with them. They've started getting a bit worried because the boy seems quite unable to decide on a career, so they decide to do a little test. They take a 20-dollar bill, a Bible and a bottle of whisky and leave them on the kitchen table. They then hide, pretending they aren't at home.

The dad's theory was that if his son took the money, it meant he'd become a businessman; if he took the Bible, he'd become a priest; and if he went for the whisky, he'd probably end up as a no-good drunk.

So anyway, the parents hide away under the stairs and wait, expectantly. After a while, the son arrives home and they peer out to watch him. First, he picks up the money, holds it up to the light and then slips it into his pocket. Next, he picks up the Bible, flicks through it and then pockets that as well. Finally, he grabs the bottle, opens it and sniffs it to check it's good quality, before sticking it into his bag. He then happily skips up the stairs to go for a nap.

'Oh no!' the father exclaims. 'Our son is going to be a politician!'

##### Joke 3

A man is walking down the street muttering to himself, cursing the government and the poverty that's ravaging the country. 'We have no food, no warm water, nothing!'

As it happens, a group of plain-clothes policemen come past in the opposite direction and overhear him. They all suddenly leap on him and drag him down to the station, where they throw him into the interrogation room. They make him sit on a chair in the middle of the room and take a gun and fire blanks at him. The man's scared stiff

and curls up in fear. The police, seeing him so terrified and, thinking he's learned his lesson, let him go.

As the guy trudges off home, he starts moaning to himself again: 'Stupid country! No food, no warm water. We haven't even got any bullets. Stupid!'

#### 4.3

##### Speaker 1

I used to like watching *Star Quality*, but since this scandal has erupted, I've lost interest in it. This story leaked out that they were encouraging people to phone in even though they'd already decided the result. They were manipulating things so that one guy didn't get voted off because it helped the programme's ratings if they had a kind of hate figure. I might not have minded so much if the calls were free, but they're making a fortune on them.

##### Speaker 2

We only called a vote because negotiations were going absolutely nowhere, and despite the massive support we've received from our members, the management is persisting with a derisory offer that will see wages fall in real terms next year. If it hadn't been for their intransigence, we would not be taking this action now. We understand the public's frustration – we share it – but the blame for this dispute should be laid firmly at the door of the train company.

##### Speaker 3

I'm totally in favour of a vote on the issue. The way the current system works, some parties get a seat with only 100,000 votes, while others who poll more than twice that don't get any. In the run-up to the election, the New Party had promised to hold one if they got into power, but in the event all that talk has faded away. I guess if they hadn't won a landslide victory, they'd be keener to bring about electoral reform, but I truly believe the vast majority of the electorate still wants to see a change and would vote yes, whatever their reservations.

##### Speaker 4

On another day I wouldn't have taken part, but I was at a bit of a loose end when the researcher called and she caught me off guard. It took about half an hour and I have to admit I quite enjoyed it – moaning about the government. Mind you, when the results were published in the paper, I was a bit taken aback. It seems I'm in a small minority! People must be mad!

##### Speaker 5

I know in some places it's just tokenism with no real power, but that isn't the case here. In these days of voter apathy, it's important that young people learn that democracy can give rise to positive change. Apart from deciding things like the end of term trips, pupil reps can decide on policy. It's unlikely we would've abolished uniforms if we didn't have a body like this. Voting isn't obligatory, but nearly everyone does.

## REVIEW 01

### R 1.1

#### Speaker 1

When I saw him on telly during the campaign, he came across as quite humble and down-to-earth, you know, but then they won that landslide victory and, I don't know, I think it must've gone to their heads. Since then he's just behaved with such arrogance. Honestly, I doubt he knows the meaning of the word 'principles' – he's certainly stabbed a few colleagues in the back. There's just no substance. I wish I'd never voted for him.

#### Speaker 2

Don't get me wrong. I'm generally in favour of the changes. I think the positives outweigh the negatives. Salazar's been in decline for years – neglected by successive governments – and I like the arts scene which is now emerging. I also think we're managing to maintain our close-knit community. What I'm opposed to though is demolishing buildings with historic value. I just don't believe that they couldn't've been done up.

#### Speaker 3

When I first met her, I have to say I thought she was a bit of a snob. She didn't really say anything, but her face and manner ... well, I just thought she was looking down on me. Anyway, it was ridiculous really, but we got stuck in a lift one day for about half an hour and I was getting in a state and she calmed me down and made me laugh. That's really how she is – laid-back and cheerful. In fact, it turned out that the day we first met she'd had an upset stomach, which is why she wasn't exactly chatty.

#### Speaker 4

At the start of the campaign, I was definitely going to vote yes. I thought the reforms would benefit the country and strengthen workers' rights, but it's difficult to totally ignore the no lobby. I'm sure the idea that the reforms will devastate the economy is an overstatement, but it has undermined my confidence in the proposals and now I don't know where I stand.

#### Speaker 5

One hears many people voicing concerns about the negative impact globalisation is having on local traditions. I would argue that those people are propagating a myth about culture. A closer inspection of how so-called traditions came about will often reveal that they are relatively recent and were often adopted from other countries that were influential at the time. The changes we are undergoing now are real, but they are not new and may in fact create future local traditions.

## UNIT 05

### 5.1

#### Conversation 1

**A = Woman 1, B = Woman 2**

A: Hey Maddy. You look a bit rough.

B: I know. I'm exhausted. I didn't get to bed till three.

A: How come?

B: Oh, this friend of mine, it was her 25th and we organised a surprise party.

A: I bet she was pleased.

B: Yeah, she was, although she actually burst into tears when she first came in.

A: Oh!

B: Ah, she's been through a lot recently, which is partly why we planned the do.

A: Cheer her up?

B: Yeah, exactly. Anyway, she obviously found it a bit overwhelming at first, but she got over it pretty quickly.

A: That's good. Where was it?

B: In this bar. They'd hired a room and they had a band. I think they were friends of hers too.

A: Any good?

B: Yeah, brilliant. They played this old school rock and roll, but really well. Honestly, everyone was up dancing. Actually, it was hilarious – you know Finley, don't you?

A: Vaguely – only really by sight.

- B: You've never seen him strutting his stuff then?  
 A: No, why?  
 B: He's awful. Honestly, he dances like a crippled chicken! We were in stitches watching him.  
 A: Poor bloke. He'll probably never dance again.  
 B: Nah. I mean I would've been mortified, but he's one of those people – he's so full of himself, I don't think he even registers when people are taking the mickey!  
 A: You won't be saying that when he comes and guns you all down in revenge!  
 B: Trust me, he's very thick-skinned. Anyway, talking of dancing, are you still going to those tango classes?  
 A: Yeah – on and off.  
 B: You must be getting quite good.  
 A: I wouldn't go that far. I'm still a bit prone to treading on toes.

## Conversation 2

### C = Woman, D = Man

- C: Hi, glad I caught you. Have you sorted everything for the big meeting?  
 D: Yeah, yeah, it's all in hand. I've also booked a table at 'Eugene's'.  
 C: Excellent. I didn't mean to hassle you. I'm just stressing about it.  
 D: That's all right. I'm sure it'll be fine.  
 C: Yeah, it will. I could just do without it at the moment. Just too much on.  
 D: Tell me about it! I was tossing and turning all night! I just couldn't switch off.  
 C: I know. Perhaps you should take up meditation.  
 D: Yeah.  
 C: Anyway. Thanks for being so on top of things.  
 D: No problem.  
 C: By the way, how was your meal the other night?  
 D: Oh, great. We went to this place, 'Porchetta'.  
 C: Oh yeah. How was the food?  
 D: Gorgeous, but there was so much – you have six or seven courses. I lost count.  
 C: You must've been stuffed by the end.  
 D: I thought I'd burst – all a bit too much really. Actually, there was a bit of a scene while we were there. This guy just burst out shouting at a waiter – really ranting about something stupid, like there was a dirty fork or something.  
 C: It sounds like he was off his head.  
 D: I don't know. But they got him to leave.  
 C: Strange.

### 5.2

- 1 A: That must've been pretty dull.  
 B: Awful. I couldn't stop yawning.  
 2 A: You must be glad you didn't go now.  
 B: Absolutely. It obviously doesn't live up to the hype.  
 3 A: He must've been a bit disappointed.  
 B: Actually, he was kind of expecting it.  
 4 A: You must be feeling a bit rough now.  
 B: Actually, I feel surprisingly fresh.  
 5 A: You must've been mortified.  
 B: I wouldn't go that far, but it was a bit embarrassing.  
 6 A: She must've been quite upset.  
 B: Oh, she was in bits – just in floods of tears.

### 5.3

When Oprah Winfrey added a book club section to her phenomenally popular American talk show back in 1996, she could surely never have envisaged the impact she would have – not only on the reading habits of the nation, but also on the publishing industry itself.

Winfrey personally chose all the books she endorsed and didn't benefit financially from any of her selections. In terms of sales, endorsement by Oprah is worth anywhere between 20 and 100 times the recommendation of any other public figure in the United States and has sufficient clout to fundamentally alter Amazon rankings, best-seller lists and author royalty payments. Her club now boasts over two million members and has a website that provides tips on different approaches to reading, celebrities discussing favourite pieces of literature and ample space for users to share their own thoughts on featured titles.

In the wake of all this highly visible public enthusiasm, book clubs have started springing up everywhere. In Britain alone, there are now an estimated 40,000 reading groups, with people meeting to discuss their latest literary loves in private homes or in cafés, in libraries and bookstores or simply online. This phenomenon has spawned such specialist gatherings as the Vegan Book Club and a Socialist Feminist group, as well as meetings specifically targeted at lovers of crime novels and even comics!

The remarkable surge in the popularity of book clubs seems to be down to a number of different factors. Cultural commentator Rosalie Nicholson:

'We live in hectic times. As we all become ever busier and ever more bombarded with an overload of information, reading groups clearly represent a craving for trustworthy recommendations. They act as a kind of filter. In addition, book clubs seem to tap into some kind of desire for community in an age of increasing social fragmentation. Ironically, it seems that the solitary activity of reading can help provide a sense of shared experience.'

However, not everyone sees the trend in such a positive light. Here's critic Bryan Sewer:

'Let's face it, most reading groups are little more than gossiping circles or else simply a literary guise for dating clubs! And I know from my own observations that when they do finally get round to discussing books, the discourse is generally coarse and displays limited insight or intellect. I also fear that the whole nature of the set-up has created a tendency towards a certain kind of sentimental autobiographical writing, which one can only suppose must be easier for a mass audience.'

Bryan Sewer's opinion, though, seems to have little impact, and certainly hasn't halted the spread of communal reading. Indeed, one recent book club favourite, *Reading Lolita in Tehran*, by Azar Nafisi, details the transformational experience of reading and discussing frequently banned Western books in the Iranian capital in the 1990s. The appeal, it would seem, is universal.

On top of the multitude of reading groups now thriving, other innovative projects have also been conceived. Book Crossing is a free online book club that aims 'to make the whole world a library'. After having registered with the site, which connects users and attempts to track the movement of items donated, users are encouraged to leave books they've finished reading in public spaces, where they may then find new admirers.

Seattle, meanwhile, instigated the now globally popular idea of One City, One Book – a community reading project designed to give everyone within a specific geographical location the opportunity to read and then talk about one book at one particular time. As the idea has spread, different cities have added their own twists: bookstore talks by authors here, related arts programming there and sometimes even integration with school curricula. The city of Liverpool went so far as to celebrate its year as European Cultural Capital by funding 20,000 free copies of the year's chosen book, *The Savage*, by David Almond.

UNIT 06

6.1

Conversation 1

A = Woman, B = Man 1, C = Man 2

- A: Ricardo! Ricardo!
- B: Yeah. What's up?
- A: Look! I wish you wouldn't do this! Really! It's not fair on the rest of us.
- B: Do what?
- A: Leave everything in such a state in here! Look at it. It looks like a bomb has exploded in here and it means I now have to tidy everything up.
- B: I'll give you a hand if you want.
- A: That's not the point! You used it last – you should've cleaned it up. That's the rule.
- B: OK, OK. There's no need to bite my head off about it. I just forgot. I'm sorry. I've just been really busy, all right?
- C: So busy you've not managed to clear all your debts yet!
- B: Meaning what?
- C: Meaning you still haven't paid Kathrin back the 40 pounds she lent you for the gas bill three weeks ago.
- B: Not this again, Owen. I wish you'd stop going on about it. I've told her like a thousand times I'll sort it out when I get paid. That's on the 21st. Which is five days from now. OK?
- C: What is it with you? How come we never have a proper conversation? Why are you always so defensive all the time? And why do you always have to exaggerate everything?
- B: Who's the one exaggerating? You should listen to yourself – never, always, always, never.
- A: Can both of you just stop it? Please! Honestly, I wish I'd never mentioned it now! You're like a couple of kids.

Conversation 2

D = Man, E = Woman

- D: Miriam, Could I have a word?
- E: Can't it wait?
- D: Not really, no.
- E: It really is a rather awkward moment.
- D: Look, I don't think I would bother you like this if it was only something trivial. I do think it would be better if we sorted this out now.
- E: What do you mean? Sort what out?
- D: The small matter of the parcel for Milan ... which they still haven't received yet.
- E: Have they not? That's weird.
- D: I thought I expressly asked you to send that parcel recorded delivery.
- E: I did! You can ask Kate if you don't believe me. She saw me hand it over to Shane.
- D: Woah! Stop right there. You did what?
- E: I gave it to Shane. He was on his way and he said he'd do it for me.
- D: Listen, Miriam, I don't mean to be rude, but when I said I wanted YOU to send it, that's precisely what I meant. It's not someone else's responsibility, it's YOURS. Have you any idea what is riding on this deal? If we can't show we're capable of the most basic things, how on earth are they going to trust us with their account?
- E: I'm really sorry. Honestly, it won't happen again.
- D: It won't because to be frank with you, I'm really not sure there's a future for you here at all.
- E: No. I do understand I made a mistake.
- D: And not for the first time, I hasten to add.
- E: No, I know. It was stupid of me, really stupid. I don't know what I was thinking ...
- D: That's as maybe, but it's a bit late for all that now.

6.2

A man working for a soft drink company is standing trial today accused of spying on its biggest rival. Dan Craddock is said to have infiltrated Jazz Drinks on behalf of its competitor Pit-Pots. Over recent years, the two companies have been engaged in a fierce battle to capture market share, pouring money into ever more extravagant advertising campaigns in an effort to outdo each other. Last year was Jazz Drinks' best ever, and, as Pit-Pots was losing ground, it is claimed they secretly recruited Mr Craddock, who held a high-level post in Jazz Drinks, to pass on information on marketing and pricing strategy for the coming year. Mr Craddock denies any wrongdoing. The case continues.

The TV presenter Jonas Bakeman is fighting to salvage his career following revelations of his affair with a researcher on his programme, *Justice Fight*. As reporters laid siege to his home, he released a statement expressing regret over the affair, but defended himself against allegations that he'd pursued and harassed the woman, Petra Campbell. He claimed it had been a case of mutual attraction and he had surrendered to weakness during a momentary lapse of judgement. However, Ms Campbell has made available evidence that she had been bombarded with text messages and emails of a personal nature and that the affair had been more than 'momentary'. Bosses of the TV company are to meet tomorrow to consider Mr Bakeman's future.

Campaigners have claimed victory in their battle against full body scanners in airports following a court decision supporting a woman who refused to accept a scan. A number of civil liberties groups had joined forces to back the woman in an attempt to defeat the government's proposals that everyone travelling by plane should have to pass through the machines. The campaigners say it is a gross invasion of privacy as the scanners can see through clothing. The government has said that it will not retreat in its policy and believe the scanners are an important part of its armoury in the war on terror. They plan to get the decision overturned.

And finally, peace has now broken out in the village of Paulston. A dispute had been raging over a statue of St John of Bidshire, the multi-prize-winning pig of local farmer Tim Langford. The three-metre pink sculpture, which had been standing at the entrance of the village for over a year, had split the village into two camps, with half saying it was a hideous eyesore, while supporters of Mr Langford said it stood as a proud symbol of the local produce for which Paulston is famous. Protesters had marched onto Mr Langford's land and sprayed the statue with paint. Reprisals against the vandals then followed. Now the local council has stepped in as peacemaker to broker an agreement between the two sides. The statue is to be relocated to a nearby sculpture gallery, but will be moved back to the village during the three-day summer festival.

6.3

Speaker 1

As a man of the church, I believe the Commission has been immensely important and has gone a long way towards healing a wounded, traumatised nation. It's only by learning about the wrongs of the past that we can ensure these mistakes will never be repeated.

Obviously, though, it was not a perfect process. I was appalled at the evil that was uncovered. Bearing witness to such awful suffering takes its toll on you and, more often than not, a day spent listening to testimony ended with tears and profound, soul-searching questions about the Higher Purpose. I understand how these revelations stoked anger within the country, though I don't condone acts of vengeance against perpetrators.

One thing that exacerbated the situation was the fact that perpetrators were given instant amnesty, whilst victims were required to wait before receiving compensation, payment which invariably failed to recognise the true degree of suffering experienced.

**Speaker 2**

I've tried to forgive and to forget, I truly have, but it's beyond me. My son was murdered by the police and I had to collect his bruised and bloodied body from the morgue. I went before the Commission to recount my experiences, yet rather than walk away healed, I left feeling worse than ever before. All I felt was that I was re-living his death all over again. That's why I rejected the sum that they offered me. It would've been like taking blood money! How can I put this behind me when I still don't know who did this to my boy or why it happened? I want justice.

**Speaker 3**

After years of being seen as a pariah state, as the lowest of the low, the Commission has at least shown the world we can draw a line under the past and move on in a civilised manner. In that respect, it's been a great success. When the old system collapsed, I was desperately worried there'd be a wave of revenge attacks, and although there's been a bit of that, by and large the transition has worked.

The Commission has been key in shaping the national mood and moving people away from revenge and towards a place where we can all see the wrongs that were committed by both sides and the pain that was inflicted on all.

**UNIT 07****7.1****Conversation 1****A = Woman, B = Man**

- A: Did you read that thing about transplanting the nose of mosquitoes?
- B: What? Are you serious? I didn't think mosquitoes even had noses!
- A: Yeah, well, it's obviously not a nose in the sense of our noses, but apparently it was like the smelling receptors on the antenna and what they do is they somehow get these receptors to grow on frog's eggs so that they can do tests on them.
- B: How on earth do they do that?
- A: To be perfectly honest, I'm not sure. They extract the DNA of the receptors or something and then inject it into the eggs. It's a bit beyond me really. I just thought it was amazing.
- B: It sounds a bit dubious, if you ask me. I mean, what's the point?
- A: Well, apparently, they use them to see what smells trigger the receptors.
- B: And?
- A: Well, it's to stop the spread of malaria. Obviously, mosquitoes are strongly attracted to the smell of human sweat, but if they can find odours which create a bigger stimulus or which produce no trigger, then they could use those smells to manufacture traps to draw the mosquitoes away from humans, or spray-on repellents to mask human smells.
- B: OK. I suppose that makes sense. I have to say, though, I still find all that gene manipulation a bit disconcerting.
- A: What do you mean?
- B: Well, it's a slippery slope, isn't it? One moment it's mosquito noses, the next they'll be engineering babies.
- A: Come off it! It's hardly the same thing!

**Conversation 2****C = Man, D = Woman**

- C: Did you read this thing about building a sun shield in space to prevent global warming?
- D: No. It sounds a bit unlikely, though. I mean, how big would it have to be?
- C: Apparently about 60,000 miles long!

- D: 60,000! That's ridiculous! I mean, how on earth are they going to build something that big, let alone get it up there? They struggle to build a stadium here on time and on budget.
- C: Well, that's it – the idea with this is it's not like one big structure, it's millions of little reflectors which form a massive 'cloud'.
- D: But how many would you need?
- C: Trillions. They reckon if they deploy a stack of these things every five minutes it'd take ten years to make.
- D: Hardly an instant solution then!
- C: No.
- D: And what about the cost?
- C: I've no idea, to be honest, but they claim it's all quite feasible. Anyway, this guy's got a grant to look into it further.
- D: You're joking! What a waste of money! Are you sure it isn't just a scam or some made-up story?
- C: It was on a fairly reputable website.
- D: Pah! Mind you, I sometimes wonder whether the whole climate change thing is a scam. It's all just about vested interests and people out to make a buck.
- C: You're not serious, are you?
- D: Yeah, why not?
- C: Because the evidence is pretty incontrovertible.
- D: Says who?

**7.2**

- 1 What on earth for?
- 2 Why on earth would they want to do that?
- 3 What on earth's that?
- 4 Who on earth would buy something like that?
- 5 Where on earth are they going to get the money for that?
- 6 What on earth is he going on about?

**7.3**

- 1 It's difficult to interpret this story without knowing the number of accidents per mile travelled. If there were twice as many journeys in fair weather then the snowstorm has indeed increased the accident rate. Furthermore, more evidence is needed over a period of time to establish a correlation. It could be that bad weather really does reduce incidents due to people driving more carefully.
- 2 The statistics themselves in this study were accurately collected and described. However, the lobby group who commissioned the study were so-called 'stay-at-home mums' and in the interpretation and the narrowness of the time frame for the study, there was a strong element of twisting the data to fit a conclusion they'd set out to find.

The truth, which was excluded from the analysis, is that aggression is a normal developmental stage, where children test boundaries. Not only is aggression normal, it doesn't usually last. The study failed to measure the stay-at-home toddlers' behaviour when they were mixed in groups, where the same levels of aggression can be observed. Indeed, a follow-up study by different researchers discovered that those kids who had been kept at home exhibited more aggression later at school, than those who'd been in nursery, i.e. it simply appeared at a later stage.

- 3 This statistic seems counter-intuitive, but only if you ignore other evidence. The statistic fails to mention that the number of fatalities plunged. As more survive accidents, more are treated for injury. Of course, the statistic also tells us nothing about the severity of the injuries.
- 4 The group are self-selecting, so we might imagine those strongly against animal testing will be more inclined to phone.

Furthermore, the poll is biased because it followed a report on cruelty and mistreatment in one laboratory.

- 5 The base numbers are all true. However, the starting point that was chosen was the year when there had been a terrorist bombing in the city, which obviously inflated the figures. In previous years, the figures had actually been 94 and 98. Of course, whether that correlation can be attributed to government policy is another thing. There could be a number of underlying causes.

**7.4**

**Speaker 1**

There's a popular notion that we're a peculiarly nocturnal breed that stays up all night glued to our telescopes, but the reality is far more mundane. Most of the time, we work normal nine-to-five hours and are busy analysing visual data or working on computer programmes that'll help us process the abundance of information we receive. Where we differ from the vast majority of other scientists is in the fact that we do not have direct contact with our object of study. We are obviously unable to weigh, touch or dissect stars and so observation and reasoning skills become paramount.

**Speaker 2**

The job can involve anything from conservation to genetics, and you may end up being employed in museums or schools, by state or local governments or even by private companies. Broadly speaking, though, the profession splits into two main camps: there's the research side of things, based mainly in the lab, carrying out experiments to help determine the wellbeing of animals. Then there are those of us such as myself who work in situ. What we do is direct the activities that animals should go through, study behaviour patterns, advise on habitat and so on.

**Speaker 3**

As a rule, I don't discuss my own particular line of work, though in essence the field I am involved in is one that remains vital for national security. We study the techniques, psychology and practice of war and other forms of armed conflict. We're responsible for developing new prototypes; we aim to increase the effectiveness of concepts and systems; we develop new training regimes; and we come up with strategies to enable us to maintain status in an ever-changing world. Obviously, this also means we play a very active role in advising central government on how best to ensure full capability.

**Speaker 4**

As with many other kinds of scientists, my work divides between fieldwork and office work. Generally speaking, what I do is I analyse, assess, forecast and report on the water environment. The work I do feeds directly into and helps underpin the work the Environmental Agency does. I mainly work with rainfall and river flow data – looking at the flood risk side of things, of course, but also looking at potential damage to the environment in low-flow areas and the like. It's incredibly rewarding knowing my endeavours may well lead to positive environmental outcomes.

**Speaker 5**

The stereotype is that we all spend our time in exotic locations around the globe, analysing mating rituals and spiritual beliefs, and there may once have been a grain of truth in those assumptions, but nowadays things are very different. Take me, for instance: I tend more towards the cultural side of things. I mean, my first research project was a study of reggae music around the world and I've also spent time in the UK studying pub etiquette. My partner, on the other hand, works freelance as a personal trainer, assisting business people with transitions from one culture to another during relocations on a global scale.

**UNIT 08**

**8.1**

**Conversation 1**

**A = Woman 1, B = Woman 2**

- A: So how was your holiday? Did you have a good time?  
 B: Yeah, it was amazing, it really was.  
 A: Where were you again? France somewhere, wasn't it?  
 B: Yeah, Jura, right near the Swiss border. It's an amazing bit of the country. We started off in the southeast, where it's really mountainous, with all these gorges dropping down into the valleys and these winding rivers, and then we slowly worked our way northwards, to where all the vineyards are, because it's a big wine-making region up there.  
 A: Wow! It sounds great. So were you driving, then?  
 B: No, we weren't, actually. We were hiking.  
 A: Seriously?  
 B: Yeah, it was a group thing. We booked it over the Internet.  
 A: It must've been pretty strenuous.  
 B: To be honest, it wasn't that bad. I mean, it's pretty rugged in places, but you soon get into the swing of it. It was great exercise, I can tell you! I haven't felt this fit in years.  
 A: I bet! And what were the other people on the tour like? Did you all get on OK?  
 B: Yeah, they were all great. What was weird, though, was that there was a couple there from my hometown.  
 A: Yeah? That's a bit spooky.  
 B: Yeah. Look. That's them there in the photo. Marçin and Monica.  
 A: Oh, OK. They look nice – and that's an amazing view behind them!  
 B: Yeah, stunning, isn't it? That's Mont Blanc you can see in the background.

**Conversation 2**

**C = Man 1, D = Man 2**

- C: So what is it that you do, then?  
 D: I'm a geologist.  
 C: Oh, OK. And where are you based?  
 D: I work all over the place, really, but the last six months I've been in Venezuela. I actually only got back the other day, so I'm still getting back into the swing of things a bit.  
 C: I imagine it must take a while. So what were you doing there? I mean, what was your project?  
 D: Oh, I was doing some research on a big glacier there, Glacier Los Perros, seeing what kind of impact global warming has had on it.  
 C: That sounds amazing, it really does.  
 D: Yeah, it was wonderful. It's a breathtaking place, Venezuela. Have you been there?  
 C: No, never, no.  
 D: Where we had our HQ was right on the edge of all this dense woodland, looking out over the ice, with these snow-capped mountains off in the background, and every morning when I got up, my heart just leapt to see it all. It was something else.  
 C: And what are its prospects? I mean, how did it come out after the research?  
 D: Well, nothing's conclusive as yet, but it does seem that there's definitely some melting going on, unfortunately.

**8.2**

- 1 I wouldn't drive it if I were you, I really wouldn't.
- 2 The views were just stunning, they really were.
- 3 The scenery takes your breath away, it really does.
- 4 I just love it there, I really do.
- 5 It made no difference whatsoever, it really didn't.
- 6 He'll never change, he really won't.
- 7 I've never been anywhere like it, I really haven't.
- 8 That sounds amazing, it really does.

## 8.3

It's common knowledge that men and women do things differently, isn't it? The male of the species, we're told, retreats into a cave to brood at the slightest sign of stress, whilst the female reaches out and shares her feelings. After all, women are better communicators, aren't they? Well, aren't they?

That's certainly how we've been conditioned to see things over the last 20 years or so. The glut of self-help books that have followed in the wake of *Men are from Mars, Women are from Venus* have served to perpetuate the myth of difference and, I would argue, have had a profoundly negative effect on our culture.

It's easy to assume these books must be based on valid scientific research, but in reality very few are. Indeed, even a cursory inspection of the literature of the field reveals that in fact men and women communicate in remarkably similar ways. Take the notion that women talk more – and use more words to do so. Despite being widely reported as fact, research actually shows that both sexes tend to talk equally as much and use as many words per day while doing so – around 16,000.

Then there's the belief that men interrupt more. Evidence actually suggests that women interrupt at least as much as men. Whilst some men do interrupt far more than the vast majority of women, this is atypical, and such actions are often tied in to a position of power. Ultimately, when and how people interrupt has far more to do with social status and power than it does with genetic make-up and 'nature'. Linguistic studies have shown there's an overlap of more than 95% in the way the sexes communicate. Yet still myths of Venus and Mars prevail. Given this, it's surely worth asking why!

Well, firstly, such sweeping generalisations as 'Women are more in touch with their feelings' appeal because they match the stereotypes we already have. As such, we recall occasions on which evidence backed up this idea up – and forget examples that might contradict it!

A more significant reason for the continuing appeal of such theories, though, may well lie in the fact that gender roles have changed dramatically over recent years. Both women and men now frequently aspire to an education, a career, a decent income – and both often act, talk and maybe even dress in similar ways. For many people, these changes have happened too quickly and are deeply unsettling. What better way to comfort yourself than a return to the traditional gender roles and stereotypes of the past?

Should you require any further proof that difference is rooted in nurture far more than nature, consider the village of Gapun in Papua New Guinea, where the men pride themselves on their ability to speak indirectly and never say what they mean, whilst the women frequently give voice to their anger by launching into lengthy swearing sessions. Does this prove that sometimes it is women that are from Mars? I suspect not. Personally, I see this as proof that we are all from Earth and need to start dealing with this fact rather better than we have been!

## 8.4

1 Unusually for this species, it can swim underwater as well as burrow underground, which is handy as it inhabits low wetland areas. Its long claws are adapted for digging through the earth and its water-resistant fur allows it to remain submerged in water. The long thick tail is thought to store extra fat to draw upon during the mating season. The mole is functionally blind, which is why it has developed the distinctive star-shaped set of feelers.

The feelers are incredibly sensitive to movement. Uniquely, the mole can also smell underwater. It does this by blowing out tiny bubbles through its nose in order to capture scents that are sucked back in. These adaptations are highly efficient and the star-nosed mole is apparently the fastest eater in the animal kingdom, being able to identify, snatch and consume its prey all in a matter of

milliseconds.

2 The sparrowhawk is most commonly found in woodland. Its short, broad wings and long tail allow it to manoeuvre quickly through the trees. The light striped markings on its breast and its darker upper parts help it to blend into the background, which allows it to lie in wait for its prey before shooting out. It has relatively long legs that enable it to kill in mid-flight and the long slender central toe is adapted to grasp with a small protuberance on the underside enabling it to grip and hold on to its prey. Its small hooked beak is used for plucking and tearing flesh rather than killing. It also sometimes hunts on foot through vegetation. In recent years, it has encroached more and more into cities where it has no predators and where it is often seen as a pest damaging garden bird populations.

## REVIEW 02

## R 2.1

## I = Interviewer, L = Leila

- I: So, joining us in the studio now is the photographer Leila Flannagan, who's going to be chatting with us about her latest book 'Predators and Prey' as well as her life in photography, so any questions or comment remember you can e-mail us on cope@gbs.com. Love to hear from you. So Leila, welcome to the show.
- L: Hi, thank you for inviting me.
- I: You've had a hectic schedule.
- L: Yeah, loads of interviews presenting the book and last night we had the opening of the exhibition at the Gagosian, so a late night!
- I: Feeling a bit rough?
- L: A little, not too bad, just a bit overwhelmed with it all, to be honest – as a photographer I hide behind my camera. I'm not used to being the focus. And for some reason the book and exhibition have just been phenomenally successful wherever we've been.
- I: Well, it certainly lives up to any hype, because there are some stunning photos in there and some incredibly moving ones, because of course it mixes photojournalism and nature.
- L: Thanks. Yeah, I was very much trying to challenge and blur those traditional boundaries between styles of photography – you know, why should you have to stick to one genre – sports, fashion or whatever. Make new connections! Get insights.
- I: Absolutely, it really works. But presumably, you started out in one genre.
- L: Yeah, sure. I actually started out working for an engineering magazine, so it was kind of architecture – taking photos of construction projects. And on one assignment they were building a dam in a gorge to create a reservoir and I got caught in unrest and fighting. The project was threatening wetland which sustained several tribes, as well as destroying the gorge itself, but the government simply crushed all dissent and broke up any protests. It was quite brutal and, for me, very unsettling. So then I became interested in the conflicting stories of these projects and how the so-called benefits didn't always stand up to scrutiny – you know, vested interests and corruption often twisted things. It took my photography in a different direction and, ultimately, paved the way for this book.
- I: So what about the wildlife – how did that come about?
- L: Well, whenever I undertook any assignment my primary concern was to portray the impact on people. These massive projects – airports, industrial estates, dams etc – they often hit minority communities who find themselves under siege. And then you have workers' struggles and so on. But of course, mixed in with all that are adverse affects on the environment and species becoming endangered. So I started taking photos of animals as an addition to the main story, but frankly, also as a way of relaxing. Some of



- the human stories can be pretty heart-wrenching.
- I: I'm sure. Though I'm not sure how relaxed I'd be watching a crocodile leap out of the water to grab an antelope in its jaws – it's pretty gory.
- L: Yeah, I guess. I remember getting a shot of this lion and it suddenly let out an enormous roar – that was pretty terrifying.
- I: Rather you than me. So do you have a favourite?
- L: Well, I guess amongst the wildlife it'd be the blue diamond iguana puffing up to try and scare off something. I always think it's what people are doing when they protest against these projects.
- I: Right.
- L: And the other thing with that was I was actually waiting to get a glimpse of a puma. I'd covered myself with leaves and stuff to blend into the background and I was waiting in this spot for hours. I never saw the puma but I captured this great picture. Wildlife photography's like fishing: you need enormous patience and you're never sure exactly what you'll catch.

## UNIT 09

### 9.1

**H = Harry, T = Tasneem, B = Bianca**

- H: Hi, I'm looking for Tasneem.
- T: That's me. You must be Harry.
- H: That's right.
- T: Nice to meet you. Did you find us OK?
- H: Yeah, yeah. Well, I came here before for my interview.
- T: Right. So where do you live? Does it take you long to get here?
- H: I've just moved to Redditch, but it was quicker than I expected. I've actually been hanging around in the coffee bar over the road for the last hour.
- T: Really? You were eager to get here, then.
- H: Well, I didn't want to be late and, you know, first-day nerves and all that.
- T: Sure. Anyway, I'm sure you'll settle in quickly. We're a pretty good bunch. Nobody bites. Well, almost nobody!
- H: Right.
- T: So, raring to go, then?
- H: Absolutely.
- T: OK, well, just dump your stuff down here for the moment and I'll show you the ropes.
- H: OK.
- T: I should've said, we'll be working alongside each other on this new project. I liaise with our external service providers. I was just emailing one of them to schedule a time for us all to meet when you arrived. Anyway, as you can see, the office is mainly open-plan. We'll sort you out with a spot later.
- H: Right.
- T: It's a bit chaotic at the moment with all the changes. We've been rushed off our feet so it'll be good to have more people.
- H: I'm not the only one who's being taken on now, then.
- T: No. Three or four more are supposed to be joining in the next couple of weeks.
- H: That's good. There'll be some others in the same boat.
- T: Yeah. This is Bianca. She's our main admin assistant. She'll sort out any travel or bookings and other stuff. Bianca, this is Harry.
- B: Hiya. Nice to meet you. Hope Taz is treating you well. She's a real slave driver, you know.
- H: Really?
- B: Oh yeah, she's probably being all kind and helpful now, but wait till you get started.
- H: That sounds ominous.
- T: Take no notice. She's just pulling your leg. You need to watch her!
- B: I don't know what you mean! Actually, Harry, can I just take a quick photo while you're here? I'm just sorting out your entry card and

- setting up your e-mail.
- H: Sure.
- B: OK. ... Say cheese ... Lovely – very handsome. That's it. Anything you need or you're not sure about, don't hesitate to ask.
- H: Thanks. I'll get the card later, then, yeah?
- B: If that's OK.
- T: OK, let's move on. That lot over the far side are the sales team. We won't disturb them now. I can introduce you later. To be honest, you won't be having that much to do with them in your day-to-day dealings.
- H: OK. What about these rooms? Are they offices?
- T: Um, the last two are the boardrooms for meetings. The near one is Mary's office. She's the managing director.
- H: OK. What's she like?
- T: She's OK. She comes across as being quite down-to-earth ... the few times we've talked.
- H: She's not in the office that much, then.
- T: No, she's here most days, but as I said, I guess we've all been so busy that everybody just sticks to their own tasks. Anyway, just going back to the rooms – that one with the door open is the photocopier room. I'd better show you how it works. It's a bit temperamental. It has a tendency to jam if you don't treat it with tender loving care.
- H: OK.
- T: So how come you moved to Redditch? It's not that close to here.
- H: No, but I'd been thinking about moving out there for a while and I happened to get the house just before I got this job.

### 9.2

- I've actually been hanging around in the coffee bar over the road for the last hour.
- I should've said, we'll be working alongside each other.
- I was just emailing one of them to schedule a time for us all to meet when you arrived.
- I'm not the only one who's being taken on now, then.
- Three or four more are supposed to be joining in the next couple of weeks.
- She's probably being all kind and helpful now, but wait till you get started.
- To be honest, you won't be having that much to do with them in your day-to-day dealings.
- I'd been thinking about moving out there for a while and I happened to get the house just before I got this job.

### 9.3

Is David Bolchover's experience a freak occurrence? Well maybe, but only in the sense that he was allowed to stay at home to not work. Bolchover argues that much of the workforce in many big companies is badly under-employed at work and backs up his arguments with a barrage of statistics. One in three of all mid-week visitors to a UK theme park had phoned in sick. In one year, there were nine million dubious requests for sick notes from the doctor. That's about a third of the working population! Two-thirds of young professionals have called in sick because of a hangover, and on it goes.

Once at work things don't improve: on average, employees spend 8.3 hours a week accessing non-work-related websites and 14.6% of all so-called 'working' Americans say they surf the net constantly at work. 18.7% send up to 20 personal e-mails a day and 24% said they had fallen asleep at their desk, in a toilet or at a meeting.

Bolchover argues that there's a conspiracy of silence over this workplace slacking. Workers have no vested interest in saying they do nothing, while businesses want to maintain their image of being highly efficient.

Under-employment happens, he suggests, because workers feel a disconnection with big companies. Unlike with small companies,

employees don't see how their small contributions fit into the whole picture. Furthermore, managers typically fail to develop or motivate workers because, he claims, in large corporations people progress not by looking down, but by looking up. Instead of managing effectively and getting the most out of those under you, the way to get ahead is by advertising yourself and networking with those above you. People below you don't give promotions.

With smaller companies, slacking happens less because workers see how failure to pull your weight can directly impact on colleagues and the company. Bolchover suggests the solution, therefore, is to break up large companies into smaller competitive units. From a worker's view, doing nothing might seem fun at first, but in the end it's soul-destroying and a waste of talent.

#### 9.4

- 1 A 27-year-old man has been arrested and fined for stealing biscuits from a colleague's desk. While working a night shift in a call centre, Michael Campbell thought no-one would mind if he helped himself to the remains of a biscuit tin abandoned in a corner. The following day, however, a co-worker returned to find her £7 gift selection gone – and decided to trawl CCTV footage to find the culprit. Campbell was then arrested and hauled in front of a magistrate, who ordered him to repay the cost of the biscuits as well as £150 court costs. He was also dismissed from his job as a result of the incident and is currently retraining as a bar manager.
- 2 A postman who was sacked after taking a week off work to mourn the death of a pet has won over ten thousand pounds' compensation. David Portman had a history of taking numerous weeks off work because of unfortunate 'accidents', and was absent for a total of 137 days in just five years, an employment tribunal heard. In his defence, Mr Portman claimed the majority of his injuries were incurred during the course of his duties at work. However, when he took further leave following the demise of his dog, his bosses decided enough was enough. The tribunal felt this was a step too far and they insisted he be awarded compensation, especially as the manager had failed to tell the postman he could have applied for compassionate leave.
- 3 A new study released this week shows that paternity leave schemes in Iceland are now among the most generous in the world – and suggest that this is to the immense benefit of society. Last year, nearly all new Icelandic fathers took their full entitlement of three months off work at 80% of their salaries. Since legislation to ensure such leave in 2002, gender roles have been transformed and the divorce rate has dropped sharply – while the birth rate has risen. The director of one of the country's biggest firms recently went on record to state he wanted all fathers on his staff to take their full 12 weeks leave on full pay as they provided positive role models which could benefit both company and country in the long run.
- 4 Budget airline Quickjet is cutting costs ever further by banning its staff from charging their mobile phones at work. Passengers with the no-frills firm do not get pre-assigned seats and all food and drink is charged for, while cabin crew have to pay upwards of a thousand pounds for initial training and are then expected to buy their own uniforms. Now, however, the company has decided that any use of mobile phone chargers at work is unacceptable, and amounts to theft of the company's electricity. A spokesperson claimed yesterday that all savings will go towards lowering fares for European consumers.
- 5 A new research project has begun in New Zealand to explore whether the country's rapidly ageing one-million-plus generation of over-65s is planning to slip awkwardly into its golden years as a burden on the state or whether there will be a reinvention of the way society views older people and the workforce. Many signs seem to suggest the latter is the most likely option. All

the indications are that many of this generation are not eagerly anticipating retirement. Instead, they plan to work, contribute to social causes and continue to influence society, as they have all their lives. However, they want to do so on their own terms and with more time for leisure, travel and their families. This could revolutionise the workforce as employers begin to offer sabbaticals, part-time work, flexible hours and other incentives to retain experienced staff.

## UNIT 10

### 10.1

#### Conversation 1

##### A = Woman, B = Man

- A: You look so different without your glasses on. I almost didn't recognise you there.
- B: The glasses have gone! They're a thing of the past. I had my eyes done the other day, with laser surgery.
- A: Really? That's brave of you. Didn't it hurt? I've always imagined it must do.
- B: No, not really, but it is quite scary because what they do is they numb your eyes and then they kind of clamp them open so they can slice this tiny little flap in the front of the eye – and you kind of have to watch as the whole thing happens.
- A: Sounds horrendous! How do they administer the anaesthetic? Is it an injection or something?
- B: No, they just pour in a bucketful of these eye drops and they do the job. Oh, and they dosed me up with a couple of Xanax as well, just to calm me down.
- A: And how long does the whole thing take?
- B: It's over in a matter of minutes. After they cut the eye open, you have to stare at this laser for a few seconds and that reshapes the inside of your eye – and then you're done.
- A: And how long does it take to recover from?
- B: To be honest, the next day I woke up and I pretty much had perfect vision. They're still a bit sore, and I have to go back a few times for the after-care, but it's all very quick. I should've got it done years ago, really!
- A: Right. Wow! I still think I'll stick with contact lenses for the time being, though, personally.

#### Conversation 2

##### C = Man, D = Woman

- C: So why did you have to rush off to the dentist's the other day, then?
- D: Oh, haven't I told you? Well, about a week or so ago, I got this excruciating pain in my upper jaw and I went along to get it looked at and he told me that one of my teeth had died somehow and that I'd need a root canal.
- C: Died? How did that happen?
- D: He said I must've taken a knock. I'm not sure, but I think it might've been my daughter, actually, thrashing her arms and legs around while I was changing her nappy one day.
- C: Kids, eh! All that work and that's the kind of thanks you get.
- D: Yeah. And then today I went in and he drilled a hole in the back, cleaned everything up and then stuck some kind of temporary filling in, to prevent any bacteria or anything getting in.
- C: That can't have been much fun! Did it hurt at all?
- D: No, not really. I mean, I was conscious of what he was doing, but I couldn't feel anything.
- C: Do you have to go back again sometime?
- D: Yeah, next week. They'll remove the temporary filling and put a more permanent thing in, but then I'm done.
- C: How much is all that going to set you back, then? It must be

quite expensive.

D: It's not that bad, but it's not cheap either. I won't see much change from five hundred pounds.

**10.2**

So, coming to sit now. We'll be sitting for a while so make yourself comfortable on your chair, but also moving forward so your back is not leaning against the chair, but is supporting itself, and your back, neck and head are in line in an erect posture, but not stiff. Let your shoulders drop and relax so your posture embodies a sense of dignity, a sense of taking a stand, of being awake, aware, in touch with this moment. And now letting your eyes close, relaxing your facial muscles, not frowning or feeling tension there and now we're coming to focus on our breathing. Focusing on wherever you notice the breath moving most distinctly in and out of your body. And this might be at the tip of your nose, at the back of the throat, or in your chest or belly, noticing how it rises with the in breath and falls on the out breath. And noticing precisely the sensations that accompany each in breath and each out breath. Each breath is unique, with its own sensations. Simply tune in to each one in its own time, giving each one its own attention. This breath coming in ... this breath going out ... Allowing the breath to anchor you in the present moment. And whenever you notice your mind wandering, bring it gently back to your breath, back to the present moment. And the mind may wander many times. Sometimes it may wander for a short time, sometimes a longer time, and you may find yourself judging and criticising yourself for the wandering mind but that's what minds do. If you have a mind, it will wander. So the task of meditation is not to still the mind or banish thoughts and feelings, but simply to notice its patterns, to be aware of what it's doing, and then as soon as you notice that it's wandered, to acknowledge where it's wandered to and then gently bringing it back. So if it happens many times, bring it back many times. Beginning over and over again with the next in breath ... or the next out breath. And then using the stretches of silence to carry on this work by yourself.

And now at a certain point expanding your awareness around the breath so that you're aware of the whole body as you sit here. Aware of the space that your body takes up and the space around the body and the boundary between these two spaces, the skin. Aware of sensations in your body. And if there are any intense sensations then breathing into them, directing the breath to the edge of that intensity and into the centre to explore what's here, right now. Allowing yourself to be open, to soften around the intensity instead of tightening or clenching as we so often do. Opening yourself up to experience the sensations you're feeling here right now, in this moment ... and in this moment ... and in this moment. ... And now letting go of any intention to focus on anything – the breath or the body – and allowing yourself to sit here, resting in awareness itself. Whatever comes up.

And taking this sensation of spaciousness, of awareness of this present moment, into your day and remembering that this moment of presence is always available to you at any time by simply reconnecting, through your breath, to your mind and body.

**10.3**

The dedicated parents of an eight-year-old boy who had been suffering from a blood disorder so rare that it doesn't even have a name have amazed doctors by finding a cure for him.

Dexter Austen-Brown's illness had been likened to living with a permanent hangover, but after a period of painstaking research, his parents Stephen and Anne discovered that the condition could be relieved with the aid of ordinary dietary protein supplements.

Incredibly, doctors now believe that the treatment could also prove to be a breakthrough for sufferers of cancer and other diseases and have commissioned official research.

Before being treated, Dexter had required regular painful blood transfusions because of his low red blood cell count. As he was growing up, his immune system was so weak that he often suffered from ailments such as asthma and eczema. He was weak, frequently fatigued and struggled with speech. In terms of his all-round development, he was at least a year and a half behind other children. His heart was having to work much harder to compensate, leaving him vulnerable to heart attacks.

After countless tests, his parents were informed that there was nothing doctors could do to help their son. This did not deter them, however, and they turned to the Internet in a hunt for alternative therapies. They toyed with the idea of acupuncture before coming across nutritional consultant Richard Wright.

Mr Wright discovered Dexter suffered from a shortage of vital proteins in his body. He was thus put on a special diet of additional dietary supplements, which cost around £10,000 a year. The new diet has been incredibly successful. His last blood count revealed an average number of red cells and his height has shot up. Mr Austen-Brown, a teacher, said, 'We're obviously delighted about the result of all our hard work, though I have to say it's no thanks to many in the medical profession. The doctors can't have considered Dexter's condition as thoroughly as they should've done and they clearly should've looked into other options themselves, but having said that, I also wish we'd started our research earlier. We could've come to our own conclusions sooner and that way Dexter wouldn't have had to go through all this trauma.'

**UNIT 11**

**11.1**

**Conversation 1**

**A = Woman 1, B = Woman 2**

- A: How was the tennis?  
 B: Good.  
 A: Who won?  
 B: Mena, but it was pretty tight actually.  
 A: What was the score?  
 B: 6-3, 6-2, I think.  
 A: Hmm, right. Very close!  
 B: No, honestly, it was! I mean, most of the games were quite even – lots of deuces. She just did some great shots at the crucial moments.  
 A: She's quite good, then.  
 B: Well, neither of us are exactly pros. I mean, we both have a tendency to serve double faults, and if anything I probably actually have a better technique, but she's just fitter and stronger. I tend to fade towards the end.  
 A: Oh, right.  
 B: We're both getting better though. We had some pretty long rallies. A couple of shots down the line, you know.  
 A: So I'll be expecting to see you at Wimbledon soon.  
 B: Not quite!

**Conversation 2**

**C = Man, D = Woman**

- C: How was the weekend?  
 D: Don't ask?  
 C: Oh dear. What happened?  
 D: Well, Hannah took us for a little 'stroll' which involved trudging up some 2,000-metre mountain in the pouring rain.  
 C: Hmm, sounds very relaxing!  
 D: Honestly, I could've killed her at one point, because she was so enthusiastic and jolly and I was like 'This is just awful. I'm

exhausted, I'm soaked and I'm close to getting hypothermia'. And we couldn't see a thing because it was shrouded in mist from about 1,000-metres. I felt like bursting into tears, not grinning like an idiot!

C: Oh dear. So what happened?

D: Well, in the end, I just bit my tongue and we continued to the top. And funnily enough, when we got there, the clouds suddenly broke, the sun came out and we got this amazing view. I mean, it only lasted for about five minutes, but it was stunning!

C: It made it all worthwhile, then.

D: Well, I wouldn't quite go that far. I won't exactly be raring to go if she suggests something like that again.

### Conversation 3

**E = Man 1, F = Man 2**

E: How was the game last night? I missed it.

F: Incredible. Arsenal were lucky to draw. Honestly, it could've been about five-nil after the first 20 minutes. The Arsenal keeper made some great saves and then Manu missed a ridiculously easy goal. He managed to kick the ball over the crossbar when he was literally only a metre from the line.

E: Ah, Manu ... he's so overrated. There's no way he's worth 60 million or however much he cost. He's rubbish.

F: You're right. He's totally useless. ... that's why he scored those two fantastic goals after that!

E: OK. OK. He IS good, just not THAT good!

F: No, I do know what you mean – and actually for his first goal the Arsenal keeper made a right cock-up to let them score.

E: Right. So, how did Arsenal manage to get back in the game then?

F: Well, they made some substitutions and brought on Wallace, who made a huge difference.

E: Really?

F: Yeah, really. He scored a great goal, which got the whole team going. Then Arsenal got a slightly dubious penalty and a Barça defender got sent off.

E: It wasn't a penalty, then.

F: Well, it wasn't exactly the strongest tackle I've ever seen, let's put it that way. Anyway, it was an amazing game. Really open.

E: Sounds it. I'll have to watch the return game next month. We'll thrash them at home!

F: I don't know. Two of your defenders are suspended, and you have a couple of other people injured. And Arsenal will be the underdogs so they won't have any pressure on them. Honestly, I wouldn't be surprised if Barça got knocked out.

E: By Arsenal? Not a chance.

### 11.2

Playing cards are popular the world over, but their origins and development are far from clear. It's possible they originated from Chinese paper dominoes, China having invented paper some thousand years before its use in Europe. However, the multitude of designs that existed in the past suggests they are an amalgam of various traditions.

There are three types of deck widely used today. The 52-card deck is the most widespread, particularly with the popularity of poker. The four suits – hearts, clubs, spades and diamonds – each have 13 cards: numbers two to ten followed by jack, queen, king, and ace as the highest-ranking card.

Then there's the Spanish *baraja*. These decks use different suits which supposedly represent different power groupings in the Middle Ages. There are coins which represent merchants, clubs representing peasants, gold cups for the church and swords symbolizing the military. There are only 40 cards: that's one to seven plus a jack, a knight and a king.

Finally, there are the East Asian flower cards. They have 12 suits,

one for each month of the year, with four cards each. They don't have numbers, just pictures. These cards originally came into existence in the 17th century to avoid a ban on gambling with 'Western' cards that had been introduced from Portugal.

Playing cards are still so popular because they offer an infinite variety of games. In some games, you have to collect sets of cards, while others require you to shed the cards in your hand so you have none left. Alternatively, you may sometimes have to accumulate points or the whole pack. They range from simple games of chance to ones with complex rules and strategy, using trumps, which are a suit or cards that have an added value, or jokers, cards which can replace any other, as well as the opportunity to bluff or team up with other players. And all that varied entertainment for less than the price of a cinema ticket.

### 11.3

#### Speaker 1

We used to play this game me and my brother made up for long journeys, but it kind of spread through friends at school. The aim was to spot a particular kind of car and be the first to shout out, say, 'yellow car, no returns'. The one who was first then had the right to punch the other on the shoulder and the 'no returns' meant that they couldn't punch you back. It sounds a bit brutal, but in practice you didn't do it that hard because you knew they could get their own back at any moment and you didn't want to get hurt.

#### Speaker 2

We used to play *Parchis* at home. It's a board game where you move your counters all round the board and back home to win. The people playing can capture each other and send each other back to the start. My parents actually banned it for a while because it kept ending in fights. My brothers used to gang up on me ... you know, they wouldn't capture each other so they could catch me! I remember once, I was on the point of winning – I was two places short of safety – and Miguel landed on my square. My brothers all burst out laughing and teased me and I just tipped over the board and stormed out of the room.

#### Speaker 3

I can't play any card games now, because it just triggers that desire. It's a shame because there are some great games that don't involve gambling and games really bring families or friends together. There's always a bit of banter around it. It's educational even. The problem lies when there are stakes involved. I started off with blackjack for small change with my mates, but it escalated when I played poker online. I kept thinking I'm bound to win next time and I became ever more desperate – bluffing badly when I couldn't win.

#### Speaker 4

I woke up this morning and my shoulders were really stiff. I could hardly raise my arm or even clench my fist. It felt like I'd been beaten up, but then I remembered I'd been playing boxing with my son on this sports game. You have to punch madly at the screen with the controller to try and knock the other figure out and I guess I'm just not used to using those muscles. I had to take the day off!

#### Speaker 5

On one level, you look at it and you just wish the roles they take on weren't so awful – gunning down cops, mugging people for cash and the like. It's hardly a good example for life. And you do hear negative stories in the press. Then again, it's a very open game. You know, you can choose the tasks or quests you undertake and it involves different skills and a bit of strategy and you can team up with other players. I mean, my son plays with people in Korea, Mexico, all over. It's amazing, really. And my son's pretty level-headed and has reached the age of 16 without becoming a mass murderer or gang leader, so I

guess he distinguishes fact from fiction OK.

**UNIT 12**

**12.1**

**A = Man, B = Woman**

- A: So how did it go with Sara's parents, George?  
 B: Oh, it was surprisingly good, actually. The whole visit passed off far better than I'd dared to hope it would.  
 A: Yeah? Even with her father?  
 B: Yeah. It turns out his bark is much worse than his bite. We had a long talk over dinner on Saturday and got on really, really well. He's a pretty amazing guy, actually.  
 A: Yeah? In what way?  
 B: Well, he's just had an incredible life. I mean, he's from a first-generation immigrant family, grew up in a very strict, very close-knit immigrant community, not really speaking the local language, and basically living in total poverty. Then when he was 13 his dad passed away and as the oldest son he found himself having to support the family.  
 A: Seriously? Is it a big family?  
 B: Yeah, colossal. Twelve brothers and sisters! So he had to drop out of school and start working.  
 A: That's VERY young to be working. What was he doing?  
 B: He started off selling ice creams on the street of the town he was living in, and then moved on to selling textiles door-to-door, and by the time he was about 17 he was going off all round the island selling and making deals.  
 A: That's amazing. I was still living at home stressing about my end-of-school exams at that age.  
 B: Yeah, exactly. Then when he was about 21 he decided that if he really wanted to get ahead, he'd have to move to the capital, and so he set off to make his fortune. He got there, somehow managed to start up his own company selling outboard motors for boats and then just slowly built things up until he got to where he is today, where he can afford to have all his kids educated in the States and go off on holiday whenever he feels like it.  
 A: So he really is a proper self-made man, then.  
 B: Yeah, completely, but what was great about him is that he's still quite rough around the edges. I mean, he eats like a peasant still and burps after dinner and everything, all of which I found strangely endearing.  
 A: And what did he make of you and the idea of his daughter dating an artist, then?  
 B: Well, he's still coming to terms with that, obviously, trying to get his head round it all, but his eyes lit up when I told him how much I got for that portrait I sold last year. Basically, I think he just wants to see that she'll be provided for.  
 A: Despite the fact she's earning twice as much as you are already!  
 B: Yeah, well. I didn't dwell on that fact too much.

**12.2**

- 1 You cited someone called Edward Gibbon. Could you provide us with a reference for that?
- 2 When you were talking about changes in construction techniques, you mentioned thatching. Could you just explain exactly what that is?
- 3 You referred to a theory that lead poisoning contributed significantly to the demise of the Empire. Could you elaborate on that a little?
- 4 You mentioned some findings that suggested that environmental degradation was a cause. Do you have any statistics available on that?

**12.3**

- 1 Back in 2003, I came home from college one day and turned on the TV – and saw that Anna Lindh had been attacked. She was the Swedish minister for foreign affairs and a woman I'd always admired. She'd taken a strong stand against injustice and had campaigned against apartheid and the arms trade and that kind of thing. She'd even started being talked about as a possible future prime minister. Then one day – it was September the 11th, I remember, because it was the second anniversary of the World Trade Center attacks – she went out shopping in Stockholm and was stabbed in the chest and the stomach by this random guy with a history of mental illness. She was rushed to hospital, but they were unable to save her.  
 It was just such a senseless murder and it kind of sounded the death knell for this notion we'd had of Sweden being a safe country where even leading politicians could go out during their lunch break without fear of abuse or assault.
- 2 For many Poles of my generation, joining the European Union was a huge event. It represented the moment we moved closer to the west in all manner of ways – mentally, economically, politically. It symbolised a kind of rite of passage, a moment when we were finally recognised by the elder statesmen of Europe, by Germany and the UK and France and so on. It implied we were somehow mature enough now to be accepted into the unifying structure, and after so much bad blood between so many European countries all through the 20th century, it felt like we were drawing a line under the past and moving on into the future. In the referendum, over three-quarters of the population voted to join the EU and the changes since then have been enormous.  
 One of the most remarkable phenomena was the number of people who went to live overseas. No sooner had we been granted full membership than literally hundreds of thousands of young Poles headed off abroad. I spent three years living in the north of England, and while I loved it and learned a lot there, it was also good to come home. I had money in the bank, my language skills had improved and I'm now proud to help develop my nation's economy. The freedom of movement that our accession to the EU allowed me has really helped me kick-start my business back home.
- 3 Probably the most significant event of recent times in my country, Azerbaijan, was the opening of the Baku–Tbilisi–Ceyhan pipeline back in 2005. It's a pipeline transporting oil over one thousand miles from our capital, Baku, to Ceyhan, on the Mediterranean coast in Turkey. It was a very historic event for us because it signalled a kind of financial and economic independence. Because the Caspian is a landlocked sea, all the movement of oil in the past went through Russia, but this pipeline bypasses the old trade routes and goes through Georgia instead. It's placed us closer to the heart of the global oil market, and of course it gives Turkey greater geo-political clout as well. The income that's been generated is so substantial that it's forced us to allow greater transparency and to introduce tighter checks against corruption as well. All of that can only be for the good.
- 4 For me, the standout event of recent years was the apology issued to the aborigine community a few years ago. A motion was passed in Parliament, followed by a speech from Prime Minister Rudd, and it was the first time that we as a nation had really acknowledged the mistakes of the past with regard to the treatment of our indigenous population.  
 I don't know how much you know about it, but over the years successive governments carried out a kind of cultural genocide. Just to give one example, throughout most of the 20th century, any mixed-race kids were forcibly removed from aborigine communities and basically forced to live in white-only communities, thus losing all knowledge of their cultural heritage. A lot of the kids who were removed didn't get properly educated and so face higher levels of

unemployment today and plenty of them suffered chronic abuse in care as well. The apology for all of this was long overdue, but at least it was an attempt to start removing the stain that's been left on the whole nation.

## REVIEW 03

### R 3.1

#### Speaker 1

I've seen people with third-degree burns and met people who've lost limbs, so no, I'm really not willing to stand here today and say standards haven't deteriorated. There's been a chronic neglect of the workforce and accidents that have occurred have been somehow reclassified or else simply met with a conspiracy of silence. Now I know you may have me down as some extremist militant, but I warn you I speak with the full backing of my colleagues.

#### Speaker 2

Technically, it was never a penalty. To be honest, it was a complete and utter dive, but the referee didn't hesitate to blow his whistle. The guy taking it looked incredibly confident as he placed the ball on the spot, but as he was running up, he slipped and landed flat on his backside. The shot was slow enough for me to anticipate its direction and I managed to tip the shot over the crossbar. The rest of the guys went wild and we then held on for a thoroughly deserved draw.

#### Speaker 3

I think my decision to go stemmed from the death of my brother a couple of years back. When something like that happens, it really highlights your own mortality. I got trapped in a bit of a downward spiral for quite some time afterwards, and that culminated in me spending a few months in a kind of hospital. Anyway, we set off on a Monday and it was pretty tough, but we made it to the ruins by Thursday. The whole site is incredible. Seeing it just gave me a whole new outlook on life.

#### Speaker 4

I went into the event as a bit of an underdog, but it was a surprisingly tight contest. I don't want to say my opponent was overrated, but she certainly wasn't as good as I'd been fearing! Anyway, we had a couple of great rallies and I felt she was starting to fade when suddenly it happened. I fell badly and somehow managed to slice my forehead open on the side of my racket. They stitched me up a bit, but basically my opportunity had gone.

#### Speaker 5

One of the claims that many scholars have advanced over recent years is that the massacre was some kind of attempted genocide, but I think that these new findings establish once and for all that this can't have been the case. I highlight the role played by the assassination of the king and assert that this essentially gave rise to the atmosphere in which the subsequent atrocities were allowed to occur.

## UNIT 13

### 13.1

#### Conversation 1

##### A = Man 1, B = Man 2

- A: Have you seen the news today?  
 B: Yeah. Did you see that MP got off?  
 A: Well, what did you expect? It's one rule for us and another for them, isn't it?  
 B: It makes me sick. It was so obvious he's been lining his own pockets. I don't know how he's got away with it.

- A: Apparently, the case was dismissed on some kind of technicality.  
 B: Typical. As you say, if it'd been someone lower down, they'd have been convicted.

#### Conversation 2

##### C = Woman 1, D = Woman 2

- C: What do you think of this story about cutting back the public sector workforce?  
 D: I'll believe it when it happens.  
 C: You don't think it will?  
 D: No. I mean, look at it from the government's point of view. Why would they? What do they have to gain? There's an election coming up in just over a year. It'd be a disaster for them.  
 C: That's true. Maybe the opposition is just stirring up trouble.  
 D: More likely. I don't think they've said the source of the story.

#### Conversation 3

##### E = Man 1, F = Man 2

- E: I can't believe they're still going on about this guy and his affair. It's such a fuss about nothing.  
 F: I don't think she'd see it like that!  
 E: No, I know. It's obviously a big deal for her, but I don't see how having it all over the papers will help. What's it got to do with us? And what's it got to do with playing tennis?  
 F: Nothing. It's all to do with money and sponsorship, isn't it?  
 E: Exactly. As if anyone cares. It's such nonsense.

#### Conversation 4

##### G = Man, H = Woman

- G: Did you see that thing about the Secretary of State and what he said?  
 H: Yeah. I can't believe he's refusing to resign!  
 G: I don't know. Put yourself in his shoes. Can you imagine the pressure politicians are under when there's so much news coverage? It amazes me they don't make more slips.  
 H: I know, but it's not the first time and I think it undermines our standing in the world. What are other countries going to think?  
 G: Ah, it's just a storm in a teacup. It'll all blow over quickly enough.  
 H: You think so?

#### Conversation 5

##### I = Man 1, J = Man 2

- I: Did you see that business with the Hampton supporters?  
 J: Yeah, it was a disgrace. They're just animals. They should do something about them.  
 I: Didn't you hear? They have! A whole load of them have had their season tickets confiscated.  
 J: Well, it's about time, though why on earth aren't they being prosecuted? The amount of damage they caused! Not to mention the intimidation.  
 I: I know. They're thugs. They should be locked up.

### 13.2

It would obviously be absolute folly for newspaper owners and publishers to ignore current technological developments, but it should also be acknowledged that newspaper companies are still alive and well and doing quite nicely, thank you. Whilst it's obviously true that technology has changed potential modes of delivery, the fact remains that there is no content without a news organisation to gather and edit news.

Indeed, Internet-only sites that have attempted to publish solely their own content have struggled, while the online news sites that have thrived have done so almost entirely as a result of others' labours. Newspapers are still very much the main news-gatherers as well as being the primary suppliers of news to Internet-based

companies, and the bottom line is that this will continue to be the case until online journalism becomes as profitable as print-based media. Even bearing in mind reduced delivery and printing costs, such parity is probably still many, many years away.

Another important factor in the continued survival of newspapers has ironically been the new income generated from advertising placed on the companies' websites. The vast majority of newspaper websites are still free to access, as efforts to monetise them have had decidedly mixed results. As a result, they are attractive to advertisers keen to hit as wide a range of potential customers as possible. Most companies have strong brand identities, are in healthy financial positions and have access to a deep well of content, all of which suggests that rumours of the death of the newspaper have been somewhat exaggerated!

**13.3**

This is the six o'clock news with SBC. I'm Natalie Davis. The headlines this evening: Finance Minister Carol Dixon announces her retirement; medal awarded to sniffer dog; two dead as rioting continues in Manova; interest rates to rise; Jermaine Johnson is out of the final World Cup qualifier; and Simon Crouch and Jennifer Ponting have won their libel case against *News Enquirer*.

**13.4**

**N = Newsreader, CD = Carol, I = Interviewer, HC = Hassan, NS = Nico, FH = François, AK = Anita, L = Lawyer**

**N:** In an interview with SBC, Finance minister Carol Dixon has confirmed rumours that she is to retire on health grounds. She categorically denied that her retirement was connected to recent criticism of the government's decision to build two new nuclear power stations, although she acknowledged there had been division on the issue.

**CD:** Of course there was a dispute over nuclear energy. I've been a long-term opponent and I've never hidden that, but I lost that argument. On broad policy – hand on heart – I remain totally behind this government.

**N:** However, she refused to comment further on the health reasons for her departure.

**I:** And will you be giving more details on your health? Otherwise, it's bound to fuel speculation.

**CD:** No. I really think that's a private matter between my family and me.

**N:** A sniffer dog has received a medal for bravery for its work in a bomb disposal unit. Bodge has worked in several war zones over the last six years and has helped find over 200 bombs and mines to be deactivated. His handler, Corporal Hassan Cleaver, said it was a proud day and praised the work of the whole unit.

**HC:** It's just fantastic. We're so proud of him. And he deserves it, as do lots of the dogs we work with. What they do is just unbelievably important. They're fantastic.

**N:** Rioting over government reforms has continued in Manova, with two men being killed. Crowds throwing missiles confronted police armed with batons in the main square and conducted running battles in the surrounding streets throughout the day. Nico Smith reports.

**NS:** There are conflicting reports about the deaths. A police spokesman assured reporters that the men died when a car exploded after being set alight by a petrol bomb that had been thrown by rioters. Meanwhile, demonstrators claim they were crushed when police fired tear gas to disperse the crowd in the square, forcing people down narrow side streets. As the news of the deaths spread, protesters rampaged though the surrounding area, smashing things

in anger. The rioting lasted most of the day until an uneasy calm fell upon the city this evening. Addressing the country on television, the president blamed the rioting on subversive groups trying to destabilise the country and rejected demands for the government to change tack. He urged what he termed a silent majority to make their voices heard. However, there are no signs that that call will be heeded. Nico Smith, Manova.

**N:** Interest rates are set to rise half a percent, taking the base rate to a ten-year high of 4%. The central bank refused to rule out further increases this year as it bids to control inflation.

Sport, and the national football team have been dealt a further blow in the run up to their crucial World Cup qualifying match against Russia. The goalkeeper and team captain Jermaine Johnson has been ruled out with a thigh strain. The team have struggled and must win if they are to go through to the finals next year. The manager, François Houllier, expressed confidence in Johnson's replacement, Paul Harrison.

**FH:** Obviously it is not the ideal preparation, but Paul is a great keeper and has been on good form, so I am not so worried.

**N:** The Hollywood couple Simon Crouch and Jennifer Ponting have won their libel action against the paper *News Enquirer*, following allegations that theirs was a sham marriage. Anita Karaji reports.

**AK:** During the compelling three-day hearing, the court heard claim and counter-claim about the state of Crouch and Ponting's marriage, but in the end the judge found in their favour, awarding £560,000 damages. Outside the court, in a statement read by their lawyer, the couple thanked supporters and vowed to donate the money to charity.

**L:** Simon and Jen would like to thank all those fans who sent well wishes and never doubted the outcome of this case. They would also like to make clear that all the proceeds from this decision will be given to good causes, because this case was never about personal gain, only about personal truth.

**AK:** *News Enquirer* said it disagreed with the decision and was considering an appeal.

**N:** And that's the news from SBC. It's five past six.

**UNIT 14**

**14.1**

**Conversation 1**

**M = Maria, D = Delphine**

**M:** Hello. InTech Corporation. Maria speaking. How can I help you?

**D:** Oh hello there, Maria. It's me, Delphine.

**M:** Oh, hi. How're you?

**D:** Not too bad, thanks. Listen, I'm just calling to check whether the delivery we sent out on Monday has reached you yet.

**M:** It has, yeah. It came in this morning, I believe.

**D:** Oh, that's good. I was just panicking over nothing, then.

**M:** Well, better safe than sorry, isn't it?

**D:** Exactly. Anyway, how're you? How're things your end?

**M:** Oh, you know. We're hanging in there. Sales have actually picked up a bit this quarter, so that's good, and we've actually taken on a couple of new people, so can't complain, you know. How's life with you? How's the little one?

**D:** Oh, she's good. She's just coming up to one now and she's crawling around everywhere and babbling away to herself all the time.

**M:** Oh!

**D:** Yeah. I'll send you pictures if you want.

**M:** That'd be lovely, yeah. And how's Mark?

**D:** He's OK. He's been away a lot with work recently, actually, which has been a bit of a pain, but hopefully that'll ease off a bit soon.

**M:** And how was your holiday? Didn't you go away somewhere recently?

D: Yeah, that's right, we did. Two weeks in Crete. It was lovely. Over far too quickly, of course, but much needed.

M: Oh, that's good, though.

D: Yeah.

## Conversation 2

**M = Matt, D = Dietmar**

M: Hello, CNC.

D: Hi, is that Matt?

M: Yeah, Dietmar. Hi. I was just thinking of you, actually. I saw the draw for the European Championships.

D: Oh yeah. I'm sorry, but England have to lose to someone.

M: Don't count your chickens yet! Let's wait and see.

D: I admire your optimism.

M: Well, you have to look on the bright side, don't you – especially in our line of work.

D: Tell me about it! How're things, anyway?

M: Oh, not too bad, all things considered.

D: And what's happening with the relocation?

M: Well, it's still on the cards, apparently. We've told them it's a bad idea, but they just won't listen!

D: Well, just think of all the savings you'll make on your overheads.

M: And on wages if half the staff who're threatening to walk actually do!

D: A lot of that's just talk, I'd imagine. They'll soon come round.

M: I hope you're right. Anyway, what can I do for you today?

D: Well, I was just wondering if we could maybe sort out a time for a meeting during the trade fair next week. It'd be good to talk through Mexico with you.

M: Yeah, of course. ... Is Thursday any use to you?

D: I could squeeze you in in the morning, if you want. Say 10? 10.15?

M: Yeah, 10.15 should be fine. I'll pencil it in.

## 14.2

**K = Katrin, P = Peter, H = Henry, R = Rachel, A = Alex**

K: I've also been approached by the unions, but perhaps that can wait till the end of the meeting.

P: Right. Let's move on to the next item on the agenda.

H: OK. Well, I've handed out the spreadsheet of current figures and, as you can see, we're set to make a substantial loss this year.

R: We exceeded our sales targets in Eastern Europe.

A: Yeah, this is a prototype of what we're calling the Shoe Saver.

## 14.3

**K = Katrin, P = Peter, H = Henry, R = Rachel, A = Alex**

K: I've also been approached by the unions, but perhaps that can wait till Any Other Business, at the end of the meeting.

P: Right. Let's move on to the next item on the agenda, then. We've already touched on the background to this, but perhaps, Henry, if you could just restate the situation.

H: OK. Well, I've handed out the spreadsheet of current figures and, as you can see, we're set to make a substantial loss this year. Obviously, it's been a volatile year for everyone in the industry, but we can't simply blame economic problems. We've also underperformed.

R: Not entirely! We exceeded our sales targets in Eastern Europe.

H: Yes, that offers some hope Rachel, but that was starting from quite a low base. I know Alex sees great possibilities with his new product, but I really feel the way forward is to cut back on costs.

K: Cutting costs? I would've thought we were at the limit, to be honest. People are already overstretched.

H: It doesn't have to mean more work. We could renegotiate deals with suppliers and then scale back operations.

K: You mean layoffs?

H: Some redundancies, maybe, but hopefully they'd be voluntary.

K: Really? I ...

P: ... OK. Katrin, I think we're getting ahead of ourselves here. Let's see what Alex has to say first and we'll take it from there. Alex.

A: Yeah, this is a prototype of what we're calling the Shoe Saver. As you see, it's basically a compact box. This is a basic design, but we're planning others. Essentially, you pop your shoes inside and give it a blast to remove all the smells. I've brought along a pair of my son's trainers to demonstrate.

R: Oh, they smell dreadful!

A: Yeah. They've been left damp in a bag to show you just how effective the box is. So I put them in ... and switch it on. It takes a minute. Yes, Rachel?

R: How does it work?

A: It uses tiny particles of silver, which have anti-bacterial properties once ionised. They essentially kill the microbes that cause the odours.

R: Right. OK. I'm not sure what 'ionised' means, but isn't the silver expensive?

A: Yeah, but we're talking tiny amounts. ... OK. ... There. Done. Have a sniff.

R: Wow! That's amazing.

K: Very impressive.

H: Very. So what margins are we looking at with this?

A: Well, unit costs are between 35 and 45 euros and we're looking for it to retail at between 100 and 120 euros.

R: That'd certainly improve our bottom line.

H: Why such uncertainty about production costs? That's quite a big range you've given.

A: Well, we're looking at a deal to outsource production, which could bring significant savings. The higher figure would be if we used our own factories and that's also very much erring on the side of caution.

H: Sure. And what kind of sales projections do you have?

A: We've estimated something in the region of 10,000 units in the first year, followed by 30,000 in year two, 100,000 in year three and quarter of a million by year four.

R: Gosh.

P: I know it's ambitious, but we really are excited about this product. Henry, you don't look convinced.

H: Yeah, I don't want to be the bad guy, but have you really thought this through? You know, there's already a range of products that can solve this problem. Will people really want to pay 120 euros for this?

A: Fair question. I think the first point is that this is far more effective than the sprays and insoles currently on the market. We estimate it could extend a shoe's life by up to 50%, so it'd pay for itself. Secondly, our initial market is not actually homes, but health clubs and gyms. Longer term, growth would come from high-end consumers and we've already had some positive feedback from focus groups.

P: I think Katrin wants to come in.

A: Sure.

K: Yes. What about patents? Is this original technology?

A: Well, no. In fact, the technology's been around for a while, so that's not something we control, but we have patented a couple of the manufacturing processes that we think will give us an edge over any competitors. Plus, of course, we'll have a head start in establishing the brand.



## UNIT 15

## 15.1

## Conversation 1

G = Gail, T = Tatiana

G: Hey, Tatiana

T: Gail! Gosh! I hardly recognised you. It's a bit radical, isn't it?

G: You don't like it?

T: No, no, you look fantastic. It's just that it's so different. What brought that on?

G: Oh, I just fancied a change. I was getting sick of it, especially with the summer, and I've taken up running again. I mean, you can have it in a ponytail or tie it up but ... I don't know ...

T: No, I know what you mean. I wish I could get away with it short like that – it'd be so much easier.

G: You don't think you could?

T: No – my face is too round. I'd look like a lollipop!

G: That's a bit of an exaggeration! You could have it a bit shorter – a wavy bob like just above shoulders. That'd work.

T: You think?

G: Yeah, definitely. Not that you need to change.

## Conversation 2

C = Colette, D = Diana

C: Diana, how do I look?

D: Hmm.

C: You don't like it. I have to say I'm not sure about the sleeves. They're a bit frilly.

D: No, I think they're OK, I just think you need something else. ... I don't know – some beads or something to set it off. Here, try these ... And maybe these bangles.

C: OK.

D: Lets see. Yeah, that's better. What do you think?

C: Yeah, they work well together.D: It's great. It really shows off your curves.

## Conversation 3

E = Ella, F = Fiona

E: Oh, my gosh, Fi! Look at her outfit.

F: You don't like it?

E: A flowery dress with checked shirt? And the ribbon in her hair – and then those army boots!

F: Hey, it wouldn't work for me, but I think she pulls it off. It's quite a funky look. I might lose the ribbon, but those kind of clashing patterns are really in at the moment.

E: Well, it's not a trend I like. And the boots?

F: Well, they kind of show off her legs in a funny way.E: I think they make them look like sticks. She'd be better off in some strappy heels or some wedges.

## Conversation 4

G = Gunilla, H = Harry

G: Are you going like that, Harry?

H: Why? What's wrong with it?

G: Nothing. You look very smart. It's just that I don't think it's going to be that kind of do.

H: Oh, right. Shall I lose the tie, then?

G: Yeah, I mean, I'm just going to wear these jeans and that green top.

H: Right, so you want me to change then?

G: Well ... I just don't want you to feel awkward, because you're sticking out. So, ...

H: OK.

## 15.2

We live in an age of unprecedented visual saturation. We are bombarded with more images than ever before, images transmitted by an ever-growing range of technologies, and because of the explosion of such technologies, the phenomenon is no longer unique to developed countries, but is penetrating every corner of the world. I shall be arguing that this is not a neutral occurrence and shall be attempting to give you an overview of some of its results.

There are two slightly different ways we can conceptualise the growth in visual representation. On the one hand are those who argue that what is going on is simply an attempt to represent reality, to depict or show the world – or at least portions of it – as it really is. However, it can also be argued that these images shape our reality. They stand in for us in the way that our political representatives do, and so become symbolic of some kind of idealised or perfected parallel world.

Obviously, a large number of the images that confront us on an hourly basis are produced and disseminated by the fashion industry and over recent years what this has meant is that a particular kind of image of beauty has dominated our consciousness: that beauty is predominantly young, white, and almost impossibly thin! Driven by the big fashion houses' need to sell clothes in a cut-throat market, models become little more than human hangers – something stick-thin and lovely that products are 'hung' from. I'm sure we're all familiar with the kind of thing I mean here.

Now obviously cause and effect are nigh-on impossible to prove conclusively, but it seems to me to be no coincidence that this has coincided with a huge rise in the incidence of eating disorders – and what we've seen in particular is anorexia and bulimia among teenage girls, the main consumers of fashion magazines. However, as images of men have also multiplied, and in particular since the move towards thinner and thinner models, as opposed to the more muscle-bound images of a previous generation, we've also started seeing a rise in what's being termed 'manorexia'.

On top of all that, both sexes are increasingly turning to cosmetic surgery and we're seeing younger and younger people opting for procedures such as Botox that were once the preserve of much older patients. As if this wasn't disturbing enough, there's growing evidence that young black and Asian girls are so deprived of role models in the world of high fashion that they are undergoing extreme procedures such as skin bleaching and eyelid reshaping operations in an attempt to simulate what they see as Western standards of beauty. It's a kind of deracialisation process and verges on the obscene.

The degree to which images of the body beautiful have become the norm can perhaps best be demonstrated by the fact that token alternative representations can now be used as a selling point. Brands such as Dove had huge success with their 'real beauty' campaign, which uses a far broader range of woman in its advertising, and which seems to have struck a chord with women fed up with the pressure on them to be young and slim. Similarly, singer Beth Ditto, who weighs in at around a hundred kilos, has attracted massive amounts of publicity as she has launched her fashion range for sizes 14 to 32. Nevertheless, as refreshing as it may be to see such images reach the mainstream, it should not be forgotten that they only have impact due to the fact they swim so strongly against the dominant tide.

## UNIT 16

## 16.1

## Conversation 1

A = Annabel, B = Belinda

A: Well played. I thought I might stand a chance after you blew that second set, but you thrashed me!

B: Oh, you played OK ... you just need to work on your serve!

A: And my backhand and my footwork and everything else!

B: Yeah, well ... maybe a bit! By the way, I hope you don't mind me asking, but what happened to your leg? That's one hell of a scar!

A: What? This?

B: Yeah?

A: Oh, it's a long story.

B: Go on, then. I've got time!

A: Oh, it's stupid, really. It happened when I was in my final year at university. You know I did architecture, right?

B: Yeah.

A: Well, we had to make a lot of models and present them and one time I was up half the night trying to finish off this one particular model and it was about four in the morning and I was more dead than alive and my hand slipped and I somehow managed to cut a huge great big slice out of my thigh with the scalpel I'd been using.

B: Oh! Nasty.

A: Yeah, but I was so out of it that I was just staring at this gaping great hole, half in shock, half in complete exhaustion, and in the end I just wiped the blood off with a tissue, tried to super-glue it all together and crashed out. Next morning, I woke up early, went along to A and E to get it cleaned up and stitched – and still managed to present my model in the afternoon.

B: And who said students are lazy, eh!

## Conversation 2

**C = Chloe, D = Doug**

C: How did you get that scar, if you don't mind me asking?

D: Which one? The one on my chin?

C: No, I meant the one on your forehead. It's pretty nasty.

D: Oh, that. Yeah, well, I was smart enough to somehow walk straight into a head-height shelf when I was 18. I was working at this summer camp in the States and I'd been out to a party with some friends one night, stumbled home and whacked myself when I got back to my cabin. I decided that, while it hurt a bit, it'd probably be OK and that what I really needed was my bed. I woke up in the morning to find there was blood everywhere – all over the bed, the floor – and most shockingly, when I looked in the mirror, I realised my face was covered in dried blood, which I really hadn't been expecting! The doctor said he could've stitched it if I'd seen him right away, but that it was unstitchable the following day! Just my luck.

C: Oh, that's awful.

D: Yeah, well, it's my own stupid fault, really.

C: And ... um ... I'm scared to ask now, really, but what about that other one?

D: You won't believe me when I tell you. Honestly.

C: Um ... OK. Is it gruesome?

D: Not really. Just odd. I don't know if you remember, but a couple of years ago, there were all these reports of people getting blown off their feet by high winds, and even someone getting killed by being blown head first into a door.

C: No! That must just have completely passed me by somehow.

D: Yeah? Well, it was pretty crazy. What happened with me was that one night I just got totally blown down the drive at the side of my house, completely out of control! I somehow managed to go head first between two parked cars, whacking my head on both of them and landing on my chin in the middle of the road.

C: Ouch!

D: Yeah – and when I came to, I found my chin completely split open ... and my wisdom teeth weren't too happy either!

C: Woah! You're fairly accident-prone, really, aren't you?

D: I've got another one, actually, if you want to hear about it ...

### 16.2

1 Wow!

2 Fff! Ouch!

3 Yuk!

4 Gosh!

5 Phew!

6 Mmm!

7 Ahem!

8 Mmm

9 Umm

10 Oil

11 Sshhh!

12 Oops!

### 16.3

1 A: She speaks six different languages.

B: Wow! That's impressive.

2 A: I was running and I heard something in my knee just snap!

B: Fff! Ouch! Painful!

3 A: His false teeth fell out onto the floor and he just picked them up and put them straight back into his mouth again.

B: Yuk! That's disgusting!

4 A: I've still got a scar. Look.

B: Gosh! That's awfully big!

5 A: The doctor I went to for a second opinion said I'd been given the wrong diagnosis and it wasn't as serious as they'd thought.

B: Phew! That's a relief, then.

6 A: Mmm! This is delicious! What's yours like?

B: Yeah, not bad.

7 A: Ahem!

B: What? ... Oh, sorry.

8 A: And then she said, like, you know, that she thought it was a bit too revealing, but I wasn't sure so ... are you listening to me?

B: Mmm. Yeah. Course.

9 A: So how come you decided to do that, then?

B: Umm. That's a good question, actually. I'd have to think about that.

10 A: Oil! What do you think you're doing?

B: Quick! Run!

11 Sshhh! The baby's sleeping.

12 A: And then I realised I'd copied my boss in on the email by mistake!

B: Oops! That wasn't very clever.

### 16.4

**I = Interviewer, EC = Eva Chakrabati**

I: So I'm here in a school in Chipping Sodbury where I'm talking to Eva Chakrabati, who's a health and safety officer. Now I have to say, Eva, I was a bit surprised to see what you were doing there. You were holding bubbles of methane and setting them alight. Exploding gases in front of children isn't what we expect from people like you.

EC: No? Well, that's very much the kind of misconception we're trying to combat here. Health and safety is not about removing all risk from life. Personally, I'm into rock climbing and I'm all for people having fun and excitement. Society relies on people doing hazardous jobs, whether it be working in quarries, on oil rigs or in farming, but there's a difference between risks and recklessness. We analyse risk and set legal guidelines to reduce it.

I: OK, but that's the issue – those guidelines. We constantly hear stories of the reams of paperwork involved in setting up, say, a school trip. Doesn't it turn basic pleasures and education into a bureaucratic nightmare?

EC: I wouldn't deny some forms are excessive, but I would query whether that's really down to us. We've produced templates for risk assessment for school trips that are just three pages long. However, some bodies in charge of implementation produce

one form covering every type of assessment, with the result that they're overlong and contain much that's irrelevant to individual events.

I: Why don't you force the use of your forms, then?

EC: Well, they are widely available and we're running a campaign on health and safety myths, but really we're caught between a rock and a hard place. On the one hand, we have these hysterical stories in the media that we're imposing a nanny state, but then here you're saying we should override local people on the ground. Actually, I think we should stick to our policy, which is providing standards that generally have the caveat that common sense should apply and changes only made where the cost is appropriate to the benefits.

I: So you're saying that many of the stories we hear – banning snowballs; stopping clowns blowing bubbles; punishing staff for moving chairs round a room – all those are essentially nonsense.

EC: Well, yes! They may have a grain of truth, but they're usually over-generalised or wrongly blamed on us. It's possible some schools have banned snowballs, but I think that's likely to have been a response to a particular incident and maybe fears of litigation. It's certainly not the result of anything we've said. The clown story is something similar. He was using a bubble-making machine and he couldn't get insurance – we didn't stop him. Actually, there IS a risk there because the machines create lots of soapy liquid and on smooth surfaces they're a hazard, but we'd say used on grass, gravel or some other non-slip surface they're great fun – go ahead! As for the furniture in our office, we have chairs and desks fitted with lockable wheels that can be moved by anyone, but yes we do have porters to shift other, heavier furniture.

I: And you don't think that's excessive?

EC: No, as I say, we're raising awareness and giving workers options. Literally thousands of people are injured at work because of disregard for safety standards. Helping avoid that saves heartache and millions in lost revenue.

I: Eva Chakrabati, thank you very much.

### 16.5

**M = Michael, J = Joyce, N = Nigel**

M: With the news that the Internet penetration rate is set to reach 80% sometime in the next month coming hot on the heels of revelations that children as young as eight are now receiving treatment for Internet addiction, today we're turning our attention to this most modern of phenomena and asking whether the Internet has become more of a curse than a blessing. As ever, if the show is to work, we need you to call up and tell us what's on your mind.

And I think we have our first caller, on line one. It's Joyce in Crawley. Joyce, hello.

J: Oh hello, Michael. Thank you. Yes. Well, I've been a secondary school teacher for some 40 years now and I'm on the verge of retiring. I'm due to stop work in the summer, and I must say I'm awfully glad about it.

M: Why's that, then, Joyce?

J: Well, to be frank, I think the Internet has ruined childhood and created a generation of idiots and I honestly don't think things are likely to get any better in the foreseeable future.

M: Well, that's a fairly bleak appraisal. What is it about the web that particularly concerns you?

J: Well, the first thing is simply the ease of access it provides. I'm obviously not opposed to people being able to access useful information, but most students nowadays have lost the ability to construct their own essays or think their own way through a question. They simply cut and paste and hand things in, which

appalls me.

M: So, plagiarism, in short?

J: Exactly. And in addition to that, the Internet basically dangles all manner of temptation in front of young people, often very vulnerable young people, and that's bound to cause problems.

M: I'm guessing you're talking about pornography and the like here, Joyce?

J: Well, of course that's a worry, but there's so much more to it than that. I've heard tales of students getting sucked into white supremacist sites and religious extremist sites. Then there are sites offering assistance with weapon-making and I've had students of my own get involved in online gambling. They run up huge debts and end up having to be bailed out by their parents. And to put it mildly, none of this exactly helps them perform academically.

M: The chances of it helping are pretty slim, I'd imagine. Anyway, Joyce, thanks for that. Next up is Nigel, in Manchester. Hello.

N: Hello there, Michael. Nice to be with you. Long-time listener here. What I wanted to say was it's time we got tough and cracked down more on the web.

M: And how do you propose we do that, then?

N: Well, if it were up to me, I'd arrest anyone caught looking at banned websites. I mean, they must know who these people are, mustn't they, the government.

M: That's a huge online policing presence you're suggesting there, Nigel, and in all likelihood, most offenders are actually pretty harmless when it comes down to it.

N: Yeah, OK, but maybe we should make an example of one or two people, then, you know. Hit them with the toughest sentences we can. Like spammers and online fraudsters and what have you. Do that and the odds are you'll put others off.

M: Or, do that and there's a distinct possibility you'll end up embroiled in a lengthy legal dispute about proportionate punishments, I would've thought, to be honest.

### 16.6

- The Internet penetration rate is set to reach 80% sometime in the next month.
- If the show is to work, we need YOU to call up and tell us what's on your mind.
- I'm due to stop work in the summer.
- I honestly don't think things are likely to get any better in the foreseeable future.
- The Internet dangles all manner of temptation in front of young people, and that's bound to cause problems.
- I'm on the verge of retiring.
- The chances of it helping are pretty slim, I'd imagine.
- In all likelihood, most offenders are actually pretty harmless.
- Hit them with the toughest sentences we can. Do that and the odds are you'll put others off.
- Do that and there's a distinct possibility you'll end up embroiled in a lengthy legal dispute.

## REVIEW 04

### R 4.1

**C = Clive, V = Victoria**

C: Well, it's that time of year again when glitter and glamour take over and our woman on the ground, Victoria Cohen, has all the latest from the film industry's big annual award night. Victoria, what's your assessment of things from your ringside seat?

V: Thanks, Clive. Well, yes, here I am on Main Street and what a night it's been. Obviously, these events are a real morale-booster for the industry in times of economic hardship, and that desire for escape and fantasy has perhaps been reflected in some of the outfits we've seen on the red carpet. Just a few moments ago, Lady Za-Za

came past in a remarkable pinstripe suit, the kind of thing that was once the preserve of the city gentleman, but very tailored to show off her magnificent curves and – you're gonna love this – sprayed completely gold! Interestingly, her famous silver bob that we've all become so familiar with is no more and in its place is a spiky blonde look that stunned the crowds gathered here.

C: Perhaps she decided the silver and gold would clash, Victoria.

V: Who knows, Clive? It was brave, that's for sure, and it's hard to think of many other celebrities who could pull off such a look.

Anyway, before that we'd seen Kyleen McClose making her first public appearance since her former PA accused her of bullying ...

C: Accusations, we should add, that Ms McClose categorically denies.

V: Indeed. Kyleen tonight went for a simple, slightly faded linen outfit, which many observers felt left her looking worn down by her recent troubles, but which I felt was a refreshing change from the norm, given the predominant styles on display.

C: And I understand there was some drama earlier on in the evening.

V: That's right. The model Noella Cartwright appeared around seven, towering over most of us in the most incredibly high heels ... and then managed to fall head first as she stepped onto the red carpet. She picked herself up OK, but for a second or two there looked to be in absolute agony.

C: And I hear there's talk of a possible lawsuit, Victoria.

V: Incredibly, that's true, yes. Noella's agent has informed us that she may well be seeking damages from the designer for endangering her career.

C: Fantastic. You couldn't make it up.

# OUTCOMES

## REAL ENGLISH FOR THE REAL WORLD

**Outcomes is a completely new general English course in which ...**

**Natural, real-world grammar and vocabulary** help students to succeed in social, professional and academic settings

**CEF goals** are the focus of communication activities where students learn and practise the language they need to have conversations in English

**Clear outcomes** in every lesson of every unit provide students with a sense of achievement as they progress through the course

**CEF correlation: Advanced**

For students who are around level B2 and want to progress towards C1

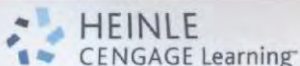
Student's Book	978-1-111-21175-2
Workbook	978-1-111-21233-9
Teacher's Book	978-1-111-21237-7
Class Audio CDs	978-1-111-21238-4
ExamView® Test Bank	978-1-111-21234-6

**The Outcomes Student's Book includes:**

- Grammar reference section with activities for all grammar points covered *SEE PAGES 138-139*
- Eight two-page *Writing* lessons which cover social, academic and professional writing needs *SEE PAGES 120-121*
- Four four-page *Reviews* to revise language and skills *SEE PAGES 116-119*
- *Developing Conversations* to get students to put language into practice in real life situations *SEE PAGE 15*
- *Language Patterns* which train students to notice common patterns in language and to use them correctly *SEE PAGE 94*
- *Native English Speaker* sections to develop students' ability to express themselves naturally and clearly *SEE PAGE 77*
- **Vocabulary Builder** booklet, at the back of the Outcomes Student's Book, which brings together key vocabulary, collocations and expressions, and provides extra practice.
- **MyOutcomes** online practice for grammar, vocabulary and all four skills. Use for self study or interact with your teacher and get feedback on your progress. Pin Code with every Student's Book

**Also available for the student:**

- **Workbook** – additional language and skills practice, a *Developing Writing* section, extra activities for the *Outcomes Vocabulary Builder*, audio CDs for the listening activities.



Heinle, a part of Cengage Learning, is a leading provider of materials for English language teaching and learning throughout the world.

Visit Heinle at <http://elt.heinle.com> Visit our corporate website at [www.cengage.com](http://www.cengage.com)

ISBN-10: 1-111-21175-2

ISBN-13: 978-1-111-21175-2



9 781111 211752