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Look out for Study Link
This shows you where to find extra material for more practice and revision.
What motivates you?

I READING & SPEAKING

a Think of a person you consider to be successful. What makes you think they are successful? What, in your view, are the reasons for their success?

b Read the article and match the headings to each paragraph. There is one heading you don't need.

A A fierce spirit
B Being my own person
C Learning from my mistakes
D Needing to show them they were wrong
E The courage to set out and seek my fortune

c Read the article again and write the initials (e.g. AP) of the person next to the questions below.

Who...?
1 found it hard to manage on their own
2 was motivated by the same desire until they became successful
3 thinks that a conflict helped them become stronger
4 was made fun of by a member of their family
5 is grateful for something their parents did wrong
6 asked a parent for advice
7 learnt an important lesson from a parent
8 was treated in the same way at school and at work

I didn’t get where I am today without...
Successful people talk about their inspiration and motivation

1 Ann Patchett, US novelist

Revenge is a terrific motivating force for young creative people and it certainly kept me going right through to the publication of my first novel. I’d been late to learn to read, and as a result the nuns at my school in Tennessee had me marked down as being somewhere between slow and stupid. They taught me for 12 years and even after I’d caught up and got smarter, I was still thought of as dumb. ‘They’ll be sorry when they discover I’m a great writer,’ I’d say to myself. In retirement, the single thing they’ll be most proud of will be that they had me as a pupil. And so it continued right through into the workplace where, in my first teaching job after leaving graduate school, the male head of the department would come to me whenever the secretarial staff were off. Type this up for me, will you, Ann? he’d say habitually. ‘One day,’ I would think, getting my teeth, ‘One day...’

dumb /dʌm/ adj smart /smɑːt/ stupid
graduate school /'ɡrædʒuət skoʊl/ US college for post-graduate studies

2 John Malkovich, US actor, producer, and director

There must have been something unique or, at least, different about me as a boy because I recall it would sometimes amuse my brother and his friends to throw beer cans at me. Why? Because of the clothes I wore, which they didn’t like, or because I wouldn’t do whatever it was that they wanted me to, or just because it was fun. But being different is fine. It was my father who encouraged in me the notion that I and I alone am responsible for my own life, for what I do and don’t do, for my opinions and beliefs, and it’s proved to be a great source of strength. I’m often asked if I read and take notice of critics. Which ones? Those who love the work? Who hate it? Or are indifferent? As a director, as in life, you have to know your own mind and be prepared to stick to your guns.

3 Marcus Wareing, UK chef

One of my tutors at Southport Catering College knew Anton Edelmann, the chef at the Savoy, and recommended me to him. I was very nervous of leaving my comfort zone and coming to London. I was a loner who’d never made friends because I was always working, and I was happy enough being alone and busy.

But I did come to London, and even though it was a very tough environment, I worked like a trouper and was very quick to learn. The hardest part was being away from my family and having to deal with other people while having no management or interpersonal skills whatsoever. So I called my dad every day, to fill him in on the good and bad, and ask him how he would deal with this or that.

From The Times

Southport a town in north-west England
the Savoy one of London’s most prestigious hotels
d Talk in small groups.
1 From reading the text, what impression do you get of the four people's personalities?
2 Which of them do you most identify with? Why?
3 What or who motivates you...?
   • in your work or studies
   • to improve your English
   • to improve other skills, e.g. sport, music, other activities (give examples)

LEXIS IN CONTEXT

e Look at the highlighted phrases and guess the meaning of the ones you don't know from the context. Then match them to the definitions 1-7.
1 ___________ to know what you want or like
2 _______________ (informal) refuse to change your mind about sth even when other people are trying to persuade you that you are wrong
3 ___________ in one way
4 _______________ (colloquial) the working or living environment in which we feel safe and unthreatened
5 _______________ be determined to continue to do sth in a difficult or unpleasant situation
6 ___________ sb _______________ to tell sb about what has happened
7 ___________ sb _______________ (with sb) to reach the same level or standard as sb who is better or more advanced

f Choose five more words or phrases from the text that you think are useful for you.

Read the information about looking up idioms in a dictionary.

Looking up idioms in a dictionary
You will normally find the definition of an idiom under the first 'full' word (noun, verb, adjective or adverb, but NOT prepositions and articles), in a section that is marked, for example, idiom. So the definition of stick to your guns will probably be given under stick.

After some very common verbs, e.g. be, get and adjectives, e.g. good, bad, the idioms are at the entries for the next 'full' word. Phrasal verbs are always after the main verb, e.g. get off and get over would be under get.

h Now look at the following idioms with mind. What do you think they mean? Check with a dictionary.

speak your mind mind your own business

cross your mind be in two minds about sth

2 GRAMMAR discourse markers (1): linkers

a Without looking back at the text, with a partner try to remember how these sentences continue. Don't worry if you can't remember the exact words.
1 Ann Patchett: 'I'd been late to learn to read, and ___________.'
2 John Malkovich: 'It would sometimes amuse my brother and his friends to throw beer cans at me. ___________.'
3 Marcus Wareing: 'But I did come to London, and ___________. I worked like a trooper and was very quick to learn.'
4 Marcus Wareing: 'So I called my dad every day, ___________.'

b Compare your answers with the text.

c Which of the bold linkers in a introduces...?
1 a result ___________. 3 a purpose ___________.
2 a reason ___________. 4 a contrast ___________.

d p.136 Grammar Bank 1A. Read the rules and do the exercises.

e 11 Listen to the sentences. When the speakers pause, write down how you think the sentences might continue.
f 12 Now listen to the whole sentences. Are they similar to what you wrote?
3 SPEAKING & LISTENING

a A recent survey by Chiumento, a British human resources consultancy, established the ten factors that make people happy at work. With a partner, try to agree which are the two most important and the two least important factors.

What makes people happy at work?
☐ Being part of a successful team.
☐ Doing something rewarding.
☐ Doing varied work.
☐ Earning a competitive salary.
☐ Doing enjoyable work.
☐ Feeling that you are making a difference.
☐ Having a good boss or manager.
☐ Having a good work-life balance.
☐ Having friendly, supportive colleagues.
☐ Having your achievements recognized.

Source: Chiumento’s Happiness at Work Index

b The survey also established some other factors related to being happy at work. With your partner, discuss whether you think the following were probably true or false according to the research, and say why.
1 Statistically there are more happy people at work than unhappy people.
2 Employees of bigger companies or organizations are happier than those who work for smaller companies.
3 Men are generally happier than women in their work.
4 Full-time workers are happier than part-time workers.
5 People with higher positions in a company are happier than the people below them.
6 The longer you stay in one job, the happier you become.
7 Workers over 55 are the happiest.

c 13 Now listen to a radio programme about the survey and check your answers to a and b. Were you right?

d Look at the photos and read the short article about innocent drinks. Does it look like a company you would like to work for? Why (not)?

In a Sunday Times survey, innocent drinks was found to be one of the companies with the happiest employees. This London-based company was set up by three university students in 1999 and started off making smoothies, a drink made with fruit juice and yoghurt. It now employs over 200 people, and has added vegetable pots to its products. The company calls itself ‘innocent’ because it only uses pure fresh ingredients. Part of its marketing strategy is to use delivery vans which are decorated to look like cows or grassy fields. The company also prides itself on being ‘a happy place to work’ and ‘people-orientated’, with a relaxed working environment, which includes having a grass floor in the office!

Why I like working at Innocent

Great people (+five smooths) I don’t have to shave every day!
The Grass
14. Now listen to the second part of the programme where Becka Walton, who works for *innocent drinks*, is interviewed. Answer the questions.
1. In general, does she agree that there is a happy and relaxed working atmosphere at *innocent drinks*?
2. Does she mention any downsides?

Listen again, pausing after each of Becka’s answers. Answer questions 1–6 with a partner.
1. What made Becka apply for a job at the company?
2. What example does she give of how the company creates a team environment?
3. What examples does she give of the relaxed atmosphere?
4. What does she say about staff turnover?
5. Does she agree that a competitive salary is *not* an important factor as regards job satisfaction?
6. What does Becka say about the company’s product?

15. Listen again with the transcript on page 121. Is there anything you found difficult to understand? Why?

Listening to English in the media
Try to listen to as much English as you can outside class in a format where you can listen to it again, e.g. a website, a podcast, a video clip, or a DVD.
A good way of getting the most out of it is:
- first listen and try to get used to the speaker(s) and get a general idea of what they are talking about.
- then listen again, pausing and checking you understand the main points.
- listen again with a transcript or English subtitles, if they are available, to help you work out what you didn’t understand (perhaps because of the speaker’s accent or speed, or use of vocabulary).

Do Becka’s answers confirm that you would / wouldn’t like to work for *innocent drinks*? Why (not)?

4 VOCABULARY work
a. Match the two halves of the expressions used in the interview:

| 1 short-term | A balance |
| 2 work-life | B salary |
| 3 working | C turnover |
| 4 line | D contracts |
| 5 staff | E environment |
| 6 competitive | F manager |

b. 15 Listen and check. With a partner, say what you think they mean.

5 PRONUNCIATION word stress and rhythm

a. Underline the stressed syllable in the **bold** words.

1. I managed to get a challenging and motivating job.
2. I don’t have any qualifications or experience.
3. There’s no job security and I might be made redundant.
4. I’ve had a very rewarding career in publishing.
5. The job has a competitive salary and excellent benefits.
6. It’s a stimulating working environment with good opportunities and prospects.
7. The employees don’t enjoy the work, as it’s very monotonous.
8. After she retired, she did voluntary work at her local hospital.

b. 16 Listen and check.

c. Listen again and focus on the rhythm of the sentences. Which words are stressed in the sentences? Practise saying the sentences with good stress and rhythm.

6 SPEAKING

a. Think about two jobs you could talk about. Use the questions below to help you. Add any other information that you think would be relevant. Use the words and phrases in **Vocabulary Bank Work** to help you.

**A job you would love to do**
What do you think the advantages of the job would be?
What makes you think you might be good at it?
Do you know anyone who does it?
Can you think of any drawbacks?

**A job you would hate to do**
What do you think the downsides of the job would be?
Do you know anyone who does it?
Have you ever done anything similar?
Can you think of any positive sides of the job?

b. 17 Listen to two people doing the task. What pros and cons do they mention? What two ‘noises’ do they use to give themselves time to think?

c. Work in groups of three. Take turns to describe the jobs you would love to do.

d. Now do the same for the jobs you would hate to do.

e. Decide which of the jobs described you think is the most attractive.
1 READING & SPEAKING

a Look at the adjectives of personality below. With a partner, say if you consider them to be positive or negative qualities, and why. Would you use any of them to describe yourself?
- cautious conscientious curious easy-going independent logical loyal mature quiet rebellious self-sufficient sensitive

b With a partner, read the questionnaire on page 9 and each circle the answer that best describes you. Try to guess the meaning of any unfamiliar words or expressions.

c Communication Who am I? p.116. Find out what personality type you and your partner have and read the descriptions. How accurate do you think the description of your personality is?

LEXIS IN CONTEXT

Collocation
Collocation is the way words combine to provide natural-sounding speech and writing, e.g. we say a rough itinerary, not an approximate itinerary. Noticing and recording words that go together will improve the accuracy and fluency of your speaking and writing.

d Complete the questions with a verb from the list in the right form. All these collocations appear in What's your personality type?
- catch face get go with hurt keep make plan tell

1. Do you usually ______ your holidays a long time in advance, or at the last minute?
2. What do you do if you're reading a text in English and you ______ stuck on a particular word?
3. Do you always ______ sure that you have your mobile with you when you leave the house?
4. When you're shopping for clothes, do you usually buy the first thing that ______ your eye, or do you look at a lot of things before you make a decision?
5. When you have to make a decision, do you usually ______ your gut feeling, or do you ask other people for advice?
6. Do you tend to ______ problems head on, or do you try to avoid conflict?
7. In what situations do you think it's better to _____ a white lie, in order not to ______ people's feelings?
8. When you reply to a friend's email, do you usually write a lot or ______ it short?

Ask and answer the questions with a partner.

Choose five more words or phrases from the questionnaire that you think are useful for you.

2 GRAMMAR have

a Match sentences 1–8 with A–H.
1. He's not very sociable.
2. My dad's so absent-minded!
3. My brother-in-law's not very ambitious.
4. He's a bit of a hypochondriac.
5. My nephew is a bit egocentric.
6. He's incredibly intolerant.
7. Chris is so rebellious!
8. I think our boss is rather mean.

A I think it's because he hasn't got any brothers or sisters.
B He often has a drink with us, but he never pays.
C He's got to make an effort to be more open-minded.
D He has a real tendency to argue with people in authority.
E He has been working in the same job for 15 years.
F He hasn't been to a party for ages.
G He has to write everything down otherwise he forgets it.
H He has his blood pressure checked every week.

b With a partner, look at sentences A–H and answer the questions.
1. In which sentences is have a main verb b) an auxiliary verb?
2. What implications does this have for making questions and negatives?

c p.137 Grammar Bank 1B. Read the rules and do the exercises.

d With a partner, for each of the sentences below say if it's true for you or not and why.
- I can't bear having my photo taken, and I'd hate to have my portrait painted.
- I've got loads of friends online (some of whom I've never met), but I've only got a few close friends who I see regularly face to face.
- I've never ever bought a CD from a shop. I download all my music from the Internet.
- I'm very competitive. Whenever I play a sport or game I always have to win.
- I've got to find a way to do more exercise. I'm seriously unfit.
- I have a few possessions that are really important to me and that I would hate to lose.
- I've been learning English for so long that I now find it difficult to motivate myself.

3.8 SONG = The Logical Song
WHAT'S YOUR PERSONALITY TYPE?

PLANNER OR SPONTANEOUS

1 Are you...?
a perfectionist who hates leaving things unfinished
b someone who hates being under pressure and tends to
over-prepare
c a bit disorganized and forgetful
d someone who puts things off until the last minute

2 Imagine you have bought a piece of self-assembly furniture
(e.g. a wardrobe or a cabinet). Which of these are you more
likely to do?
a Check that you have all the items and the tools you need
before you start.
b Carefully read the instructions and follow them to the letter.
c Quickly read through the instructions to get the basic idea
of what you have to do.
d Start assembling straight away. Check the instructions
only if you get stuck.

3 Before you go on holiday, which of these do you do?
a Plan every detail of your holiday.
b Put together a rough itinerary, but make sure you've left
plenty of free time.
c Get an idea of what sort of things you can do, but not
make a decision until you get there.
d Book the holiday at the last minute and plan hardly
anything in advance.

HEADS OR HEARTS

7 If an argument starts when you are with friends,
do you...?
a face it head on and say what you think
b try to find a solution yourself
c try to keep everyone happy
d do anything to avoid hurting people's feelings

8 Imagine you had the choice between two flats to rent.
Would you...?
a write down what your ideal flat would be like and then
see which one was most similar
b make a list of the pros and cons of each one
c just go with your gut feeling
d consider carefully how each flat would affect other
members of your family

9 Imagine a friend of yours started going out with
a new partner and they asked you for your opinion.
If you really didn't like them, would you...?
a tell them exactly what you thought
b be honest, but as tactful as possible
c try to avoid answering the question directly
d tell a 'white lie'

FACTS OR IDEAS

4 Communication What can you see? p.116
Which option best describes what you wrote down?
a It's basically a list of what appears in the picture.
b It tells the story of what's happening in the picture.
c It tries to explain what the picture means.
d It's a lot of ideas that the picture made you think of.

5 You need to give a friend directions to your house. Do you...?
a write down a list of detailed directions
b send a link to Google Maps
c give rough directions
d draw a simple map showing only the basic directions

6 When you go shopping in the supermarket, do you...?
a always go down the same aisles in the same order
b carefully check prices and compare products
c buy whatever catches your eye
d go round a different way each time, according to what
you want to buy

EXTROVERT OR INTROVERT

10 You are out with a group of friends. Do you...?
a say hardly anything
b say a bit less than most people
c talk quite a lot
d do nearly all the talking

11 When you meet a new group of people, do you...?
a try to stay with people you already knew
b have to think hard about how to keep the conversation
going
c try to get to know as many people as possible
d just try to enjoy yourself

12 If the phone rings when you are in the middle of
something, do you...?
a ignore it and carry on with what you're doing
b answer it quickly, but say you'll call back
c have a conversation, but make sure you keep it short
d welcome the interruption and enjoy a nice long chat
Look at the painting *The Family of Carlos IV* by Goya and answer the questions with a partner, giving your reasons.

1. In the painting you can see the king, the queen, and their six children (three sons and three daughters). Who do you think is the eldest son and heir to the throne?
2. Now try to identify the king's sister and brother. Which ones do you think they are?
3. Who do you think the woman (5) is and why might she be looking away?
4. The queen's brother is also in the picture. Who do you think he is?
5. Who do you think is probably the most important person in the family?
6. Who do you think the man (2) in the background on the left might be?

Listen to an audio guide telling you about the painting and check your answers to b.

Listen again. Which of the king's children...

A Fernando  B María Isabel  C Francisco  D Carlota  E Maria Luisa

1. married a relative
2. eventually became a king / queen
3. had a similar personality to their mother
4. did not look like their father
5. married several times

Imagine that you are going to have a portrait of your family painted. Decide who you want in it and where they are going to stand, and make a rough diagram.

Show the diagram to your partner and explain who the people are and say something about each of them, including their personality.
5 VOCABULARY family

a. Look at the family portrait again. What is the relationship between...
   10 and 7  brother-in-law and sister-in-law
   6 and 12  
   8 and 4   
   13 and 9  

b. p.158 Vocabulary Bank Family.

c. Test your memory. Do the quiz with a partner.

Family quiz

What do you call...?
1. your grandmother's mother
2. all your relatives, including aunts, uncles, cousins, etc.
3. a family where there is only a mother or a father

What's the difference between...?
4. a stepbrother and a half-brother
5. a nuclear family and an extended family
6. take after your father and look like your father

Replace the highlighted phrase with an idiom.
7. My sister and my cousin don't speak to each other.
8. My brother and I don't have the same opinions about politics.
9. Who is the dominant partner in their marriage?
10. They're a strange family. I'm sure they have a few dark secrets.

d. Answer the questions below with a partner. Try to use the bold words.
   - Who do you take after in your family? In what way?
   - Who are you closest to in your family?
   - Is there anyone in your family you don't get on with?
   - Are there any subjects on which you don't see eye to eye with other members of your family?
   - Are there any people in your family who aren't on speaking terms?
   - Are there any physical characteristics which run in your family?
   - How often do you have family get-togethers? Do you enjoy them?
   - Is there a black sheep in your family?

6 PRONUNCIATION & SPEAKING rhythm and intonation

a. Work in groups of three or four. You are going to debate some of the topics below. Each student must choose a different topic and make brief notes about what he or she thinks.

Children are left far too much on their own nowadays. It would be better if one parent didn't work and stayed at home until the children leave school.

Working parents should not use their own parents to look after their children. Grandparents should be allowed to relax and enjoy their retirement.

Your parents brought you up, so it's your responsibility to look after them when they're old.

In the 21st century, friends are the new family.

It's better to be an only child than to have brothers and sisters. You get all your parents' love and attention.

The family is a trap from which it can be difficult to escape.

b. 1.0 Listen to the phrases and underline the stressed syllables. Then listen again and repeat them, copying the rhythm and intonation.

   agreeing
   1. I quite agree.
   2. I totally agree.
   3. That's what I think, too.
   4. Absolutely!

   half-agreeing
   5. I take your point, but...
   6. I see what you mean, but...
   7. I agree up to a point, but...

   disagreeing
   8. I completely disagree.
   9. I don't agree at all.

c. Have a short debate on the topics you have each chosen. The person who made the notes should give their opinion first, and then the rest of the group say what they think. Try to use language from the box in b to agree or disagree with the other people in your group.
Whose language is it?

1 READING & SPEAKING

a. Do you think these statements are probably true or false?
   1. 40% of the world’s population can communicate in English reasonably well.
   2. Most conversations in English today are between non-native speakers.
   3. In business meetings and international conferences conducted in English, non-native speakers prefer it when there is no native speaker present.

b. Read the first part of the article Whose language? and check your answers to a.

c. Before you read the second part of the article, with a partner correct the mistakes in sentences 1–6 below. Do you ever make any of these mistakes? How important do you think they are?
   1. I think the film start at 8.00.
   2. Is there restaurant in the hotel?
   3. I think the women normally talk faster than the men.
   4. ‘My friend gave me some very good advice.’
   5. ‘I phoned to my brother but his mobile was switched off.’
   6. ‘We discussed about global warming in class yesterday.’

d. Now read the second part of the article and answer the questions.
   1. Which of the mistakes in sentences 1–6 above are mentioned in the text?
   2. Does the writer of the article think that grammatical correctness matters a) in written English  b) in spoken English?

Whose language?

How many people can speak English? Some experts estimate that 1.5 billion people – around one-quarter of the world’s population – can communicate reasonably well in English.

Never in recorded history has a language been as widely spoken as English is today. The reason why millions are learning it is simple: it is the language of international business and therefore the key to prosperity. It is not just that multinational companies such as Microsoft, Google, and Vodafone conduct their business in English; it is the language in which the Chinese speak to Brazilians and Germans to Indonesians.

David Graddol, the author of *English Next*, says it is tempting to view the story of English simply as a triumph for its native speakers in North America, Britain and Ireland, and Australasia – but that would be a mistake. Global English has entered a more complex phase, changing in ways that the English-speaking countries cannot control and might not like.

An important question one might ask is: whose English will it be in the future? Non-native speakers now outnumber native English speakers by three to one. The majority of encounters in English today take place between non-native speakers. According to David Graddol, many business meetings held in English appear to run more smoothly when there are no native English speakers present. This is because native speakers are often poor at ensuring that they are understood in international discussions. They tend to think they need to avoid longer Latin-based words, but in fact comprehension problems are more often caused by their use of colloquial English, especially idioms, metaphors, and phrasal verbs. On one occasion, at an international student conference in Amsterdam, conducted in English, the only British representative was asked to be ‘less English’ so that the others could understand her.

Professor Barbara Seidloher, Professor of English and Applied Linguistics at the University of Vienna, records and transcribes spoken English interactions between speakers of the language around the world. She says her team has noticed that non-native speakers are varying standard English grammar in several ways. Even the most competent speakers sometimes omit the ‘s’ in the third person singular. Many omit definite and indefinite articles where they are required in standard English, or put them in where standard English does not use them. Nouns that are not plural in native-speaker English are used as plurals by non-native speakers (e.g. ‘informations’, ‘knowledges’, ‘advice’). Other variations include ‘make a discussion’, ‘discuss about something’ or ‘phone to somebody’.

Many native English speakers will insist that these are not variations, they are mistakes. ‘Knowledges’ and ‘phone to somebody’ are simply wrong. Many non-native speakers who teach English around the world would agree. But language changes, and so do notions of grammatical correctness.

Those who insist on standard English grammar remain in a powerful position. Academics who want their work published in international journals have to adhere to the grammatical rules followed by native English-speaking elites.

But spoken English is another matter. Why should non-native speakers bother with what native speakers regard as correct? Their main aim, after all, is to be understood by one another, and in most cases there is no native speaker present.

Professor Seidloher says, ‘I think that what we are looking at is the emergence of a new international attitude, the recognition and awareness that in many international contexts non-native speakers do not need to speak like native speakers, to compare themselves to them, and thus always feel “less good.”’
LEXIS IN CONTEXT

Being aware of register
When you read a formal text you will find words and phrases which the dictionary will list as formal. When you record them, make a note of the neutral / informal alternative, e.g. ensure (formal), make sure (neutral).

c Look at the highlighted words in both parts of the text. They are all formal register. Match them to their neutral equivalents below.

1 ______ verb to be (still)
2 ______ adj. bad
3 ______ verb to do
4 ______ verb to follow
5 ______ noun idea
6 ______ verb to leave out
7 ______ verb to need
8 ______ verb to look at
9 ______ adj. so
10 ______ verb to write down

f Answer the questions in small groups.
1 To what extent do you agree that...?
- when non-native speakers of English talk to each other, they should not worry about making mistakes as long as they can communicate
- non-native speakers do not need to speak like native speakers, nor should they feel inferior to them
- certain grammar mistakes should be considered ‘variants’ of English, not ‘mistakes’

2 How important is it to you to be able to...?
- speak English accurately
- write accurately in English
- pass international exams in English
- read academic texts or literature in English
- communicate with native speakers of English
- communicate with non-native speakers of English

2 GRAMMAR pronouns
a Are the bold pronouns (✓) right or wrong (✗)? Correct any mistakes. Which of the mistakes (if any) do you think interfere with communication?

1 Can the person who has not switched off their phone please do so immediately?
2 It used to be a cinema near here, but it closed down.
3 We’ve known each other for years, since we were children.
4 I never use an electric razor when I shave myself. I prefer the old-fashioned sort.
5 Two men were sitting in the café, talking to themselves about the match.
6 David himself admitted that he should never have spoken to her like that.
7 They have a terrible relationship. They don’t understand one other at all.
8 One never knows what the future holds.

b p.138 Grammar Bank 1C Read the rules and do the exercises.

3 SPEAKING
a Look at some useful phrases for giving your opinions in English. Underline the word(s) in each phrase that you think has extra stress. Listen and check.

Emphasizing that something is your own opinion
1 I’d say that...
2 If you ask me...
3 Personally, I think that...
4 Personally speaking...
5 In my opinion, ...

b Read some comments from around the world about learning or using English. Compare with a partner and say if you think the situation is the same or different in your country, and how you feel about it. Use the expressions from a.

"If you ask me, the one thing that would really improve the level of English here would be if they stopped dubbing all the American programmes on TV and at the cinema, and had them in English with subtitles. But I don’t think they’ll ever do it. The politicians wouldn’t dare."

Maite, Spain

"In my opinion, nowadays people in public life really ought to be able to speak good English. I feel really embarrassed when I hear how some of our politicians or sportspeople speak."

Marc, Grenoble, France

"Personally I think that pop groups in my country shouldn’t sing in English. I mean, I know it’s more universal, but they aren’t English, and not everybody in Hungary understands English. I think they should sing in Hungarian."

Ferenc, Hungary

"In some secondary schools in my country they are now teaching other subjects like maths and science in English, apart from the normal English language classes. In general I think it’s a really good idea – so long as the teachers’ English is good, of course."

Karolina, Brno, Czech Republic

"In Italian they use a lot of English words like weekend, stress, OK, cool, know-how, words like that. I personally hate it. I think we ought to use our own words for these things, not just borrow from English. And people even use some words which don’t exist, like footing, when the English word is jogging."

Paola, Milan, Italy
4 LISTENING & SPEAKING
a You're going to hear Zoltán from Hungary and Cristina from Argentina, who both live in the UK, talking about their experiences of being non-native speakers of English. Before you listen, check you understand the words in the glossary.

- **Glasgow** a large city in Scotland
- **BBC English / Standard English** English as spoken with a 'standard' pronunciation which corresponds to the pronunciation given in a dictionary.
- **General American** US English as spoken with a 'standard' pronunciation which corresponds to the pronunciation given in a dictionary.
- **RP** (received pronunciation) the pronunciation of British English considered to be least regional, being originally that used by educated speakers in southern England
- **Scots** a way of speaking English typical in Scotland
- **Geordie** a way of speaking English typical from the area in and around Newcastle, in the north-east of England
- **University of Michigan** a university in the mid-west of the USA
- **The Simpsons** a very well-known US cartoon series

b Answer the following questions with a partner.
1. Do you find it easier to understand native or non-native speakers of English?
2. How do you feel about having your English corrected?

c. **1.12** Now listen to Cristina and Zoltán answer the questions. What do they say? Who do you identify with most? Why?

![Cristina and Zoltán](image)

**d** Answer the following questions with a partner.
3. Do you have any funny or embarrassing stories related to misunderstanding someone?
4. Is there anything you still find difficult about English?

c. **1.13** Now listen to Cristina and Zoltán answering the questions. What anecdotes do they tell? What do they still find difficult? Do you agree with them about what is difficult?

5 VOCABULARY language terminology
a Match the words to their definitions.

- collocation
- colloquial
- idiom
- metaphor
- verb
- register
- slang
- synonym

1. **noun** a group of words whose meaning is different from the meanings of the individual words, e.g. *to put your foot in it* (= to say something inappropriate and embarrassing)

2. **noun** a frequent combination of words in a language. Often they are the only possible combination to express a concept, e.g. *heavy rain* (not *strong rain*)

3. **noun** the style of written or spoken language that is appropriate to the situation (formal, informal, neutral), e.g. *Can you lend me five quid?* (informal) *Should you require further assistance...* (formal)

4. **noun** a verb combined with an adverb or preposition, or sometimes both, to give a new meaning, e.g. *throw away, look for, make up for*

5. **noun** very informal words and expressions that are more common in spoken language, especially used by a particular group of people, e.g. teenagers. They often go in and out of fashion very quickly. They can sometimes cause offence. *I had to walk home. I didn't have enough cash (= money) for a taxi.*

6. **adj** (of language) words and phrases used in conversation or writing to friends but not in formal speech or writing, e.g. *kids (= children), you know what I mean, etc.*

7. **noun** a word or expression that has the same or nearly the same meaning as another, e.g. *lately / recently*

8. **noun** a word or phrase not used literally, but used to describe sb / sth in a more graphic way and to make the description more powerful, e.g. *When she heard the doorbell ring, she flew to open it. (= she ran fast, she didn't literally fly)*

b Do the Language quiz on page 15 with a partner. All the words and expressions are from File 1.
1 **Idioms**

Can you remember what these idioms mean?

1. If you really think you’re right, you should **stick to your guns**.
2. When you talk to your boss, I think you ought to **speak your mind**.
3. It started to rain harder, but we **gritted our teeth** and carried on.
4. My husband and I **don’t see eye to eye** about our children’s education.
5. I don’t think there’s any doubt about who **wears the trousers** in their marriage.

2 **Phrasal verbs**

Replace the word or phrase in italics with a phrasal verb which means the same. Use the bold verb.

1. I’ve missed a few classes so I need to get **back to the same level** as the other students. **catch**
2. We’ll have to postpone the meeting until next week. **put**
3. Your daughter doesn’t **look or behave like** you at all! **take**
4. After her mother died, she was **cared for** until she was older by her grandmother. **bring**
5. My son wants to be a pilot when he becomes an adult. **grow**

3 **Synonyms and register**

a. Match the words or expressions 1–8 with synonyms A–H.

1. **one**
   - A follow
2. **so**
   - B perks
3. **because of**
   - C but
4. **benefits**
   - D consequently
5. **omit**
   - E you
6. **however**
   - F owing to
7. **adhere to**
   - G require
8. **need**
   - H leave out

b. Which word is more formal in each pair?

4 **Collocation**

Circle the right word in each pair.

1. I quite / completely disagree with you.
2. He really hurt / damaged my feelings when he criticized the way I dressed.
3. I’m very near / close to my cousin Claudia – we tell each other everything.
4. I’ve got some distant / far relatives in Australia, but I’ve never met them.
5. The main disadvantage of working here is that there’s no job safety / security.

6 **PRONUNCIATION** sound-spelling relationships

According to research, when a non-native speaker is talking to another person in English, the main reason for a breakdown in communication is incorrect pronunciation, often the mispronunciation of individual sounds.

Although many people think that English pronunciation has no rules, especially as regards sounds and spelling, estimates suggest that around 80% of words are pronounced according to a rule or pattern.

a. With a partner look at the groups of words and say them aloud. Are the pink letters all pronounced the same, or is one word different? Circle the different word if there is one.

1. /h/ hurt heir adhere hardly himself
2. /oa/ throw elbow lower power grow
3. /a/ alike despite despite despite quite
4. /w/ whenever why whose where which
5. /i/ jealous journalist reject job enjoy
6. /a/ change achieve machine catch charge
7. /s/ salary satisfying spontaneous synonym sure
8. /aw/ awful saw flaw drawback law
9. /o/ short corner work ignore reporter
10. /ar/ firm dirty third T-shirt require

b. 1.4 Listen and check. What’s the pronunciation rule? Can you think of any more exceptions?

c. Cover the phonetics and definitions, and use your instinct to say the words below. Then uncover and check the pronunciation and meaning.

**whirl**

/ wɜːrəl/ verb, noun = verb 1 to move, or make sb/sh move around quickly in a circle or in a particular direction / spin

**jaw**

/ dʒɔː/ verb, noun = noun 1 [C] either of the two bones at the bottom of the face that contain the teeth and move when you talk or eat

**worship**

/ 'wɔːʃɪp/ noun, verb = noun 1 [U] the practice of showing respect for God, or a god, by saying prayers, singing with others, etc.

**hierarchy**

/ hɪərə'arɛks/ noun = noun 1 [C, U] a system, especially in a society or organization, in which people are organized into different levels of importance from highest to lowest
A letter of application

Key success factors
- conveying a positive image of yourself without appearing arrogant
- using appropriate professional-sounding language
- avoiding basic mistakes which will make you look careless

ANALYSING A MODEL TEXT

a) You see the following advertisement on a UK world music festival website. Would you be interested in applying for the job? Why (not)?

Stewards required to work at Festival UK, a well known world music festival event in the west of England from August 3rd to 7th.

Responsibilities
To ensure the safety and comfort of the public and to assist in the running of a successful festival.
To reduce any crowd-related problems, including maintaining a state of calm to minimize any injury.
To prevent unauthorized access to the site by members of the public.

Requirements
You must be aged 18 or over on the date of the festival and be eligible to work in the UK.
You must be fit and healthy and able to work in a demanding atmosphere.
You should have a high level of English, and some experience of dealing with the public.

How to apply
Email your CV to Emma Richards (E.Richards@festivalmail.co.uk).

b) Read the first draft of an email written in response to the advertisement. What information does Kurt give in the three main paragraphs?

To: E.Richards@festivalmail.co.uk
From: Kurt Fischer
Subject: Application

Dear Miss Richards,
My name is Kurt Fischer. I am writing to apply for the post of steward advertised in the Festival UK website.
I am a final year student at the University of Berlin and I am doing a degree in physical education. I have a high level of spoken English (C1 on the CEFR), as I lived in the United States during six months as part of an exchange program between my school and a High school in Utah. I had an American girlfriend during this period but we broke up when I came home.
As you will see from my CV, I have some relevant experience because I have worked for the last three summers helping to organize a tennis tournament in my town, Chemnitz. I was in charge of selling tickets at the entrance gate, so I am used to handling money and, on occasion, having to refuse people entry. The tournament organizer would be happy to provide a reference. He is in fact distantly related to my mother.
I am very enthusiastic about world music, and would welcome the chance to be part of this event. I believe I would be suitable for the job advertised as, apart from my experience, I am a very cheerful and extrovert person and get on well with people. Friends describe me as being calm and patient, and I think I would be able to cope if I had to deal with angry or difficult members of the public. I would definitely know how to look after myself if I got into a fight.
I attach a full CV, and if you require any further information, I would be happy to provide it. I would also be grateful if you could send me an information regarding accommodation during the festival.
I look forward to hearing from you.

Yours sincerely,
Kurt Fischer

Improving your first draft
Check your piece of writing for correct paragraphing, mistakes, irrelevant information, over-long sentences, and language which is in an inappropriate register.

c) Read the draft again and try to improve it.
1. Cross out three sentences (not including the example) which are irrelevant or inappropriate.
2. Try to find and correct 12 mistakes in spelling (including capital letters), grammar, and vocabulary.

d) Do you think the festival organizers would have given him an interview if he had sent his first draft?
USEFUL LANGUAGE

1. This letter is to ask you to give me the job as a steward. **APPLY**
   *I am writing to apply for the post of steward.*

2. I'm in my last year at uni and I'm doing PE. **FINAL YEAR / DEGREE**

3. I can speak English very well. **HIGH**

4. I've done this sort of job before. **RELEVANT**

5. My job was to sell tickets. **CHARGE**

6. I'd love to work at the festival. **WELCOME**

7. I think I'll be good at this job. **SUITABLE**

8. If you need to know anything else, I'll tell you. **REQUIRE / PROVIDE**

9. Let me have some information about accommodation. **GRATEFUL**

10. Hope to hear from you soon! **FORWARD**

PLANNING WHAT TO WRITE

Brainstorm the content

a. Read the job advertisement below and underline the information you will need to respond to. Then make notes about:
   - what personal information you think you need to include.
   - any relevant experience or qualifications you have.
   - what aspects of your personality you think would make you suitable for the job, and how you could illustrate them.

Do you want to work for us?
Are you the right person for the job?

We are looking for fun, energetic, experienced people of any age to work as camp monitors at our day and residential summer camps in July and August. Children are aged between 7 and 15, and take part in a wide range of sports and activities from swimming and water sports to survival skills and cooking.

Do you enjoy working with children? Are you good at working in a team?
Do you have any relevant experience or qualifications? Do you speak English either as a first language or fluently?

You can earn between £200 and £300 per week (food and accommodation provided). Minimum contract: one month.

Interested? Send an email, brief CV, and photo to Richard Cunningham at summercamp@bt.com

b. Compare notes with a partner, and discuss how relevant you think each other's information is, what you think you should leave out, and what else you might want to include.

TIPS for writing a covering letter / email to apply for a job, grant, etc.
- Make sure you use appropriate sentences to open the letter.
- Organize the main body of the letter into clear paragraphs.
- Make sure you use a suitable style:
  - Don't use contractions or very informal expressions.
  - Use formal vocabulary where appropriate, e.g. require instead of need, as instead of because.
- The use of a conditional clause can often make a request sound more polite, e.g. I would be grateful if..., I would welcome the chance to...
- When you say why you think you are suitable for the job, don't 'over-sell' yourself. Be factual and positive, but not arrogant.
- Make sure you use the appropriate phrases to close the letter.

WRITING

You have decided to apply for the job advertised above. Write a covering letter or email. It should be approximately 250 words.

DRAFT your letter.
- Write an introductory sentence explaining why you are writing.
- Paragraph 1: give relevant personal information.
- Paragraph 2: talk about relevant experience and qualifications you have.
- Paragraph 3: explain why you think you would be suitable for the job.
- Write a closing sentence.

EDIT the letter, cutting any irrelevant information, and making sure it is the right length.

CHECK the letter for mistakes in grammar, spelling, punctuation and register.
Family secrets

THE INTERVIEW

a You are going to listen to an interview with David Shepherd, an amateur genealogist who, together with his wife, has spent many years researching his family tree. Before you listen, read the glossary and look at how the words are pronounced to help you understand what he says.

parish /ˈpɜːʃ/ noun an area that has its own church and that a priest is responsible for
register /ˈrɛdʒɪstr/ noun a book containing an official record of names and items, e.g. births, marriages and deaths
branch /brɑːntʃ/ noun a part of a tree that grows out of the main stem; a group of members of a family that all have the same ancestor

(the 1911) census /ˈsɛnsəs/ noun the record of all the population (in this case of the UK in 1911), and where they were living, now available on the Internet
triplets /ˈtrɪpləts/ noun one of three children born at the same time to the same mother
Dick Shepherd /dɪk ˈʃɛpərd/ a famous highwayman (man who used to steal from travellers on public roads) who was executed in the early 18th century

b 1.15 Listen to part 1. Answer the questions with a partner.
1 What made him start researching his family history?
2 According to David, how should you start researching and what should you be careful of?
3 Why are marriage certificates particularly useful?
4 Why did pre-Internet research involve a lot of travelling?
5 How far back can people expect to get when they trace their family tree? What two factors usually make the task easier?
6 How far back has David researched his family? What two factors helped him?

c 1.16 Listen to part 2. Answer the questions with a partner.
What does he say about...?
1 the skeleton in the cupboard that he discovered
2 his emotions when he made the discovery
3 the difficulty of solving the mystery and the only hope of solving it
4 the other unexpected information he found out
5 Dick Shepherd, the highwayman

IN THE STREET

a 1.18 You are going to hear four people talking about their family trees. What three questions do they answer? Who has personally done some research into their family tree? Who seems to know least about it?

Sheila Naomi Tim Jeremy

b Listen again. Who...
1 knows more about their family on their mother's side
2 thinks that one of their grandparents probably had a difficult life
3 is of mixed descent
4 has a parent who has done some research into the family tree
5 had a grandfather who had a very successful career
6 would like to know what pastimes one of their ancestors had
7 has a grandparent who left written records of their early life

c 1.19 Listen and complete the phrases with two or three words. What do you think they mean?

COMMON PHRASES
1 Not ____________________________________________ actually.
2 Probably my grandfather on my father's side - he died when I was ____________________________________________
3 I think my grandmother on my mother's side also did some research ____________________________________________
4 ...we've done some research on my mother's side, less on my father's side, which is ____________________________________________

d Answer the questions in a with a partner.
Revis & Check

**Grammar**
a Complete the sentences with one word.

1. Everybody seemed to enjoy the barbecue even _______ the weather wasn't very summery.
2. Will the person who has left one of _______ personal belongings at the security check please go back and collect it?
3. If you've _______ to be at the airport at 7.00, you ought to call the taxi now.
4. This street looks so different from when I was a child. Didn't _______ use to be a sweetshop on the corner?
5. If we lived a bit nearer _______ another, we'd probably spend more time together.
6. The Chinese economy is growing and _______ a result the standard of living in China is rising.
7. I always find Maggie rather reserved - she never talks about _______.
8. She wore a baggy dress _______ people wouldn't notice that she had put on weight.
9. We need to _______ the heating repaired soon, before it starts getting cold.
10. We were very delayed _______ of an accident on the motorway.

b Rewrite the sentences using the **bold** word(s).

1. I've broken my glasses. I need to pay someone to mend them. HAVE
   I've broken my glasses. I need _______.
2. If you learn a few phrases, the local people will appreciate it. ONE
   _______ the local people will appreciate it.
3. They managed to get to the meeting on time even though the traffic was heavy. DESPITE
   They managed to get to the meeting on time _______.
4. It was foggy so the flight was cancelled. DUE
   The flight _______.
5. Jane sees Martha about twice a month. EACH
   Jane and Martha _______ about twice a month.
6. The children managed to wrap the present on their own. BY
   The children managed to wrap the present _______.
7. The last time I saw him was in 1998. SEEN
   I _______ 1998.
8. She wore dark glasses so that she wouldn't be recognized. SO AS
   She wore dark glasses _______.
9. If we buy a dishwasher, it won't be necessary to do the washing-up. HAVE
   If we buy a dishwasher _______.
10. She doesn't have any pictures yet so her flat looks a bit bare. GOT
    She _______ so her flat looks a bit bare.

**Vocabulary**
a Complete the idioms.

1. I know you don't want my mother to come and stay, but you'll just have to grit your _______ and put up with it.
2. Don't worry about what other people think. You need to know your own _______.
3. He's got a terrible temper. In fact it must _______ in the family, because his dad's just the same.
4. Jane definitely wears the _______ in that marriage. Tom lets her walk all over him.
5. I know I'm right and even if everyone in the company disagrees I'm going to stick to my _______.
6. My brothers are always falling out. In fact they're not on speaking _______ at the moment.

b Circle the right word.

1. She'd like to have a **career / profession** in show business.
2. It's a **part-time / temporary** job - I only work mornings.
3. Your sisters are so **like / alike** - they could be twins!
4. My father remarried and had two girls with his second wife, so I've got two **half-sisters / step-sisters**.
5. She doesn't **take after / look like** either of her parents. She's quite reserved, and they're both really outgoing.
6. 'Pay' is a **synonym / metaphor** for 'salary', but it's more informal.

c Complete with the right preposition or adverb.

1. Who's in charge _______ the sales conference this year?
2. She's been _______ school for such a long time it will be hard to catch _______ with the others when she goes back.
3. My mother was quite ill when I was a child so I was mainly brought _______ by my grandmother.
4. Can we put the meeting _______ till next week? I've got too much work on at the moment.
5. If you go and talk to Marion, she'll fill you _______ about how the sales campaign has gone.
6. I think we need to deal _______ this situation head _______. It's no good just hoping it will go away.

d Complete the sentences with an adjective formed from the **bold** verb.

1. I'm really excited about my new post. It's _______ but I'm sure that I am going to enjoy it. CHALLENGE
2. They're a very _______ family - you don't ever want to play cards with them! COMPETE
3. They set up an IT company, but it was _______ and it closed down last year. SUCCEED
4. She was a very _______ teenager and was always arguing with her parents. REBEL
5. The annual family get-together was actually quite _______ this year. ENJOY
6. I do the same thing every day. It's an incredibly _______ job. REPEAT
1 READING

a Read some extracts from a book called *When we were young*, where different people recall aspects of their childhood. Choose the heading which best fits each text. There are three headings you don't need.

Christmas  Fears  First love  Food  School holidays  Illness  Nightmares  School Sundays  Toys and games

---

**When we were young**

1

My bad dreams were of two kinds, those about spectres and those about insects. The second were, beyond comparison, the worse: to this day I would rather meet a ghost than a tarantula.

CS Lewis  British author of *The Chronicles of Narnia*

2

I was one of a group of boys who sat on the floor of our professor's office for a weekly lesson in 'spoken English'. One day the professor put a large sheet of white paper on the wall. The paper had a little black dot on the right-hand corner. When the professor asked, 'Boys, what do you see?' we all shouted together 'A black dot!' The professor stepped back and said, 'So, not a single one of you saw the white sheet of paper. You only saw the black dot. This is the awful thing about human nature. People never see the goodness of things, and the broader picture. Don't go through life with that attitude.'

Life teaches you lessons in surprising ways and when you least expect it. One of the most important lessons I ever learned came from a sheet of paper and a black dot. They may seem like small things, but they were enough to prompt big changes in my outlook on life.

Kofi Annan  Ghanaian ex-Secretary-General of the United Nations

3

As a child my idea of the West was that it was a mass of poverty and misery, like that of the homeless 'Little Match Girl' in the Hans Christian Andersen story. When I was at boarding school and did not want to finish my food, the teacher would say, 'Think of all the starving children in the capitalist world.'

Jung Chang  Chinese author of *Wild Swans*

4

On wet days there was Mathilde. Mathilde was a large American rocking horse which had been given to my sister and brother when they were children in America. Mathilde had a splendid action – much better than that of any English rocking horse I have ever known. She sprang forwards and back, upwards and down, and ridden at full pressure was liable to unseat you. Her springs, which needed oiling, made a terrific groaning, and added to the pleasure and danger. Splendid exercise again. No wonder I was a skinny child.

Agatha Christie  British author of detective fiction

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**Definitions**

*miasma*  mi'zæmə  a mass of dirty, bad-smelling air (used metaphorically here) [Para 3]

*boarding school*  a school where children live during the year [Para 3]

*tea*  (tea)  a light meal eaten in the afternoon or early evening [Para 5]

*cod liver oil*  oil from the liver of a cod (a kind of fish) which contains a lot of vitamin A and vitamin D, often given as a medicine [Para 7]
LEXIS IN CONTEXT

b Read the texts again carefully. Find a synonym in each paragraph for...
1 (literary) ghosts
2 attitude towards
3 unhappiness
4 (old-fashioned) excellent
5 likely to
6 (informal, usually disapproving) very thin
7 a ceremony
8 (informal) tell off
9 bacteria

A good dictionary will give information about the register of a word, e.g. formal, informal, literary, old fashioned, taboo, etc. When you record new vocabulary, write down this information too.

c Read the extracts again and answer the questions.
1 What was C. S. Lewis most scared of?
2 How do you think the lesson changed Kofi Annan’s outlook on life?
3 Where did Jung Chang get her idea that the West was very poor?
4 Why was Agatha Christie’s rocking horse better than an English one?
5 What was Arthur Ransome’s ‘rité’, and why did he do it?
6 How did Anais Nin’s parents react when she tried to run away?
7 Why do you think Kathleen Cassidy’s mother used to give the children a piece of apple?

d With a partner cover the extracts and look at the headings. Try to remember what each writer said. Which paragraph reminds you most of your own childhood? Why?

2 GRAMMAR narrative tenses, used to and would

a Look at the paragraphs again. Which ones are about...
1 specific incidents in the past
2 repeated or habitual actions in the past

b Look at the verbs in paragraphs 6 and 7 again. What three past tenses are used to describe the incident in paragraph 6? What verb forms are used to show that the actions were habitual or repeated in 7?

c p.139 Grammar Bank 2A. Read the rules and do the exercises.

3 SPEAKING & WRITING

a 2.1 Listen to five people starting to talk about their childhood. What are the different expressions they use to say (approximately) how old they were at the time?

b Look at the headings in exercise 1a. With a partner, for each heading talk about things you habitually did or felt in your childhood.

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

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

c Now take turns to choose a heading and talk about a specific incident from your childhood.

Imagine you were asked to contribute to the book When we were young. Choose one of the headings and write a paragraph either about a specific incident in your childhood, or about things which happened habitually.
4 LISTENING & SPEAKING

a 2.2 Listen to five people talking about their earliest memory. Match the speakers to the emotion they felt at the time.

- surprise □
- sadness □
- fear □
- disappointment □
- happiness □

b Listen again. How old was each person? What was their memory?

c Now you're going to hear about some research which has been done into first memories. Before you listen, discuss the following questions with a partner.

1. How far back in our lives can we usually remember?
   - a To when we were a baby (0–2 years old)
   - b To when we were a toddler (2–4 years)
   - c To when we were a small child (5+)

2. Why can't we remember things before that age?

3. What kind of a) emotions and b) events might people be more likely to remember?

4. Are our first memories mostly visual or of sounds and smells?

5. Why might some people's first memories be unreliable?

d 2.3 Listen and check your answers with what the speaker says. Were you surprised by anything?

e 2.4 Now listen to the story of Jean Piaget's first memory and write down what you think are the key words. Listen again and try to add more detail. Compare your words with a partner and then together retell the story.

f Talk to a partner.

Do you have any very early memories of the feelings or incidents below? Do you know approximately how old you were at the time?

- feeling surprised
- feeling pain
- feeling shame or embarrassment
- the birth of a brother or sister
- a day out
- managing to do something for the first time
- the death of a pet
- a festival or celebration
- getting a wonderful or disappointing present
5 VOCABULARY & PRONUNCIATION
word building: abstract nouns; word stress

An abstract noun is one which is used to express an idea, a concept, an experience or a quality, rather than an object. Thus embarrassment or memory are abstract nouns, whereas bed or trousers are not. Some abstract nouns are uncountable in English, but may not be in your language, e.g. knowledge.

a  Make abstract nouns from the words below and put them in the right columns.

<table>
<thead>
<tr>
<th>adult</th>
<th>afraid</th>
<th>ashamed</th>
<th>believe</th>
<th>bored</th>
<th>celebrate</th>
<th>child</th>
<th>compete</th>
<th>dead</th>
<th>free</th>
<th>friend</th>
<th>happy</th>
<th>hate</th>
<th>imagine</th>
<th>ill</th>
<th>kind</th>
<th>lose</th>
<th>member</th>
<th>neighbour</th>
<th>partner</th>
<th>poor</th>
<th>relation</th>
<th>sad</th>
<th>wise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>hood</td>
<td></td>
<td>+ship</td>
<td></td>
<td>+dom</td>
<td></td>
<td></td>
<td>+ness</td>
<td>+tion</td>
<td>word changes</td>
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</tr>
</tbody>
</table>

b  2.5 Underline the stressed syllable in these words. Listen and check. Which ending(s) cause(s) a change in stress?

1 adult adulthood  4 free freedom
2 celebrate celebration  5 happy happiness
3 compete competition  6 relation relationship

c  With a partner, guess which of the abstract nouns in a is missing from each quotation.

1 "Love, friendship and respect do not unite people as much as a common __________ for something."  
   Anton Chekhov, Russian writer

2 "_________ is, of all passions, that which weakens the judgement most."  
   Cardinal de Retz, French churchman and writer

3 "To be without some of the things you want is an indispensable part of _________."  
   Bertrand Russell, British philosopher

4 "_________ is more important than knowledge."  
   Albert Einstein, physicist

5 "Overcoming ________ is not a gesture of charity. It is an act of justice."  
   Nelson Mandela, South African statesman

6 "There are only two emotions in a plane: ________ and terror."  
   Orson Welles, US film director

7 "I enjoy convalescence. It is the part that makes ________ worthwhile."  
   George Bernard Shaw, Irish dramatist

8 "The enemies of ________ do not argue. They shout and they shoot."  
   William Inge, British churchman and writer

d  Say in your own words what the quotations mean. Do you agree with them?
1 READING & SPEAKING

a Talk to a partner.
1 Which of the following do you do? To what extent do you think doing one thing affects how well you do the other?
- Talk on a hands-free mobile phone while you are driving.
- Talk on the phone while you are doing housework or cooking.
- Check your emails or chat online while you are working or studying.
- Look at a website while you are having a conversation on the phone.
- Listen to music while you are studying / working.
- Send a text while talking to a friend.
2 Are there any other activities you do simultaneously?
3 Have you ever made a mistake or had an accident because you were multitasking?
4 Do you think multitasking helps you to use your time better?

b Work in pairs, A and B. You are going to read different articles about new research into multitasking. Read your texts and be ready to tell your partner about the following:
- what the research has shown
- what sort of multitasking people do
  a) during the day  b) during the evening
- Mark Vickery and his wife’s experience
- what he thinks the pros and cons are
- a typical teenager’s attitude to multitasking
- what the research has shown about multitasking
- what things we can do successfully simultaneously
- what happens when people try to do two or more related tasks simultaneously
- problems that arise from multitasking when you are driving

c Now tell each other the main points in the articles you have just read.

A

Multitasking = 31/7

1 Latest research suggests that typical middle-class city-dwellers now have so many time-saving gadgets that they can fit into 24 hours the same quantity of tasks that a decade ago would have taken 31 hours to complete.

2 For many people, the frenzy starts over breakfast, reading emails on a hand-held BlackBerry® while making toast. It carries on in the car where a driver with a Bluetooth® earpiece holds a conference call while keeping an ear on the radio and checking the satnav.

3 Work is then a blizzard of emails, phone calls, and meetings, often happening simultaneously. However, according to OTX, an American consumer research organization, the most intense period of multitasking appears to be in the evening. ‘People will be pressing the television remote control while using a wireless laptop computer balanced on their knee, emailing and texting friends on a mobile phone, and holding a conversation with friends or family members,’ said Patrick Moriarty, one of the authors of the report. ‘They may be far more mentally engaged than they are in the office.’

4 According to the study, while television remains the main focus of attention in the evening, nearly half the respondents were also using computers and phones to catch up with friends, update their Facebook or other social networks, or download and listen to music.

5 Mark Vickery, 35, from Medway, Kent, agreed that for him and his wife Susan, an NHS doctor, the evening was the peak of multitasking. ‘Both of us are out of the house during the day,’ said Vickery, a marketing manager. ‘When we come back in the evening we tend to have a lot of technology on the go. We’ll be using online banking, Facebook, and email, and programming the TV shows we want to watch later.’

6 ‘On the one hand it’s good – you get more done. On the other hand, when I left university seven years ago, life was much simpler. There was more talking face-to-face and more time spent over dinner.’

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BlackBerry® hand-held device which makes available email, mobile phone, web browsing, etc.
Bluetooth® technology that makes it possible for various devices and peripherals to communicate with each other and with the Internet without the need for cables.
satnav navigation system that receives information via satellite.
The great myth of multitasking

1 You open the door to your teenage daughter’s room. ‘What are you doing?’ you ask. ‘Nothing much,’ she answers. ‘Burning a CD, doing my homework, helping Jade with hers on MSN...’ ‘All at the same time?’ ‘Sure, it’s easy.’

2 While your daughter may be convinced that she can do all these things at the same time, a number of recently published neuroscience research papers argue that this is not in fact the case. Apparently what is really happening is that our brains juggle these tasks, rapidly switching from one to the other and choosing a sequence in which to do them.

3 This may seem counter-intuitive. Multitasking is a perfectly natural everyday occurrence. We can cook the dinner while engrossed in a soap on TV or we can chat to a friend while walking down the street without bumping into anybody or getting run over. However, research suggests that there is an enormous difference between how the brain can deal with what are referred to as ‘highly practised tasks’, such as stirring or walking, and how it responds when, for example, you think about adding another ingredient or you decide to change the direction in which you are walking. In this case, our brains will require us to concentrate on the activity at hand.

4 The problem, it seems, occurs when human beings try to carry out two or more tasks that are in some way related. We can see the effect of this if we look at what happens when people use mobile phones while driving (even if they are hands-free). Most people feel they are capable of driving and having a conversation at the same time. This is fine until they need to process language while driving, for example on a road sign. Then the language channel of the brain gets clogged and the brain can no longer cope. A similar thing occurs if the conversation turns to something visual, for example your friend describing what their new flat looks like. In this case, as you try to imagine what they are describing, the visual channel of the brain is overloaded and you can no longer concentrate on the road.

5 David E Meyer, director of the Brain, Cognition, and Action laboratory at the University of Michigan, who is considered to be one of the world’s experts in this field, believes that human beings will never, ever be able to overcome the inherent limitations in the brain for processing information during multitasking. It just can’t be done, any more than the best of all humans will ever be able to run a one-minute mile.

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**LEXIS IN CONTEXT**

d Work with the same partner. Find words which mean:

A 1 ________ noun a small tool or device that does something useful (Para 1)
2 ________ noun a state of great activity (Para 2)
3 ________ noun a snowstorm, a large quantity of things that may seem to be attacking you (Para 3)
4 ________ PHRASE find out what people have been doing, get their latest news (Para 4)
5 ________ noun the top of a mountain, the point when sb/sth is best, highest, or strongest (Para 5)

B 6 ________ verb to throw a set of three or more objects in the air and catch and throw them again quickly, one at a time, to try to deal with two or more activities at the same time (Para 2)
7 ________ adj. so interested in sth that you give it all your attention (Para 3)
8 ________ verb to deal successfully with sth difficult (Para 4)
9 ________ verb block (Para 4)
10 ________ verb to succeed in dealing with a problem that has been preventing you from achieving sth (Para 5)

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**Metaphors**

When you look up a word in the dictionary, the first meaning(s) listed will normally be the literal meaning(s) and metaphorical meanings will be listed later. However, if you know the literal meaning of a word or phrase you can often guess the metaphorical meaning in a text, e.g. if you know the literal meaning of blizzard you can easily understand the metaphor a blizzard of emails.

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**EATING CHIPS HELPS YOU STUDY BETTER!**

**Footballer’s wife seeks divorce**

**POLITICIAN LINKED TO CHARITY SCANDAL**

Is jungle plant the key to eternal youth?
3 PRONUNCIATION & LISTENING

linking

a. Read the information about a radio phone-in show. Who or what are the 'Time Bandits'?

The Time Bandits

They creep up on us when we least expect it and steal one of the things we value most—our time. They are the time bandits—the people (and situations) that waste our precious minutes and make life even more of a rush.

How can we stop the time bandits?
Call our expert, Richard Anderson, and tell us about your 'time bandits' and find out how to deal with them.

b. 26 Before you listen to the whole programme, listen and complete some extracts.
   1. I think that's a common problem ________ of us.
   2. ________ don't complain out loud...
   3. ________ I've got this friend of mine and...
   4. ________ on time.
   5. It's just ________ time.
   6. It's been ________ to you...

c. Read the information about linking. Then look back at the extracts. Which words are linked? Why? Now practise saying the sentences and phrases trying to link the words.

Linking

When people talk quickly, they usually link words together, i.e. the sound at the end of one word is linked to the sound at the beginning of the next. Being aware of linking will help you understand rapid speech better, and make your own English sound more natural. Some of the rules for linking words are:

1. A consonant sound at the end of a word is linked to a vowel sound at the beginning of the next, e.g. I met him a long time ago.
2. When a word ending in -r or -re (e.g. are) is followed by a word beginning with a vowel sound, an /r/ sound is added to link the words together, e.g. We're early.
3. When a word ending with a consonant sound is followed by a word beginning with the same consonant sound, one long consonant sound is made, e.g. I need some more time.

d. 27 Now listen to five callers to the radio show. Write a sentence to summarize their problem.
   Caller 1 She wastes a lot of time talking to a friend on the phone.
   Advice
   Caller 2
   Advice
   Caller 3
   Advice
   Caller 4
   Advice
   Caller 5
   Advice

e. With a partner, imagine you are the expert. Discuss and decide what advice you might give the five callers.

f. 28 Now listen to the expert's advice (A–E), and match them to the problems.

g. 29 Listen to the whole programme and check your answers to f. Was any of the expert's advice similar to yours? What differences were there?

h. Do you have any 'time bandits'? What do you do about them? Are there any ideas in the advice the expert gave that you might use?
4 VOCABULARY expressions with time

a Can you remember the missing words in these sentences?
1. _______ my time really waiting for people.
2. I have kids and I work full time, so as you can imagine I don’t have much _______ time.
3. My friend swears it’s _______ a lot of time.
4. Tell them you’re a bit _______ of time today.
5. Right, I’m afraid time’s up _______ for now, but thank you all for your calls...

b 2.10 Listen to the extracts and check. What do the expressions mean?

c p.159 Vocabulary Bank time.

5 SPEAKING
Work with a partner and answer the questions in the Time questionnaire.

**Time questionnaire**

**About you**

1. On a typical weekday morning, are you normally pushed for time?
2. Do you have any electronic gadgets which you think really save you time?
3. What do you usually do to kill time when you’re waiting at an airport or at a station?
4. When you go shopping, do you like to buy things as quickly as possible or do you prefer to take your time?
5. Is there anything or anybody who is taking up a lot of your time at the moment?
6. Are you usually on time when you meet friends? Does it bother you when other people aren’t on time?
7. Do you like to get to the airport or station with time to spare or at the last minute?
8. When you were younger, did your parents give you a hard time if you came back home late?
9. When you do an exam, do you tend to have time left at the end or do you usually run out of time?

**Do you agree?**

1. Both partners need to take the same amount of time off when they have a baby.
2. Retired people have too much time on their hands. They should be encouraged to carry on working longer.
3. Everyone would benefit from seeing a psychotherapist from time to time.
4. By the time they are 21, all young people should be living independently of their parents.
5. It’s only a question of time before governments impose a complete ban on alcohol and smoking.
50 ways to leave your lover

1 READING & SPEAKING

a Read 10 top break-up lines from a website. Which one do you think is the best / worst way of starting a break-up conversation?

- We need to talk.
- It's not you; it's me.
- When I said I was working late, I was lying.
- Do you remember when I said that everything was all right...?
- You are like a brother / sister to me.
- I think we'd be better off as friends.
- I don't love you any more.
- I need some time to be on my own.
- You're a fantastic person, but you're too good for me.
- Can I have my keys back, please?

b Now read three true stories about people getting revenge on a former partner. Answer the questions with a partner. Whose revenge do you think was...?

1 the most ingenious
2 the most satisfying
3 the most embarrassing for the person it was done to
4 the least justifiable
5 the most likely to have a long-lasting effect

LEXIS IN CONTEXT

c Read the stories again and choose the right word or phrase for gaps 1–12.

1 a rejected b dumped c broke up
2 a turning b putting c creating
3 a praised b blamed c ridiculed
4 a replaced b substituted c revived
5 a unwillingly b obviously c unbearably
6 a stuck b attached c posted
7 a invented b created c made up
8 a peak b top c crowning
9 a get over b get back c get rid of
10 a found b made c took
11 a set off b set about c set up
12 a chopped up b stamped on c smashed

'Get mad, get everything.'

Ivona, ex-wife of millionaire Donald Trump, giving advice to wronged wives

Getting your lover

'Hell hath no fury like a woman scorned' according to the 17th century English playwright and poet William Congreve, and it remains as true today as it was then.

What do you do when love has run its course? How do you say 'it's over'? According to singer Paul Simon, 'There must be 50 ways to leave your lover'. Some years ago, fellow singer Phil Collins infamously ______ his second wife by fax. In these more technologically advanced days the Finnish Prime Minister recently broke up with his mistress by SMS. Less cowardly is the face-to-face approach (We need to talk / This just isn't working / I love you like a friend, etc.).

When French woman, Sophie Calle received an email on her mobile, she was devastated to discover that it was a message of _____ in which her partner claimed that the break-up would 'hurt me more than it will hurt you.' Here is a short extract:

'Whatever happens, you must know that I will never stop loving you in my own way — the way I've loved you ever since I've known you, which will stay part of me, and never die... I wish things had turned out differently. Take care of yourself...'

With hindsight, the man almost certainly wishes that he had followed his first instinct (It seems to me it would be better to say what I have to say to you face-to-face), particularly as the woman he was dumping is a conceptual artist who specializes in ______ private pain into art. And that is exactly what she did with her 'Dear Sophie' email.

Too heartbroken to reply, she decided she would 'take care of herself' by sending the man's email to 107 women (including an actress, a poet, a ballet dancer, a singer, a novelist, a psychotherapist, an etiquette consultant, an editor, a policewoman, and even a schoolgirl). She asked all of them to read the email and to analyse it or interpret it according to their job while she filmed or photographed the result. The psychiatrist concluded that the man was a 'twisted manipulator' while the etiquette consultant criticized his manners, and the editor ______ his grammar and syntax.

'The idea came to me very quickly. At first it was therapy, then art took over. After a month, I had got over him. There was no suffering. The project had ______ the man.'

The resulting exhibition 'Prenez soin de vous' was put on at the Bibliothèque National in Paris and was later a huge success at the Venice Biennale. And after becoming ______ the notorious 'star' of an exhibition, it's a sure bet that when Sophie's ex-lover dumps his girlfriends in the future, he will never ever say 'Take care of yourself.'
own back

Perhaps, when she embarked on a relationship with a famous composer, actress Jane Slavin was right to wonder if things were too good to be true.

Jane first _______ a message on his Facebook page last July. It said, ‘You are one of my favourite composers’.

He instantly replied, and within minutes he had added her to a list of cyber ‘friends’. Later he emailed her asking for a date. ‘He invited me to a concert and it went on from there. It was an amazing adventure,’ she says. ‘It all seemed so magical to be with someone so hugely talented.’ However, three months into their relationship, he simply stopped emailing her. ‘It went from 30 emails a day to nothing. No phone call, no texts, no emails. I thought he’d died!’ So, suddenly and inexplicably rejected, Jane returned to the Internet.

‘I put the words “lovely lady” into Google and downloaded a stunning-looking photograph of a woman and I gave her a name, Lucia. I then _______ a MySpace page for her, and emailed her. The email from “Lucia” said, “I don’t have any friends on MySpace. I’m a great fan of your music. Will you be my friend?” By the end of the first day, he had sent her more than 100 emails.

The _______ moment of her revenge came when “Lucia” agreed to a rendezvous in a little café in London. At the appointed time Jane walked in and said, “Hi, how are you? I’ve not heard from you for ages”. He looked horrified.

He said he was meeting a new PA. I said, “Do you mind if I sit down?” and he said, “Yes, I do, she’s going to be here any minute now”. I said, “I’ll sit down for just a second”. I opened my bag and pulled out copies of all his messages to Lucia. When he asked, “Is she a friend of yours?” I leant across the table and whispered to him, “Lucia is all Jane”.

“Lucia was my revenge,” says Jane. “It helped me _______ him. I have no regrets.”

Who can forget the spectacular way in which Sarah Graham-Moon _______ revenge on her ex-husband Sir Peter, the fifth baronet, after seeing his blue BMW parked in the driveway of a 42-year-old blonde?

She promptly poured a can of white paint over the car – but that was only the beginning. Ten days later, she _______ ‘altering’ his clothes. According to Sir Peter’s own account, she cut ten centimetres off the left arm of 32 of his Savile Row suits, jackets and overcoats – some of which had cost him £1,000 or more. For good measure, she _______ a box containing 25 Havana cigars, flattening the lot of them, and threw another six boxes of the Montecristo No 2s out of the window.

But still Lady Graham-Moon hadn’t finished. A week later, she went on a bizarre ‘milk-round’, distributing 24 bottles of his finest vintage wine and port on doorsteps in the village where the woman lived. ‘It gave me a hell of a buzz’, she said.

Savile Row a street in London with many shops that sell expensive clothes for men that are often specially made for each person

milk round (in Britain) the job of going from house to house regularly, delivering milk

d Without looking back at the stories, try to remember what these numbers refer to.

| 50 | 107 | 30 | more than 100 |
| 42 | 32 | 1000 | 25 | 24 |

e Look at some famous sayings about revenge. Which saying do you think best fits each of the three stories in d? Do you agree with any of them?

‘Revenge is sweet.’

‘Revenge is a dish best served cold.’

‘In revenge, woman is more barbarous than man.’

‘An eye for an eye makes the whole world blind.’

2 PRONUNCIATION

words and phrases of French origin

A number of French words and phrases are used in English. They are usually said in a way that is close to their French pronunciation, and so do not necessarily follow normal English pronunciation patterns, e.g. ballet (‘betal’), rendezvous (‘rendezvous’). These words will appear in a good English dictionary.

a Look at the sentences below, and underline a French word or expression in each one. What do you think they mean? Do you use any of them in your language?

1 I made a real faux pas when I mentioned his ex-wife.
2 When we were introduced I had a sense of déjà vu, though I knew we’d never met before.
3 For our first date, he took me to a concert of avant-garde music – there was no second date.
4 She’s engaged to a well-known local entrepreneur.
5 I know it’s a cliché, but it really was love at first sight.
6 On our anniversary, he always buys a huge bouquet of flowers – he’s so predictable!
7 I met Jane’s fiancé last night. They told me they’re getting married next year.

b 2.11 Listen and focus on how the French expressions are pronounced. Then practise saying the sentences.

3 VOCABULARY phrases with get

a Can you remember expressions with get from the texts in 1 which mean…?

a take revenge on someone

b recover from (a broken relationship with someone)

b p.160 Vocabulary Bank get.

4 2.12 SONG ➤ 50 Ways to Leave Your Lover
5 SPEAKING & LISTENING

a Look at the back cover information of a new book. Then discuss the questions below with a partner. Why is the book called Love by Numbers?

b 2.15 Listen to some extracts from Love by Numbers, in which the author talks about the research which has been done into the above topics. According to the research, what are the correct answers to the questions in a?

c Listen again and answer the questions below:

1 What two examples are given to show how friends can strengthen a couple's relationship?
2 What three causes of dispute in a car are mentioned? Which one is becoming less common?
3 What do psychologists say about 'love being blind'?
4 What are the main advantages and disadvantages of online dating? What three pieces of advice are given about posting a profile on a dating site?
5 What percentage of people still thought about their first loves? What percentage of people already in a relationship got involved with their first love again after having got back in touch?
6 According to the Canadian study, what are the most popular ways of taking revenge?

d To what extent did the research back up your discussions in a? Were you surprised by any of the statistics?

LEXIS IN CONTEXT

e 2.14 Listen again to some extracts and complete the expressions with two words. What do you think the expressions mean?

1 When friends tell a couple that they are a ________ and how much they enjoy going out with them...
2 ... suggesting that you can ________ anyone, should you get the chance to meet them.
3 Most people also ________ someone as good-looking or as plain as they are.
4 After three months you can 'see' again, and then you usually ________ the person.
5 A study in the US of over 3,000 adults found that 15% knew someone in a ________ relationship that had started online.
6 The biggest ________, apparently, is profiles with poor spelling.
7 80% of these people finished up ________ with their lost love again.
8 Another study by Stephen Hoshimura at the University of Montana asked people what act of revenge they had ________...
6 GRAMMAR  get

a  Look at some sentences from the listening, which all have the verb get. Answer the questions with a partner.
   A  Online agencies advise getting a photo taken where you look friendly rather than seductive.
   B  In another study by Dr Nancy Kalish, California State university got randomly selected American adults to agree to be interviewed about their first loves.
   C  Also when a couple stays together for a while, their two groups of friends start to make friends, and as a result the couple’s relationship gets stronger.

In which sentence…?
1  does get mean become
2  does get mean make or persuade
3  could you replace get with have with no change in meaning

b  p.141 Grammar Bank 2C. Read the rules and do the exercises.

c  Read the get questionnaire and tick ten questions you’d like to ask someone else in the class. Ask and answer in pairs.

get questionnaire

☐ Are you the kind of person who regularly gets rid of old clothes or do you tend to keep things for ever?

☐ Did you use to get into trouble a lot when you were a child?

☐ Do you consider yourself a person who usually gets their own way? Why (not)?

☐ Do you tend to keep up to date with your work or studies or do you often get behind?

☐ Do you think young drivers get stopped by the police more than older drivers? Do you think this is fair?

☐ Have you ever got caught cheating in an exam? Have you ever cheated in an exam and got away with it?

☐ Do you think going on holiday together is a good way to really get to know people?

☐ Have you ever got the wrong end of the stick when you were speaking to someone in English?

☐ How often and where do you normally get your hair cut?

☐ If one of your gadgets or electrical appliances breaks down, do you normally try to fix it yourself first or do you immediately phone to get an expert to fix it?

☐ If you are meeting someone, do you usually get there on time, or are you normally either early or late?

☐ If you were able to get just one room in your house redecorated, which would it be and why?

☐ Do you think women are better than men at getting presents for people?

☐ If you were invited to a karaoke evening, would you try to get out of going?

☐ If you were supposed to get a flight the day after there had been a serious air crash, would you cancel it?

☐ Is there anyone in your family or group of friends who really gets on your nerves?

☐ What kind of things do/did your parents get you to do in the house?

☐ What worries you most about getting old?

☐ Where would you go if you really wanted to get away from everything and relax?
Key success factors
- getting and keeping the reader's attention
- using rich and precise vocabulary

ANALYSING A MODEL TEXT
a You are going to read an article about childhood covering the areas below. What information would you include if you were writing about your country?
- What are the main differences between a child's life 50 years ago and a child's life now?
- Why have these changes occurred?
- Do you think the changes are positive or negative?
b Now read the article. Did the writer include any of your ideas? With a partner, choose what you think is the best title from the options below and say why you prefer it to the others.
How childhood has changed
Changing childhood
My childhood

Children's lives have changed enormously over the last 50 years. But do they have a happier childhood than you or I did?
It's difficult to look back on one's own childhood without some element of nostalgia. I have four brothers and sisters, and my memories are all about being with them, playing board games on the living room floor, or spending days in the street with the other neighbourhood children, racing up and down our bikes, or exploring the nearby woods. My parents scarcely appear in these memories, except as providers either of meals or of severe reprimands after some particularly hazardous adventure.
These days, in the UK at least, the nature of childhood has changed dramatically. Firstly, families are smaller, and there are far more only children. It is common for both parents to work outside the home and there is the feeling that there just isn't time to bring up a large family, or that no one could possibly afford to have more than one child. As a result, today's boys and girls spend much of their time alone. Another major change is that youngsters today tend to spend a huge proportion of their free time at home, inside. More than anything this is due to the fact that parents worry far more than they used to about real or imagined dangers, so they wouldn't dream of letting their children play outside by themselves.
Finally, the kind of toys children have and the way they play is totally different. Computer and video games have replaced the board games and more active pastimes of my childhood. The irony is that so many of these devices are called 'interactive'. The fact that you can play electronic games on your own further increases the sense of isolation felt by many young people today.
Do these changes mean that children today have a less idyllic childhood than I had? I personally believe that they do, but perhaps every generation feels exactly the same.
c Answer with a partner.
1 What is the effect of the direct question in the introduction? Where is it answered?
2 What does the first main paragraph (not including the introductory sentence) focus on? What examples are given?
3 What are the changes that the writer has focused on in the third main paragraph, and what reasons have been given for the changes? Do you agree?
4 Underline the discourse markers that have been used to link the points in the second and third main paragraphs, e.g. Firstly...

Using synonyms
When you write, try not to repeat the same words and phrases too often. Instead, where possible, use a synonym or similar expression if you can think of one. This will both make the text more varied for the reader and help the article link together. A good monolingual dictionary or thesaurus can help you here.

d Find synonyms in the article for...
1 at the present time
   _______ / _______ / _______
2 children
   _______ / _______ / _______
3 alone, without adults
   _______ / _______ / _______
4 games
   _______

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

e Without looking back at the article, try to remember how the words in italics were changed to make the article more enjoyable to read.

1 Children's lives have changed in a big way
   _______
2 ...being in the street with other children
   who lived near us _______
3 ...going up and down on our bikes...
   _______
4 ...after some particularly dangerous adventure.
5 My parents don't appear very often in these memories... _______
6 ...think that they don't have enough money
   to have more than one child. _______
7 ...that children have a less happy childhood
   than I had. _______

PLANNING WHAT TO WRITE
Brainstorm possible content

a Look at the exam question below.

Many aspects of life have changed over the last 30 years. These include:
marriage
dating
the role of women or / and men
Write an article for an online magazine about how one of these areas has changed in your country and say whether you think these changes are positive or negative.

With a partner brainstorm for each topic...
1 what the situation used to be like and what the big changes are.
2 whether the situation has changed a lot in your country.
3 whether you think the changes are positive or negative and why.

Now decide which area you are going to write about and which ideas you want to include.

Remember that this is an article, not an essay. You don't necessarily
want to include the most important points, but the ones that you
could say something interesting about, or where you can think of
any interesting personal examples.

b Think of a possible title for each article.

TIPS for writing an article
• Give your article an interesting title.
• There is no fixed structure for an article, but it is important to have
clear paragraphs. Use discourse markers to link your points or arguments.
• Make sure you use a suitable style, neither very formal nor informal.
• Make the introduction reasonably short. You could use a question or questions which you then answer in the article.
• Try to engage the reader, e.g. by referring to your personal experience.
• Try to vary your vocabulary using synonyms where possible.

WRITING
You are going to write the article in approximately 250 words.

DRAFT your article, with
• a brief introduction, which refers to the changes and asks a question.
• two or three main paragraphs saying what the situation used to be like, and how it has changed.
• a conclusion, which refers back to the question in the introduction, and says whether you think the changes are positive or negative.

EDIT the article, cutting any irrelevant information and making sure it is the right length.

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

a. You are going to listen to an interview with Tony Hawks, a comedian, author, composer, and charity worker. Before you listen, read the glossary and look at how the words are pronounced to help you understand what he says.

- bask (bask) verb enjoy sitting or lying in the sun as some animals do, e.g. lizards, sharks
- technophile noun a person who loves new technology (see technophile)
- terrestrial adjective [of television] operating on earth rather than from a satellite. It is used to refer to the channels that everybody who has a TV can get.
- meltdown noun a serious accident in which the central part of a nuclear reactor melts: (metaphorically) a meltdown on the New York stock exchange

b. 2.15 Listen to part 1. Answer the questions with a partner.

1. What strategy did he use in the past to help him to cope with all his different jobs? Why didn’t it work? How well does he think his system works?
2. What strategy does he use now? What metaphor does he use to describe how he deals with his different jobs?
3. Why does he compare himself to a shark?
4. What are the pros and cons for him of email and the Internet?
5. Why does he mention satellite navigation?

b. 2.16 Listen to part 2. Answer the questions with a partner.

What does he say about…?
1. the negative effect of remote controls
2. a time he wanted to watch a football match on a friend’s TV
3. TV when he was a child
4. TV in Iceland in the 70s and 80s
5. a technological meltdown
6. the new heroes

c. 2.17 Listen and complete the phrases with one to three words. What do you think they mean?

COMMON EXPRESSIONS AND IDIOMS

1. But I almost feel, __________, we'd be better off without them...
2. However, if the Internet __________, or the connection __________ I'm like a baby without parents...
3. If you __________ to get up and walk six feet to turn over the channel...
4. From then on, I've __________ for remote controls.
5. ...we can become nostalgic just for __________ of it.
6. I don't think there will be a __________ technology...
7. ...but I can foresee a time, maybe not in __________ ...

e. To what extent do you agree with what he says about technology?

IN THE STREET

a. 2.18 You are going to hear four people talking about technology. What three questions are they asked? Which technologies do they mention?

1. Matt
2. Brian
3. Amy
4. Mark

b. Listen again. Who…?

1. ____________ would control the use of a kind of technology rather than 'disinvent' it
2. ____________ thinks that the problem with some technology is what people do with it
3. ____________ values a certain technology because it enables them to keep in touch with other people
4. ____________ wastes time looking for useless information
5. ____________ thinks that a piece of technology makes people mentally lazy
6. ____________ would like to 'disinvent' or control two kinds of technology
7. ____________ spends a large part of their day using a certain piece of technology

c. 2.19 Listen and complete the phrases with two or three words. What do you think they mean?

COMMON PHRASES

1. It's easy just ____________ and, you know, be told what to do.
2. My family is ____________ .
3. ...and who gets to see ____________ on cameras.
4. I think email has actually made people ____________ in the way they communicate with each other.
5. That's ____________ really...

d. Answer the questions from a with a partner.

Study Link MultiROM
GRAMMAR
a Right (\(\checkmark\)) or wrong (\(\times\))? Correct the mistakes in the highlighted phrases.
1 When I was a child, I would have really long hair – I could even sit on it!
2 The boss appears that he has a new secretary. Did you know anything about it?
3 Did you really used to wear glasses? I can’t imagine you in them.
4 It is rumoured that they got married secretly in Hawaii.
5 I need to get renewed my passport urgently.
6 You don’t seem to have noticed that I’ve been to the hairdresser’s.
7 When I came into the room, I could sense that they had been talking about me.
8 Marco Polo is thought to have brought pasta back from China.
9 Could you get your brother have a look at my car? It’s making a funny noise.
10 When I saw that she wore trousers, I was very surprised as she always wears skirts.

Rewrite the sentences using the **bold** word.
1 I made a big mistake. I only realized it years later. **HAD**
I only realized years later.
2 It seems that Mr Marshall has disappeared. **HAVE**
Mr Marshall disappeared.
3 Can you pay someone to fix the tap, please? It keeps dripping. **FIXED**
Can **fixed**? It keeps dripping.
4 People expect that the team’s coach will resign in the coming week. **EXPECTED**
The team’s coach **expects** in the coming week.
5 The Daily Mail says that the singer has been seen with another woman. **ACCORDING**
**According** the singer has been seen with another woman.
6 If you leave that glass there, someone will break it. **GET**
If you leave that glass there. **Get**
7 It is said that there are over a million homeless people in this country. **BE**
**Be** over a million homeless people in this country.
8 They don’t usually arrive at the airport until the last minute. **GET**
**Get** until the last minute.
9 The dog slept on my bed all night. I noticed it when I woke up. **SLEEPING**
When I woke up. **Woke**.

VOCABULARY
a Complete the sentences with a noun formed from the **bold** word.
1 Please don’t let this misunderstanding get in the way of our _FRIEND_.
2 _FREE_ of speech is one of the most basic human rights.
3 I wish there were a few more good restaurants in our _NEIGHBOUR_.
4 There are several courses available to help people who suffer from a _AFRAID_ of flying.
5 The _ASHAMED_ of being caught cheating was almost too much for her to bear.
6 World leaders must take measures to eradicate child _POOR_.

b Collocation: complete with the right verb.
1 It doesn’t usually _____ me more than an hour to get to work.
2 We thought we were going to be late, but in the end we got to the airport with plenty of time to _____.
3 I’m trying to _____ hold of Albert. Do you know when would be a good time to call him?
4 I’ve got so much work to do. I just can’t _____ with it all.
5 The match is nearly over – there’s only a minute _____.
6 He seems quite reserved at first, but in fact he’s incredibly friendly when you get to _____ him.

c Complete the idioms with one word.
1 I lost touch with my closest friend for years and now we are trying to make up for _____ time.
2 Can we meet later instead? I’m a bit _____ for time now.
3 It was an amazing holiday. I had the time of my _____.
4 That music’s really getting on my _____! Could you either turn it down or turn it off?
5 I think you’ll need to say exactly what you think otherwise he won’t get the _____.
6 Only children are often used to getting their own _____.
7 If you don’t get _____ of the way, you’re going to get hurt.

d Complete with the right preposition or particle.
1 _____ the time we arrived, we were too exhausted to do anything except go to bed.
2 I never really got to know the country because _____ the time I was too busy working.
3 Did you ever see the TV series _Dallas_ or was it _____ your time?
4 We’re moving house next month so I’m going to have to ask for some time _____.
5 The news on TV has really been getting me _____ lately. It’s just one disaster after another.
6 It was a definite foul but the referee didn’t see it so the player got _____ with it.
7 Is there any way I can get _____ of going to the wedding? I really don’t feel like going.
8 Lilly won’t get _____ Mark until she meets a new man.
Breaking the silence

1 VOCABULARY & WRITING
sounds and the human voice

a How noisy is it where you work / study? What noises can you hear? Do any of the noises affect your concentration?

b Look at a list of the most annoying noises in an office (not in order). Which one do you think was voted the most irritating?

c Now listen to the noises, in reverse order (8=the least annoying). Number the phrases in b. Which of these noises do you find irritating? Are there any that don’t really bother you?

d Make a list of other annoying noises. Then have a class vote on which one is the most annoying.

e p.161 Vocabulary Bank Sounds and the human voice.

f Listen to the sounds and make a note of what they are. Then write three paragraphs based on the sounds you heard. Begin each paragraph as follows:
1 It was 12.30 at night and Mike had just fallen asleep...
2 Amanda was walking down Oxford Street...
3 It was a cold winter’s night in November...

It drives me mad!
Office noises we just can’t bear...

According to a nationwide poll, many office workers in the UK are being driven mad by noises made by their colleagues. The problem can be particularly acute where two or three people share a small office and in companies which have ‘open plan’ offices. Amplifon, the organization which conducted the online opinion poll, said ‘People are easily offended by sounds in the office but very few do anything about it. Most people just suffer in silence.’
The most irritating noises (not in order) were:

- Other people’s mobile ring tones
- People making personal phone calls
- People slurping tea and coffee
- People tapping the keyboard of their computer
- The boss’s voice
- The crunch of people eating crisps
- The ‘hold’ music on the telephone
- The hum of the air conditioning
2 PRONUNCIATION
consonant clusters

Consonant clusters (combinations of two or three consonant sounds, e.g. clothes, spring) can be difficult to pronounce, especially if it is a combination that is not common in your language.

Three-consonant clusters at the beginning of words always begin with s, e.g. scream.

Three-consonant clusters at the end of words are often either plurals (months), third person singular verbs (wants), or regular past tenses (asked).

a 3.4 Read the information box and listen to the words below. Then practise saying them.

At the beginning of a word:
two sounds:    three sounds:
click          screech
slam           scream
clash          splash
slurp          drip
snore          stammer

At the end of a word:
two sounds:    three sounds:
shouts         crunchy
sniffs          mumbled
yelled          crisps
hummed          rattled

b 3.5 Listen and repeat the sentences.
1 She screamed when her friend splashed her in the swimming pool.
2 The brakes screeched and then there was a tremendous crash.
3 I hate the crunching of someone eating crisps.

c Write three sentences of your own, each using two of the words from a. Give them to your partner to say.

3 LISTENING & SPEAKING

a When you go for a coffee, do you prefer a quiet coffee bar or somewhere more lively?

b 3.6 Listen to Julian Treasure, an acoustician, talking on the BBC Radio 4 Today programme about noise pollution. Tick the best summary of what he says.

a Companies need to pay attention not only to how they look, but also to how they sound.

b Businesses and organizations should stop playing background music. Silence is much more relaxing.

It’s more important for restaurants and shops to have the right background noise than it is for offices.

c Look at the glossary and listen to the programme again. Then with a partner try to answer the questions.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>barista</td>
<td>barista/n: person who works in a coffee bar</td>
</tr>
<tr>
<td>chiller cabinet</td>
<td>chiller cabinet/n: large fridge where cold drinks are kept</td>
</tr>
<tr>
<td>knowledge worker</td>
<td>knowledge worker/n: person whose job involves handling or using information</td>
</tr>
</tbody>
</table>

1 What does the book Sound Business claim?
2 What are some of the noises he complains about?...
   a in the mobile phone shop  b in the coffee shop
3 According to the reporter, what are the three most annoying noises?
4 What effect does
   a appropriate sound  b inappropriate sound
   have on sales in a shop?
5 How many of the people he stopped seemed positive about background music?
6 When Julian visits the BBC office, what does he call the most distracting sound in the whole world?...
7 What is the problem with the way businesses are using sound at the moment?
8 What do experts think is the right kind of sound to have in a public place?
9 Where was it used and why? What effect did it have?

d Do you agree with Julian Treasure that businesses should think more carefully about how they use sound?

e Talk to a partner.

What kind of sounds or music (if any) do you think you should have...?
4 GRAMMAR  speculation and deduction

a With a partner, circle the right form. Try to say why the other one is wrong.

1 A That sounds like the neighbours' dog.
   B It can't be / mustn't be. They've gone away for the weekend and they've taken the dog with them.

2 A There's no sound coming from his room. He probably hasn't / hasn't probably woken up yet.
   B A Yes, I did. It must be / must have been the wind.

3 A Didn't you hear that bang in the middle of the night? It woke me up.
   B Yes, I did. It must be / must have been the wind.

4 A Can you turn the music down? If we make too much noise, the woman upstairs will likely call / is likely to call the police.
   B A Can I speak to Raymond, please?

5 A Sorry, he's not back yet. He must work / must be working late.

b p.142 Grammar Bank 3A. Read the rules and do the exercises.

5 READING & SPEAKING

a Read the introduction to the article and look at the photos. What do you think the article is going to be about?

b Read the rest of the article. What is Susie Rea's project? What paradox of modern life does her project highlight?

c Look at the photos of people Susie sees every day in London. With a partner, speculate about what they might do, how old they must be, where they might be from, what kind of person they might be.

---

Breaking the silence

Have you ever wondered who the people are you see every day on the way to work? You've never spoken to them, but you see them every single morning. You know what clothes they wear, the paper they read, the way they always stand at the same place at the bus stop or on the railway platform. They also see you there every day. But they're still strangers...

A community is now a non-geographical concept. Friends and family are scattered widely, with contacts kept by mobile phone and email. Our real-life neighbourhood becomes an unknown zone. We can look at the television or the Internet to find out about what's happening thousands of miles away, day and night. But the streets outside? It can be a no-man's land which we navigate, but never really know.

Photographer Susie Rea lives in London and her latest project, entitled Intimate Strangers, aims to discover more about the strangers she passes every day. She says, 'In London you don't talk to strangers or ask who they are and what they do. Day to day, I find myself inventing the answers; creating snapshots of lives in my head that are entirely imagined.'

So what would happen if you stopped that stranger and introduced yourself? Would they shake your hand and become an acquaintance? Susie decided to find out.

Susie’s starting point was seeing a man in a Panama hat each day. He was always wearing it and it intrigued her to think about who he might be. 'I thought he must be a writer or a teacher wearing a hat like that'. But approaching him was difficult. 'It's not easy to suddenly talk to someone you recognize, but have never spoken to...it was a very weird experience.'
d) Listen to Susie talk about the people. What did you find out about them? Were you surprised by anything?

e) What kind of person do you think Susie is? What do you think of her experiment? Can you imagine someone doing the same project where you live?

f) Read some readers' responses to Susie Rea's experiment. Complete them with one of the phrases below. There are two phrases you don't need.

A) We exchanged 'good morning' and a smile.
B) But in all this time I never actually found out what her name was.
C) It is a joy to be able to walk among strangers.
D) It just goes to show how far a friendly gesture might lead.
E) Maybe if we got to know the people who share our community.
F) Maybe soon we'll be brave enough to say hello to some of our 'intimate strangers'.
G) My partner commutes to London every day for work.
H) Now I really regret not speaking to her.
I) Then in 1987 a hurricane hit the country.

LEXIS IN CONTEXT

g) Look at the highlighted words and phrases and work out the meaning of any that you don't know. Check with your dictionary.

h) Have you had any similar experiences to the people who wrote to the website? How well do you know your neighbours and people you pass every day? Would you like to get to know them better?

Add comments on this story, using the form below:

For about 18 months I saw the same woman when I was on the way to work and I nicknamed her 'The Irish lady'. 1. finding out if she really was from Ireland.

Jerry, South London

This sounds like a fascinating project! You could say the same thing about your next-door neighbours. You see the same people day in day out, but you never find out what they're really like. 2. until last week - and that's only because she told my little girl.

Simone, Brussels

I catch a bus to work once a week and it's always the same people. For the last six months, I've been chatting to a woman from our street, and we talk about all sorts of things, from the weather to childcare problems. 3. until last week - and that's only because she told my little girl.

Sarah, High Wycombe

Love the article! And this definitely applies to where my parents live. My parents and I had been living in the same street for more than 10 years and had never really got to know our neighbours. 4. and an enormous tree blew down and crushed through our roof. The neighbours all came round and offered us food and any help we needed. But then everything went back to normal. My parents still live in the same house and they've never spoken to the neighbours since.

S Taylor, Weybridge, Surrey

I used to pass the same woman every day as I walked to work and never said hello or even acknowledged her. I decided this was ridiculous, so one morning I went up to her and said 'hello'. 5. for the next couple of weeks But then she changed her route to work. Even though it was only a greeting and a smile, it seems some people just prefer to be left undisturbed.

Nigel, Birmingham

The reason why I choose to live in London is that I love the fact that I don't have to get to know my neighbours and pretend to be interested in their small talk. 6. If you want to be overly friendly with your neighbours, go and live in the north of England! London is fine as it is, thank you very much!

Carl, North London

I commute into central Leeds every day and I used to see the same gentleman on the station platform every morning. We would exchange nods and smiles and eventually he came up to me and we started chatting. Then we met for a drink and got to know each other better. We are now engaged and are getting married next July. 7.

Cyndi, West Yorkshire

6 WRITING

Write your own 50–70 word response to Susie's article.
1 READING

a In teams of four or five, do the quiz.

First and last lines quiz

Look at some famous first and last lines from novels. Which do you think are first lines and which last lines? Write F or L.

1 □ All children, except one, grow up.

2 □ It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife.

3 □ 'Oh, my girls, however long you may live, I never can wish you a greater happiness than this!'

4 □ James Bond, with two double bourbons inside him, sat in the final departure lounge of Miami Airport and thought about life and death.

5 □ Mr and Mrs Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much.

6 □ 'Tomorrow, I'll think of some way to get him back. After all, tomorrow is another day!

7 □ Happy families are all alike; every unhappy family is unhappy in its own way.

8 □ Two gin-scented tears trickled down the sides of his nose. But it was all right, everything was all right, the struggle was finished. He had won the victory over himself. He loved Big Brother.

9 □ Many years later, as he faced the firing squad, Colonel Aureliano Buendía was to remember that distant afternoon when his father took him to discover ice.

10 □ Renowned curator Jacques Saunière staggered through the vaulted archway of the museum’s grand gallery.

Match the first and last lines to the novels they are from.

A □ 1984 by George Orwell, 1949
B □ Goldfinger by Ian Fleming, 1959
C □ Gone With The Wind by Margaret Mitchell, 1936
D □ Anna Karenina by Leo Tolstoy, 1877
E □ One Hundred Years Of Solitude by Gabriel García Márquez, 1967
F □ Harry Potter and the Philosopher’s Stone by J.K. Rowling, 1997
G □ Little Women by Louisa May Alcott, 1868
H □ The Da Vinci Code by Dan Brown, 2003
I □ Peter Pan by JM Barrie, 1911
J □ Pride and Prejudice by Jane Austen, 1813

b Which do you think is the best first line? Does it make you want to read the book? Which (if any) of these books have you already read? What did you think of it / them?
2 VOCABULARY & SPEAKING  describing books

a. Complete some readers' comments about books with an adjective from the list.

- depressing 
- entertaining 
- fast-moving 
- gripping 
- haunting 
- heavy-going 
- implausible 
- intriguing 
- moving 
- thought-provoking

1. A wonderful book. So _______ it brought tears to my eyes! ★★★★★
2. A _______ novel that raised many interesting questions. ★★★
3. Rather _______. I had to make a real effort to finish it. ★★
4. A _______ story. I was hooked from the very first page. ★★★★★
5. A light but _______ novel, perfect for beach reading! ★★★☆☆
6. The plot was _______. It was impossible to predict how it would end. ★★★★★
7. The characters were totally _______. I couldn't take any of them seriously. ★
8. A _______ story which jumps from past to present and back again at breakneck speed. ★★★★☆
9. A well-written novel, but so _______ it made me feel almost suicidal! ★★★★☆
10. A _______ tale which stayed with me long after I'd finished reading it. ★★★★★

b. Take turns with a partner to choose an adjective from the list and say a book or a film that you could use the adjective to describe.

c. 3B Listen to a man talking to a friend about a book he couldn't put down. Write down four positive adjectives he uses to describe the book.

d. Now talk to a partner about your reading tastes. Try to use a variety of adjectives to describe the books.

Tell your partner about a book...

- that you were made to read at school and hated.
- that you feel you should have read, but you haven't.
- that you have read but that you can't remember anything about.
- that you decided to read after seeing the film.

3 GRAMMAR  adding emphasis (1): inversion

a. Match the halves to make sentences from novels.

1. His voice was low, but I was able to hear what he said, though only later did I understand...
2. Never had he been so unnatural and artificial, even with an outsider or when making a formal call...
3. Not only was Venus Maria an adored and controversial superstar...
4. Not until now have I been ready to confess...
5. No sooner had one campaign come to an end...

- A as he was that day.
  (Anna Karenina by Leo Tolstoy, translated by Constance Garnett)
- B what he meant.
  (Girl with a Pearl Earring by Tracy Chevalier)
- C that I am a writer.
  (Tough Guys Don't Dance by Norman Mailer)
- D she was also Lucky's best girlfriend.
  (Dangerous Kiss by Jackie Collins)
- E than the candidates began anticipating the next.
  (Imperium by Robert Harris)

b. Look at the verbs after the bold adverbial expressions. What is unusual about the word order? What is the effect of putting the adverbial expression at the beginning of the sentence?

c. p.143 Grammar Bank 3B. Read the rules and do the exercise.

d. Imagine you are a novelist. Complete the sentences in your own words using inversion to make them as dramatic as possible.

1. Not until the last moment...
2. Never in my life...
3. Not only... but...
4. Only after the wedding...
5. No sooner... than I realized...
4 PRONUNCIATION  words with ‘silent’ syllables

a  3.9 You are going to hear ten sentences. For each one, write down the last word you hear.

b  Read the information box below. Then cross out the vowels that are not pronounced in the words you wrote down in a.

Some common multi-syllable words in English have vowels which are often not pronounced, e.g. the middle e in vegetable and the second o in chocolate. When this happens, the word loses an unstressed syllable. If you pronounce these vowels, you will still be understood, but leaving them out will make your speech sound more natural, and being aware of them will help you to understand these words in rapid speech.

c  3.10 Listen and check. Practise saying the words.

5 READING

a If you read an English novel, would you prefer to read it in the original version or translated into your language? Why?

b You are going to read an article about translation. Before you read the article, look at the two extracts, which are different translations from the Japanese of the first lines of a novel by Haruki Murakami. Answer the questions with a partner.

1 What details do you find out in the first translation that you don’t in the second, and vice versa?
2 What differences do you notice
   a) in tenses and vocabulary  b) in the length of sentences?
3 Which translation do you prefer? Why?

c Now read the whole article and answer the questions.

1 What is the author’s attitude towards translators?
2 Whose translation made many readers fall in love with Murakami? Why?
3 In what way were Constance Garnett’s translations controversial?
4 What metaphor does Kornei Chukovsky use to describe her translations? What do you think he means by it?
5 Why do you think Andrew Bromfield chose to translate War and Peace in such a different way?

LEXIS IN CONTEXT

d Look at the highlighted adjectives and adverbs, and guess the meaning of the ones you don’t know. Then match them to meanings 1–12.

1 adv. hardly
2 adv. deeply
3 adv. it could be argued
4 adj. enormous
5 adj. with little colour or excitement
6 adj. difficult to deal with
7 adj. original, strange
8 adj. humble, low in status
9 adj. with short sharp sounds
10 adv. tidily
11 adj. flat and even
12 adj. true and accurate

e Which translation of War and Peace do you think you would prefer to read? Why?
6 LISTENING

a You are going to listen to an interview with Beverley Johnson, a professional translator working in Spain. Before you listen, think of three questions you might ask her about translating.

b 3.11 Listen to the interview. Did she answer any of the questions you or other students came up with?

c Listen again. Choose a, b, or c.

1 One of the reasons why Beverley decided to become a translator was because...
   a she thought teaching English was boring.
   b she really enjoyed the postgraduate course that she did.
   c she wanted to be self-employed.

2 Most people who translate novels into English...
   a don't do any other kind of translation work.
   b prefer translating authors who are no longer alive.
   c often only ever translate one particular writer.

3 She mentions the advertising slogan for Coke® as an example of...
   a how difficult it is to convey humour in another language.
   b how you cannot always translate something word for word.
   c how different cultures may not have the same attitude to advertising.

4 *The Sound of Music* was translated into German as...
   a 'All dreaming together'
   b 'Tears and dreams'
   c 'My songs, my dreams'

5 Which of these is not mentioned as a problem when translating film scripts?
   a Having enough room on the screen.
   b Conveying the personality of the speaker.
   c Misunderstanding the actors’ words.

6 The problem with translating swear words in a film script is that...
   a they may not have the same strength in both languages.
   b they may not be translatable.
   c you can’t use taboo words in some countries.

7 Which of these is mentioned as one of the downsides of being a freelance translator?
   a A low salary.
   b No paid holidays.
   c Time pressure.

8 Beverley’s advice to would-be translators is to...
   a specialize.
   b study abroad.
   c do a translation course.

d Does being a translator appeal to you as a career? Why (not)?

7 WRITING

a Choose a famous novel in your own language, preferably one that has a dramatic beginning or ending. Translate either the first few sentences or the last few lines into English.

b Read some other students’ translations and see if you can identify the novels.
Are you suffering from Affluenza?

1 READING & SPEAKING

a Look at the lesson title. ‘Affluenza’ is an invented word, made from putting two words together, affluent and influenza. Look at the dictionary definitions, and decide what you think it means.

affluent
/əˈfluent/ adj. having a lot of money and a good standard of living

influenza
/ɪnˈfljuːənsə/ noun (formal) flu, an infectious illness

b Read the product description from an online book retailer and a review of Oliver James’ book Affluenza.

1 Check your answer to a.
2 Is the journalist’s review positive or negative? Underline the parts of the text which tell you.

Affluenza: How to Be Successful and Stay Sane by Oliver James

Product description
There is currently an epidemic of ‘affluenza’ throughout the world – an obsessive, envious, keeping-up-with-the-Joneses – that has resulted in huge increases in depression and anxiety among millions. Over a nine-month period, bestselling author and psychologist Oliver James travelled around the world to try and find out why. He discovered how, despite very different cultures and levels of wealth, ‘affluenza’ is spreading. Cities he visited include Sydney, Singapore, Moscow, Copenhagen, New York, and Shanghai, and in each place he interviewed several groups of people in the hope of finding out not only why this is happening, but also how one can increase the strength of one’s emotional immune system. He asks: why do so many more people want what they haven’t got and want to be someone they’re not, despite being richer and freer from traditional restraints?

REVIEW

The sick society
Affluenza by Oliver James

In his earlier book Britain on the Couch, Oliver James asserted that ‘advanced capitalism makes money out of misery and dissatisfaction, as if we were encouraging us to fill up our emotional emptiness with material goods.’ In this book, he explores the idea further, and it’s terrific. A lot of readers, wanting to put their finger on why the affluent world they live in makes them so uneasy, will want to cheer. Here he is saying: loud and clear, that capitalism is bad for your mental health. And then he tells us why this is the case, and what we can do about it.

‘My focus,’ explains James, ‘is on why we are so messed up, not with giving a false promise of the possibility of happiness.’ So why are we so messed up? It’s because of what James calls ‘selfish capitalism’, or, more catchily, Affluenza, a virus-like condition that spreads through affluent countries. In these countries, notably English-speaking ones, people define themselves by how much money they make. They are also ruled by superficial values – how attractive they look, how famous they are, how much they are able to show off.

It’s a wonderfully clear and cogent thesis. Affluenza, as defined by Oliver James, is clearly recognizable as our way of life. It spreads because it feeds on itself; when you try to make yourself feel better by buying a car, or building muscles in the gym, or spraying on a fake tan, or having a facelift, you actually make yourself feel worse, which makes you want to buy more things.

The author’s antidote for Affluenza is simple: look inward, not outward. Don’t be a sheep. Try to be ‘beautiful’ rather than ‘attractive’. Embrace the family. Don’t see life as a competition. Don’t watch too much TV. Simple, perhaps. But will it be enough?

c Read both texts again and answer the questions with a partner.
1 How did Oliver James do his research for this book?
2 What did he want to find out?
3 According to Oliver James, why do we feel the need to buy material goods?
4 What four things do sufferers from ‘affluenza’ value most?
5 Explain what the reviewer means by ‘it feeds on itself’.
6 What do you think the advice ‘be beautiful rather than attractive’ means?

d Would you like to read this book? Why (not)?
e. Do the questionnaire below, which comes from the book Affluenza.

HAVE YOU CONTRACTED THE 'AFFLUENZA' VIRUS?
Put a tick or cross next to the following statements:

☐ I would like to be a wealthy person.
☐ I would like to have my name known by many people.
☐ I would like to successfully hide the signs of ageing.
☐ I would like to be admired by many people.
☐ I would like to have people comment often about how attractive I look.
☐ I like to keep up with fashions in hair and clothing.
☐ I often compare what I own with what others own.
☐ Possessions can be just as important as people.
☐ Shopping or thinking about what to buy greatly preoccupies me.
☐ I'm less concerned with what work I do than with what I get paid for it.
☐ I admire people who own expensive homes, cars, and clothes.
☐ My life would be better if I owned certain things I don't have now.
☐ The things I will own will say a lot about how well I've done in life.
☐ I want a lot of luxury in life.

f. Communication Have you got 'affluenza'? p.117. According to your answers, are you suffering from 'affluenza'? Do you think the questionnaire is fair?

Talk to a partner. Do you agree with the author of Affluenza that...

- in our society people are defined by how much money they earn
- nowadays people are ruled by superficial values
- people today have an unhealthy interest in the lives of celebrities
- people buy things to make themselves feel happier
- being affluent makes people unhappy

2 VOCABULARY money

a. Can you remember words from the text which mean...
   1. rich: a________, w________
   2. to have something that belongs to you: o________
   3. (the enjoyment of) special and expensive things, e.g. food, clothes, surroundings: l________

b. p.162 Vocabulary Bank Money.

Choose the right word from each pair according to meaning, collocation, or register.

1. Mum, can you lend me some money? I'm broke / penniless.
2. I'm trying to get a loan / mortgage from the bank to buy a car.
3. We're going to have to be a bit careful this month if we don't want to end up in the red / black.
4. The company has been in / on debt for the last six months and may have to close down.
5. One of my cousins is absolutely affluent / loaded – she inherited a fortune from her parents.
6. When you're abroad, you get a better currency / exchange rate if you take money out at a cash machine.
7. We like living here because we have a much better cost / standard of living.
8. I need to get a better job. We can't make / get ends meet.

d. Take turns to tell your partner about a person you know who...

is rather tight-fisted. buys and sells shares.

lives beyond their means. charges high fees for what they do.

has more money than sense. has difficulty making ends meet.

was given a grant to study abroad. has spent a fortune on cosmetic surgery.

3 PRONUNCIATION ea and ear

a. Say the sentences below. Do the pink letters make the same or different sounds in each sentence?

1. My great-grandfather was very wealthy, but incredibly mean.
2. I've just had a really good idea!
3. Even though I left home early, I nearly missed the flight.
4. I've heard that he doesn't earn much.

b. 3.12 Listen and check.

c. Put the words from the list in the right columns.

<table>
<thead>
<tr>
<th>appear</th>
<th>bear</th>
<th>beat</th>
<th>break</th>
<th>creak</th>
<th>deal</th>
<th>death</th>
<th>earring</th>
<th>earth</th>
</tr>
</thead>
<tbody>
<tr>
<td>fear</td>
<td>hear</td>
<td>heart</td>
<td>jealous</td>
<td>learn</td>
<td>neatly</td>
<td>nuclear</td>
<td>pear</td>
<td>please</td>
</tr>
</tbody>
</table>

d. 3.13 Listen and check. What are the most common pronunciations of ea and ear?

▲ When you come across a new word with ea or ear, it's best to check the pronunciation in a dictionary.
4 READING
a  Do you know of any couples where you think one of them married for money? Are / Were the marriages successful, as far as you know?

b  You are going to read one of a series of articles from The Times called Family Secrets, which are unsigned and use fictitious names, and in which readers of the newspaper confess a secret. Read the article once. What is your initial reaction to what the woman says?

I wish I had married for money, not love

When Bill and I got married, his relaxed attitude to money amused me. He's a teacher and enjoys his job. I work in medical sales: more stressful, but it pays well. I have, however, become secretly, overwhelmingly, envious of my friends, who can rely on their husbands as the breadwinners.

Our first home was a tiny flat in a lovely area, which was fine even when our first daughter was born. Our second daughter's arrival two years later put a strain on space and finances, so we had to move - and I had to learn to bite my tongue so as not to seem ungrateful.

It was then that I noticed that my best friend Carol's standard of living was better than ours: her husband is a consultant surgeon and their first home was a five-bedroom detached house. We bought a three-bedroom house in a nice street, but I couldn't help comparing it with friends' houses. I've had promotions, but Bill has no plans to apply for anything beyond head of department, his current position; I think he should go for a deputy head post.

Bill is a brilliant dad, and with the girls now reaching their teens, I appreciate how well he gets on with them and puts so much effort into their homework and hobbies. But although I'd never admit this to friends, I believe that there's more to life than being good parents. Carol is having a champagne party for her 40th, as well as a week in Paris with her husband and a weekend in New York with their 14-year-old daughter. I pretended to be thrilled, but was sick with envy. I know many people can't take a holiday at all, but we mix with people who have no mortgages, work part-time or not at all, can afford private education and have three or four holidays a year.

I feel resentful, especially as it's the men who bring in the money; and even if Bill were a head teacher, he wouldn't come close. When I go out with my girlfriends I hear Susan moan about John's business trips and I have to stop myself from shouting that his £250,000 salary must make up for some of his absences. Or Trisha: she inherited a house from her parents, which means that though her husband is on a normal salary, she needn't work, and spends her time at the gym. Bill tells our girls that they can achieve anything and I agree, but when they start dating, I'll try to guide them (behind his back) towards men who can give them the sort of life I've never had.

Feminism's fine, but there's a lot to be said for having your bills paid.

c  Read the text again and then discuss the following with a partner:

1  how and why the woman's opinion of her husband's attitude to money changed over the years.
2  what is it about her friends that makes her feel so envious.
3  how she plans to 'guide' her own daughters.

LEXIS IN CONTEXT

d  With a partner, say in your own words what the woman means by these idioms and phrases.

1  rely on their husbands as the breadwinners (L.4)
2  put a strain on space and finances (L.8)
3  bite my tongue (L.9)
4  go for a deputy head post (L.16)
5  reaching their teens (L.17)
6  sick with envy (L.23)
7  wouldn't come close (L.28)
8  moan about (L.29)
9  make up for some of his absences (L.31)
10  behind his back (L.35)
11  there's a lot to be said for (L.37)

e  Which of these sentences best sums up your reaction to the woman's confession?

'She's refreshingly honest!'
'I'd hate to be married to her. I pity her poor husband (and her daughters)'
'It's depressing that a woman can think like this in the 21st century.'
'She's only saying what a lot of women think but don't dare say.'
'It's a bit over the top, but she has got a point.'
'She's unbelievably materialistic.'
5 GRAMMAR
unreal uses of past tenses
a Look at the highlighted verbs in these sentences. Which ones are really about the past? What time do the others refer to?
1 When Bill and I got married, his attitude to money amused me.
2 If Bill got promoted, our standard of living would go up.
3 I wish we were better off.
4 I was so jealous when I heard about Carol’s weekend in New York.
5 I think it’s time we thought about moving to a bigger house.
6 I’d rather my daughters married a man with money.
7 I wish I’d married my first boyfriend!
8 If I’d married Sean, I would have a much better standard of living.

b p.144 Grammar Bank 3C. Read the rules and do the exercises.

c Make questions to ask a partner.

Would you rather...?

Do you ever wish...?

• your children married for money or for love
• you had been born in another decade or century
• you could have a year off to travel
• you could learn a new skill
• you had a boring but well-paid job or a stimulating but badly-paid job
• you had chosen to study different subjects at school / university
• you had more free time for your hobbies
• you lived in another town or city
• you had bitten your tongue and not said something
• you were self-employed or you worked for someone else

6 LISTENING

a You are going to listen to a lecture given by Michael Norton, Assistant Professor in the Marketing unit at Harvard Business School, who has recently been researching the relationship between money and happiness. Before you listen, which do you think his conclusion will be? Choose from a–c.

Having more money than they had before...

a never makes people happier, regardless of what they do with it.
b can make people happier if they spend some of it on other people.
c always makes people happier even if the amount of extra money is small.

b 3.14 Read the glossary. Then listen to the first part of the lecture. Did you predict correctly?

c Listen again and answer the questions.
1 What is the paradox that puzzled Norton?
2 What did he and his colleagues think the reason for this was?
3 What did the research show?

d 3.15 Now listen to the rest of the lecture and choose the correct answer.

1 The research into prosocial spending done with employees in Boston showed that the important factor was...

a the size of the bonus they received.
b the percentage of the bonus that they spent on others.
c the total amount of money that they spent on others.

2 The second study showed that ________ will affect your happiness.

a even spending a small amount on others
b only spending a large amount on others
c only regularly spending money on others

3 Previous research showed that people become happier when they...

a get at least a ten percent rise in their salary.
b are rich and then become extremely rich.
c have very little money and then become reasonably well off.

4 Norton and his researchers also wanted to test whether knowing in advance about prosocial spending ________ the effect on people’s happiness.

a would minimize
b would eliminate
c would increase

5 The research showed that this knowledge ________ the positive effect of prosocial spending.

a did not reduce
b greatly reduced
c slightly reduced

e Are you convinced by the results of Norton’s research? Why (not)?

7 3.16 SONG A Lady of a Certain Age
A review

Key success factors
- being able to express a reasonably sophisticated opinion
- using a range of vocabulary to describe what you are reviewing (plot, dialogue, characters, etc.)
- being able to summarize

ANALYSING A MODEL TEXT

a Which of the following would normally influence you to read a certain book?
- A friend of yours has recommended it.
- It's a best-seller – everybody is reading it.
- You've seen and enjoyed a film based on it.
- You were told to read it at school or university.
- You have read a good review of it.

b Read this newspaper book review. In which paragraph do you find the following information? Write 1–4 in the boxes, or DS if the review doesn’t say. Does the review make you want to read the book?

- The strong points of the book
- The basic outline of the plot
- What happens in the end
- Where and when the story is set
- The weaknesses of the book
- Whether the reviewer recommends the book or not
- How good the English translation is
- Who the author is
- Who the main characters are
- How much the book costs
- Who the book is suitable for

When writing a book or film review, give your reader a brief idea of the plot (without giving away the whole story!). Try to make your description as concise as possible to leave space to give your own opinion.

The Girl Who Played with Fire

The Girl Who Played with Fire is the second novel in the Millennium trilogy by Swedish writer Stieg Larsson. A thriller set in modern-day Sweden, it immediately became an international best-seller.

In this book the same main characters from the first book reappear, journalist Mikael Blomkvist and the extraordinary girl Lisbeth Salander, a freelance investigator. This time Lisbeth herself becomes the suspect of a triple murder. Three people are shot on the same day, and her fingerprints are found on the murder weapon. She goes quickly into hiding, and Mikael, whose life she saved in the previous book, is determined to prove her innocence. Devastated by the fact that two of the murder victims were colleagues of his, but convinced that Lisbeth cannot possibly have been involved, he works first on his own, and then with the police, to discover what really happened. Meanwhile Lisbeth, carefully keeping out of everyone’s sight, is making her own investigations...

The great strength of this book, and what makes Larsson’s books so different from other recent detective fiction and thrillers, is the character of Lisbeth. Most famous fictional detectives or investigators tend to be either middle-aged policemen with marital problems, female forensic scientists, or middle-aged male intellectuals. Lisbeth, however, is a young slightly autistic girl from a broken home, who is also a computer genius. She is an intriguing character, and in this book we find out a lot more about her, among other things who her father is, and why she spent her teenage years in a psychiatric hospital. My only criticism of the novel would be that the early sub-plot about Grenada is not very relevant and could have been cut.

Not only is this a complex and absolutely gripping novel, but it also tackles real problems in society, and most unusually I think for a sequel, is even better than its predecessor. For all lovers of crime novels and thrillers the Millennium trilogy is a must.
c Look at these extracts from the second paragraph. Which words did the author leave out to make it more concise? Then read the rules for Participle clauses to check.

Because he is devastated by the fact that two of the murder victims were colleagues of his, but he is convinced that Lisbeth cannot possibly have been involved, he works first on his own, and then with the police, to discover what really happened. Meanwhile Lisbeth, who is carefully keeping out of everyone’s sight, is making her own investigations...

Participle clauses
The writer uses participles (devastated, convinced, keeping) instead of a subject + verb. Past participles replace verbs in the passive, and present participles (-ing forms) replace verbs in the active. The subject of the clause is usually the same as the subject of the main clause.

Participle clauses can be used:
- instead of a conjunction (after, as, when, because, although, etc.) + subject + verb e.g. Devastated by the fact... instead of Because he is devastated...
- instead of a relative clause, e.g. carefully keeping instead of who is carefully keeping.

d Rewrite the highlighted phrases to make them more concise using participle clauses.

1. As she believes him to be the murderer, Anya is absolutely terrified.
2. Armelle, who has been forced to marry a man she does not love, decides to throw herself into her work.
3. Simon, who realizes that the police are after him, tries to get out of the country.
4. It was first published in 1903 and it has been reprinted many times.
5. Because he is deeply ashamed of how he has behaved, Luke cannot face his family and friends.
6. It is set during the First World War, and it tells the story of a young soldier.
7. When he hears the shot, Mark rushes into the house.

e Underline the adverbs of degree in these phrases from the review. What effect do they have on the adjectives?

Lisbeth, however, is a young, slightly autistic girl from a broken home...
Not only is this a complex and absolutely gripping novel...

f Use your instinct. Cross out any adverbs which don’t fit in these sentences. Tick if all are possible.

1. My only criticism is that the plot is a bit / slightly / a little implausible.
2. The last chapter is really / very / absolutely fascinating.
3. The end of the novel is rather / pretty / quite disappointing.
4. The denouement is rather / incredibly / extremely thrilling.

g Where all the adverbs are possible, is there any difference in meaning or register?

PLANNING WHAT TO WRITE

Brainstorm the content

a Think of a book or film that you have read or seen recently. Write a paragraph of approximately 100 words explaining who the main characters are and summarizing the plot, but without giving away the ending. Use the present tense, and try to include at least one participle clause.

b Swap your paragraph with other students to see if they can identify the book or film.

TIPS for writing a book / film review
- Choose a book or film that you know well.
- Organize the review into clear paragraphs.
- Make sure you use a suitable style, neither very formal nor informal.
- Use the present tense when you describe the plot. Using participle clauses will help to keep it concise.
- Try to use a range of adjectives that describe as precisely as possible how the book or film made you feel, e.g. gripping, moving, etc. (see page 41). Use adverbs of degree to modify them, e.g. absolutely gripping.
- Remember that even a good review will usually include some criticism as well as praise.

WRITING

A student magazine has asked for reviews of recent books and films. You are going to write a complete review.

DRAFT your review, using the same paragraph structure as the model. It should be approximately 250 words.

- Paragraph 1: The title of the book or film, and the author or director. Where and when it is set.
- Paragraph 2: The plot, including information about the main characters.
- Paragraph 3: What you liked about the book / film, and any criticisms you may have.
- Paragraph 4: A summary of your opinion and a recommendation.

EDIT the review, making sure you’ve covered all the main points and making sure it is the right length.

CHECK the review for mistakes in grammar, spelling, punctuation and register.
THE INTERVIEW

a You are going to listen to an interview with Sarita Gupta, vice president of Women's World Banking (WWB). Before you listen, read the glossary and look at how the words are pronounced to help you understand what she says.

microfinance /ˈmaɪkroˌfænsaɪ/ noun the provision of financial services to low-income clients, to help poor people out of poverty
Muhammad Yunus Bangladeshi developer of the microcredit movement, and winner of the 2006 Nobel Peace prize

collateral /kəˈleɪtərəl/ noun property or something valuable that you promise to give to sb if you cannot pay back money that you borrow
peer /piːr/ noun a person who has the same social status as you

b 3.17 Listen to part 1. Answer the questions with a partner.
1 What issues were discussed in the 1975 International Year of Women, and what issue did they decide to work on?
2 What did Muhammad Yunus see that the poor needed, and why couldn't they get it?
3 What three innovations did he come up with?

c 3.18 Listen to part 2. Make notes for each case study about:
The country the woman lived in
The situation she was in
The business she set up

IN THE STREET

a 3.20 You are going to hear five people talking about money. What three questions are they asked? Do the majority of speakers consider themselves good or bad with money?

b Listen again. Who...?
1 thinks that having more money would enable them to have a better lifestyle
2 gives a specific example of how men and women spend money in different ways
3 definitely considers that women are better than men at managing money
4 confesses to being extravagant in one area
5 thinks that how much money you need to make you happier depends on where you live

c 3.21 Listen and complete the phrases with one to three words. What do you think they mean?

COMMON PHRASES
1 It makes me anxious.
It

2 So I think that's pretty seeing as I'm quite old now.

3 I'm just a kind of organized person,

4 I'm very lazy looking for

5 I'm not very good at making budgets and

Study Link MultiROM
GRAMMAR

a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.
1 Not only saw the sights in New York, we also managed to do some shopping as well.
2 Dave is incredibly late, isn't he? I think he might get lost.
3 Only when the main character dies does her husband realize how much he loved her.
4 The waiter didn't probably notice that they had left without paying.
5 Children, it's time you go to bed.
6 I think it's unlikely that I will be given a work permit.

b If only they weren't coming! I'd really like to have an early night.
8 What a wonderful smell! Somebody must bake some bread.
9 You definitely won't pass your driving test if you drive that fast!
10 I'd rather you come tomorrow, not today, if that's OK with you.

VOCABULARY

a Correct the mistakes in the highlighted idioms.
1 I really wanted to tell him what I thought of him. I had to bite my lip.
2 She shouldn't really be in debt, but I think she lives above her means.
3 I really hate it when people criticize me behind my shoulders. I think they ought to say things to my face.
4 That's an amazing dress. It looks as if it cost a mortgage. Did it?
5 She's incredibly extravagant - she wastes money like water.
6 I'm finding it impossible to pay my rent and my bills on the salary that I'm on. I just can't make ends match.

b Complete the verbs in the past simple.
1 Mabel sl__________ the door and walked off angrily.
2 "Thanks darling," she wh__________ softly in his ear.
3 He wh__________ a happy tune as he walked along the road.
4 I'm afraid it's too late, she si__________. 'Maybe another time.'
5 The wind was so strong that the windows ra__________
6 The brakes sc__________ and the car stopped just in time.

c Write the words for the definitions.
1 ________ (noun and verb) to make a continuous low sound
2 ________ (noun and verb) (of liquid) to fall in small drops
3 ________ (noun) polite conversation about ordinary or unimportant subjects
4 ________ (adj.) something that makes you think
5 ________ (adj.) with little colour, excitement or interest
6 ________ (noun) the money you pay to travel by bus, plane, etc.
7 ________ (noun) the units of equal value into which a company is divided, and which people buy and sell
8 ________ (noun) money that is available to a person or organization and a plan of how it will be spent over a period of time
9 ________ (noun) money that you pay for professional advice or services
10 ________ (adj.) very interesting because of being unusual or not having an obvious answer or ending

d Write synonyms for the following words or phrases.
1 rich ________
2 unlikely to be true ________
3 mean ________
4 broke (informal) ________
5 huge ________
6 follow (rules) ________
7 deeply ________
8 enormous ________
I VOCABULARY  history and warfare

a Which of the films below do you consider to be historical films? Why (not)?

<table>
<thead>
<tr>
<th>Apocalypse Now</th>
<th>The Part 1 and Part 2</th>
<th>Dances With Wolves</th>
<th>Gladiator</th>
<th>Schindler’s List</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Queen</td>
<td>The Reader</td>
<td>Shakespeare in Love</td>
<td>Titanic</td>
<td>The Untouchables</td>
</tr>
</tbody>
</table>

b Read the descriptions of three famous scenes from films. Complete each text with words from the list.

The scenes you’ll never forget – our film critics choose their favourite moments.

1 ‘They will never take our freedom!’

Braveheart  Mel Gibson, 1995

The film is set in 13th-century Scotland. Mel Gibson plays the Scottish rebel William Wallace, who tries to overthrow the English who ruled Scotland at that time. One of the most memorable scenes is the Battle of Stirling, when Wallace’s army, hopelessly outnumbered, wait in an open field for the English to attack. The English fire thousands of arrows into the air but the Scots defend themselves with shields. Then the English knights on horseback charge at full speed, but at the last moment the Scottish raise their spears and the English knights are thrown from their horses and slaughtered. A fierce battle then takes place and Wallace’s army are victorious. The scene is not a model of historical accuracy, but with its spectacular special effects and stunts, it’s tremendous fun. ‘They may take our lives, but they will never take our freedom!’

2 ‘As God is my witness...’

Gone with the Wind  Victor Fleming, 1939

Gone with the Wind is based on the best-selling book by Margaret Mitchell. It tells the story of a manipulative woman, Scarlett O’Hara (played by Vivien Leigh), and an unscrupulous man, Rhett Butler (Clark Gable), who carry on a turbulent love affair in the American South during the Civil War. The Confederates, the family supports, are losing, and Scarlett is living in Atlanta, which is besieged by the Union army. She escapes, and goes home only to find her mother dead, her father disoriented, and her family looted. She asks for food and is told the soldiers have taken everything. In this dramatic scene, Scarlett, starving and desperate, suddenly sees a turnip in the ground. She falls on it, pulls it from the ground and eats it. She is nearly sick, then rises from the ground, looks round the ruined land and vows ‘As God is my witness, I’ll never be hungry again’. 
c 4.1 Listen and check.

d p.163 Vocabulary Bank History and warfare.

e With a partner, say what the difference is between...
- an arrow and a spear
- survivors and refugees
- a coup and a revolution
- a ceasefire and a treaty
- withdraw and retreat
- defeat and overthrow

f Re-read the texts and try to memorize the information. Then in groups of three, cover the texts and take turns to describe what happens in each of the scenes.

---

**Spartacus** Stanley Kubrick, 1960

capture casualties defeat forces rebellion weapons

This epic film tells the story of the rise and fall of a slave in the Roman Empire. Spartacus (Kirk Douglas) is trained as a gladiator, but he rebells against his Roman owner and escapes. He forms an army of slaves and becomes their leader. Although they have fewer and are less well organized, they win several victories against the Roman which are sent to put down the . But a final climactic battle just outside Rome results in the total of the rebel army, with heavy on both sides, and the of many of the survivors, including Spartacus. Crassus (Laurence Olivier), the Roman general, promises the captives that they will not be punished if they will identify Spartacus. In this powerful scene, one by one, each surviving soldier stands and shouts out "I'm Spartacus!" Crassus finally condemns them all to be executed in a mass crucifixion along the Appian Way.

---

**2 PRONUNCIATION** stress in word families

It is often useful to learn words in 'families', e.g. to rebel, a rebel, rebellion, etc. However, you should check whether the stressed syllable changes within the 'family'.

a Complete the chart.

<table>
<thead>
<tr>
<th>noun</th>
<th>person</th>
<th>adjective</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>capture</td>
<td>captor</td>
<td>/ captive</td>
<td></td>
</tr>
<tr>
<td>execution</td>
<td></td>
<td>civil / civilized</td>
<td></td>
</tr>
<tr>
<td>history</td>
<td>historian</td>
<td>historic</td>
<td></td>
</tr>
<tr>
<td>looting</td>
<td>looter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rebellion</td>
<td></td>
<td>rebellious</td>
<td></td>
</tr>
<tr>
<td>siege</td>
<td></td>
<td>surviving</td>
<td>withdraw</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b 4.2 Underline the stressed syllable in all the words. Listen and check. Then test a partner on the words in the chart.

---

**3 SPEAKING & WRITING**

In this dramatic scene, Scarlett, starving and desperate, suddenly sees a turnip in the ground. She falls on it, pulls it from the ground and eats it.

We normally use the present simple ('the dramatic present') when we describe a scene from a film, or the plot.

a Work in groups of three or four. Each think of a film you really enjoyed that was set in a historical period or based on a real event. Make notes under the following headings to help you to talk about it.
- Where and when is the film set?
- Who are the main characters and who are they played by?
- What is it about?
- What is the most memorable scene?
- What makes it so powerful / moving / dramatic, etc.?

b Describe the film and the scene to others in the group, and see if they can name the title of the film.

c Now write a paragraph describing the film and the scene using the three texts in 1b as models.
4 READING

a How important do you think it is that a historical film should get all the facts right? Why?

b Quickly read part of the preface of the book History Goes to the Movies by US author Joseph Roquemore. What kind of book is it?
   a It compares historical films to what really happened.
   b It is a guide to the best ever historical films.
   c It analyses the effect historical films have on young people.

History Goes to the Movies

When asked in 1993 to comment on accusations that the movie In the Name of the Father grossly distorts contemporary British and Irish history, female lead Emma Thompson famously responded 'I don't give a damn'. Ever since the premiere in 1915 of The Birth of a Nation, film-makers have rewritten history to create top-dollar entertainment. The films are very persuasive: well-made movies hold your interest continuously, riveting your attention on 'what happens next', and pulling you forward with no time to reflect on individual scenes until the final credits roll. The result: you don't remember much about a film after watching it for the first time. Very few people can recall even half the plot in reasonable sequence, and still fewer can remember facial expressions or voice intonation associated with specific dialogue sequences (including politically and morally loaded conversations). For this reason, films have extraordinary power — unmatched by any other medium — to leave you with a strong sense of what is right and what is wrong, who is bad and who is good, even though critical details presented in the movies may be biased or false.

Well, so what? They're just movies. In fact they're not just movies. Millions of Americans are fanatical history lovers, and they pack theaters every time new films on historical figures or events come to town. Saving Private Ryan and Titanic raked in viewers and cash for months. One of the History Channel's most popular programs, Movies in Time, is shown twice daily. Many high school teachers screen movies in the classroom. Clearly countless Americans get most of their history from television and the big screen.

Some of the industry's finest historical and period films premiered during the past decades. But the 1960s also triggered a flurry of politically charged history-based movies full of factual distortions and, occasionally, outright lies. Today the trend continues on a larger scale: many films released in the 1990s and the first decade of the 21st century reflect blatant disdain, at least as intense as Ms Thompson's, for solid reliable history.

History Goes to the Movies is a source of information and, it is hoped, entertainment for everyone interested in the actual history behind a wide selection of movies grouped into twelve sections — 11 covering historical periods and events and a twelfth containing biographies and period films. Each film review includes an essay on the history covered in one or more movies, and a brief plot summary. Star ratings (five stars: don't miss it) reflect each movie's historical accuracy and — to a far lesser degree — its power to amuse.

Obviously expecting textbook accuracy from films would be ridiculous — and producers have delivered a remarkable number of historically faithful movies. But some of them get too much of their history wrong. History Goes to the Movies is a guide, however imperfect, for readers and viewers aiming to get it right.
c. Now read the text again carefully and choose a, b, or c. Compare with a partner and explain why you think the answer you have chosen is right.

1. Emma Thompson said that ______ that the film *In the Name of the Father* was historically inaccurate.
   a. she was upset
   b. she didn't care
   c. she wasn't aware

2. When people see a film they tend to remember ______.
   a. quite a lot of what people said
   b. what happened in chronological order
   c. who the heroes and villains were

3. According to the author, what most Americans know about history comes from ______.
   a. what they learned at high school
   b. documentaries on the History Channel
   c. films they have seen in the cinema and on TV

4. Films made in recent years have been historically inaccurate because film makers ______.
   a. don't check the facts
   b. are not concerned about historical accuracy
   c. want to make politically correct films

5. The star system Joseph Roquemore uses refers ______.
   a. equally to historical accuracy and entertainment value
   b. more to entertainment value than historical accuracy
   c. more to historical accuracy than entertainment value

5 LISTENING & SPEAKING

a. Two of the films mentioned in *History Goes to the Movies* are *Titanic* and *Braveheart*. Have you seen either of them? How historically accurate did you think they were?

b. 4.3 Listen to a film critic talking about them. How many stars did the author Joseph Roquemore give the films? Does the film critic agree?

c. Listen again and make notes about what was inaccurate about the two films. Compare your notes with a partner. How serious do you think the inaccuracies were?

Titanic 1997 Director James Cameron
Inaccuracies:

Braveheart 1995 Director Mel Gibson
Inaccuracies:

LEXIS IN CONTEXT

d. Look at the highlighted words and expressions related to cinema. With a partner say what they mean. Check any you're not sure of in a dictionary.

e. Complete the sentences with a word or expression from d.

1. The latest James Bond movie is expected to be ______ next summer.
2. After years as a respected theatre actress, she has finally been given her chance to appear on the ______
3. I can't stand it when people get up and leave the cinema as soon as the film ends when I'm trying to watch the ______
4. The special effects were fantastic but the ______ was a bit implausible.
5. Many of the biggest names were there at last night's ______

6 GRAMMAR

discourse markers (2): adverbs and adverbial expressions

a. 4.4 Listen to some extracts from what the film critic said and complete the phrases below with one to three words. What do they tell you about what the speaker is going to say next?

1. ______, these characters and their story are fictitious...
2. ______, I think his assessment is about right.
3. William Wallace is portrayed as a kind of poor primitive tribesman living in a ______, he was the son of a rich landowner.
4. ______, the Scots stopped wearing woad hundreds of years earlier.
5. ______, the reason why the Scots won the battle is because the English soldiers got trapped on the narrow bridge.

b. ☞ p.145 Grammar Bank 4A. Read the rules and do the exercises.

1 READING & SPEAKING

a What do you understand by the term ‘self-help book’? Can you think of any which have been best-sellers in your country?

b Look at the cover of a recent self-help book, and read the review below. Answer the questions with a partner:

1 What is the situation described at the beginning of the article?
2 Why is it relevant?
3 Does the journalist think it is worth reading?

c Work in pairs A and B. Each read a different extract from the book to find the following information.
What is the technique suggested?
What experiment(s) were done to prove that it worked?

d Tell your partner in your own words about the technique and the research.

The persuaders
How can I jump a queue? A new book on the secret psychology of persuasion has the answer.

I was sitting in a car outside Marks & Spencer in Camden when I realized that Professor Robert Cialdini had completely changed my way of looking at the world. There I was, waiting for my wife to emerge from the exit with some shopping. All the while I was watching a man selling copies of The Big Issue to people going into the shop’s entrance. Or at least, trying to sell copies. He wasn’t having much luck. People were sweeping past him. Now the thing about the doors at M&S is that you can’t go out of the ‘in’ doors. But then one lady shopper tried to do exactly that. And the Big Issue man was kind enough to push the door open from his side.

At that moment I knew what would happen next. Absolutely knew it. And it did. The lady shopper bought a copy of The Big Issue.

I’m sure that she didn’t connect the door-opening and the magazine-buying. But it was there. For reciprocity — our almost automatic instinct to return even quite small favours — is one of the main forms of social influence identified by the leading social psychologist, Robert Cialdini.

His idea — and it’s not a bit of pop psychology, it’s real academic work based on published papers and careful experimentation — is that we react almost unconsciously, in fairly predictable but sometimes fairly odd ways, to a range of social situations.

Marks & Spencer a British chain of department stores, often just called M&S
The Big Issue a magazine published on behalf of and sold by homeless people in the UK
pop psychology the use by ordinary people of simple or fashionable ideas from psychology in order to understand or explain people’s feelings and emotional problems
Discuss with a partner:
- What did you think of the two strategies? Do you think they would work on you?
- Do you think they would help you in situations where you need to persuade someone to do something?

2 GRAMMAR
verb + object + infinitive or gerund
a Right (√) or wrong (×)? With a partner, correct any mistakes in the highlighted phrases.
1 The man with The Big Issue was trying to persuade people to buy his magazine.
2 When I was a child I was often made do the washing up.
3 I want that you finish these exercises in five minutes.
4 I’ll meet you there at 7.00 – and please don’t keep me waiting!
5 Do you think you could let me have the reports before the end of the week?
6 I don’t mind you not finish everything, but at least eat your vegetables!
7 I suggest you taking the 7.30 train – it’ll be less stressful than trying to catch the earlier one.
8 We’d love you to come – please say you can!
9 My father recommended that we should go to the museum before lunch, when it’s less crowded.
10 The job involves me to travel abroad at least twice a month.

b  p.146 Grammar Bank 4B. Read the rules and do the exercises.

3 PRONUNCIATION
intonation in polite requests
a 4.5 Listen and write down six requests.
1 _______________? It’s a bit stuffy in here.
2 To Victoria Station. _______________?
3 _______________? I need someone to help me with this report.
4 If you’re going to the canteen _______________?
5 _______________, and not this one?
6 _______________? My car’s being serviced.

b 4.6 Now listen to the same requests said twice. Which of the two do you think sounds the most polite? Why? How does the other one sound?
1 a b 2 a b 3 a b
4 a b 5 a b 6 a b

c 4.7 Listen to the polite requests again and repeat, copying the intonation.

d Think of something you would really like someone to do for you, e.g. give you a lift home, look after a pet for the weekend, lend you some money, go somewhere with you, etc. Ask other students, and see if you can find three people who are prepared to help you. Try to be as persuasive as possible. Remember the advice you read in the extract from Yes! and use polite intonation.
4 LISTENING & SPEAKING

a Look at the covers of four more self-help books. Which of the four, if any, might you be tempted to buy? Which one would you definitely not buy?

b Now read an extract from each book. Was it more or less what you expected from the cover? Why (not)?

A

Whenever there is an obvious flaw in your argument that is apparent to everyone around you, don’t be phased. You must say with great self-assurance that this is not a flaw at all but the operation of another important psychological process of which you were already fully aware. In fact you have been researching it. Here is when your powers of imagination come into play. Make up a phrase to label it, which will always begin with ‘The’ and end with ‘Effect’. The middle is up to you, and the more obscure and ponderous, the better. ‘The Indirect McCollough Effect’ is a real example, and ‘The Coaxial Reverse Bunion Effect’ isn’t. But no-one will know the difference.

B

We can be massively depressed or microscopically annoyed by something completely trivial, but if we associate food with comfort, we’ll eat. We both ate if our children were unwell, and we both ate if the plumber had failed to turn up. We ate because it was raining. We ate because we’d had a tiny argument with our partners. We ate because we’d stubbed our toe, or because somebody was sick in hospital. The gravity or otherwise of the situation had nothing to do with it. We ate because, for whatever reason, we felt sad.

C

We believe once you get engaged a wedding date should be set — no endless engagements. When a man proposes, it should be with a ring and a wedding date within one year. not longer, unless you are young (under twenty-five years old) in which case a two-year engagement is fine. If your fiance is stalling on a wedding date, you may have to give him back the ring and move on.

D

1. Imagine that it’s five years from today, and your life is filled with the most wonderful things imaginable. Your life is truly rich in every way! Write a paragraph or two about what has happened in each of the following areas:
   - Health
   - Career
   - Finances
   - Relationships
   - Spirituality
   - Lifestyle

2. Go back to each paragraph you’ve written and circle, underline, or highlight each key goal or milestone that emerged.

3. Now, for each of the major goals or milestones, ask yourself ‘What do I want this for? What will having this give me?’ Your answers should be just a few words long — things like ‘a feeling of joy’, ‘a sense of achievement’, ‘freedom’, or ‘making a contribution’.

4.8 Now listen to a radio programme where people discuss these self-help books. How many of the books did they find helpful?

d Listen again and match the books (A–D) to the statements.

1. It is packaged with supplementary material.
2. It was not the first book of this kind that the reviewer had read.
3. It will help the reviewer socially.
4. The reviewer may try out things recommended by the book.
5. The reviewer chose it because of a recent event in their personal life.
6. The reviewer intends to read more about the subject.
7. The book is very one-sided.
8. The book promises to help you by changing the way you think.

BOOKSHOP

‘No, I won’t show you where the self-help books are.’

www.CartoonStock.com
LEXIS IN CONTEXT

e 4.9 Look at some extracts from the listening which all include modifiers. Listen and complete the phrases with between two and four words. What do they mean?

1 Well, I have ___________ friends who are into psychology.
2 I see myself as ___________ expert on diets books.
3 According to this book, making a marriage work is ___________ the wife.
4 ...the husband doesn’t have to

5 The wife just has to try to be exactly what her husband wants her to be, and then everything will be ___________

f Does what the speakers said change your mind about reading one of the books?

g Look at a list of some typical self-help topics. Have you used any books, DVDs, magazines, and websites related to any of these areas? Did you find them helpful?

childcare
health, nutrition, and diets
fitness
personality and relationships
men and women
astrology
business, money, and economics
DIY and home improvements
food and cooking
improving your appearance
improving memory
study tips

5 VOCABULARY compound adjectives

A compound adjective is an adjective made of two parts. It is usually written with a hyphen, e.g. a self-help book, a bad-tempered person, a well-off person, a one-sided article.
The second word in compound adjectives is often a past participle.

a Combine words from each circle to make ten compound adjectives to complete questions 1–10.

dead second
last long
made conditioned
powerful minute
duty well
worn free
air hand
home out
narrow part
behaved minness
well term

1 Have you ever bought a ___________ car or motorbike? Did you have any problems with it?
2 Do you think it’s possible for people to carry on a ___________ relationship, if they are living in different towns or countries?
3 Do you usually do a lot of ___________ revision the night before an exam?
4 Do you often buy things in the ___________ shop when you travel by plane? What kind of things do you buy?
5 Do you have any old clothes that you still like wearing even though they are a bit ___________?
6 Do you prefer ___________ food to restaurant meals? Why (not)?
7 In the summer do you spend much time in ___________ buildings or cars? Do you consider it a necessity or a luxury?
8 Would you like to have a ___________ job, i.e. only work a few hours a day? Why (not)?
9 Do you think as people get older they tend to get more ___________ and intolerant?
10 Do you think children should be asked to leave restaurants if they are not reasonably ___________?

b Ask and answer the questions with a partner.

c Now combine words to make ten more compound adjectives. Write three questions to ask a partner using some of the adjectives.
1 VOCABULARY & LISTENING

a  How good is your 'phone vocabulary'? Do the quiz with a partner.

b  How would not having a mobile affect your life? Read the beginning of an article. What is the journalist's experiment? What is a 'nomophobe'?

---

My life is out of my hands

We are so addicted to our mobile phones that we suffer acute anxiety when we are without them. Or do we? Francesca Steele finds out.

It is 10 p.m. on a cold Friday and I am standing in a smelly phone box speaking to a barman, trying to persuade him to find my friends. 'Can you shout out?' I ask, 'or maybe look for them?'

The friends I'm supposed to meet later are in a bar somewhere in Central London, and we haven't yet made any definite arrangements about where to meet. 'They're about 26,' I yell over the music. 'And, er, they're probably wearing suits.' The barman disappears for a few minutes. Then he comes back to the phone. 'Hey, I think I've found them.' Another voice comes on the line. 'Er, hi. This is Richard. Who's that?' Wrong person. I hang up, thanking God that the experiment will be over tomorrow.

Welcome to life in the 21st century without a mobile phone. A recent study has discovered that we are so dependent on our phones that when we find ourselves without them, discover that the battery isn't charged, or are forced to switch them off, 53% of us feel extremely anxious and stressed, a 'condition' so prevalent that it has even been given a name, nomophobia.

But perhaps our condition is misguided. Sure, mobiles seem practical, but back in the old days we just planned better, didn't we? People were late less often and didn't expect you to always be contactable. A life without a mobile might even be better, more organized and relaxing. But could a nomophobe survive, let alone enjoy, a week without one? My newspaper asked me to try...
2 PRONUNCIATION sounds and spelling: /ʃ/, /ʃ/, /J/, /dʒ/

a. Look at the words below from Vocabulary & Listening. Decide what sounds the pink letters make, and write the words in the right column.

addiction, anxious, arrangement, attachment, century

conclusion, condition, crucial, decision, engage, future

journalist, message, obsession, occasion, officially

pleasure, pressure, surgery, switched, technician

b. 4.12 Listen and check. Practise saying the words.

c. Now practise saying these sentences.
1. Addictions and obsessions can make you anxious.
2. We need to take some crucial decisions in the near future.
3. It's a pleasure to attend this social occasion.
4. The doctor's surgery was engaged so I left a message.

3 GRAMMAR conditional sentences

a. Match the halves of the conditional sentences.
1. If I'd had my mobile, □ A I wouldn't know what to do.
2. If I wasn't a journalist, □ B I'd enjoy our conversations more.
3. If I called my mother more on the landline, □ C I wouldn't do it.
4. If I'd known exactly where my friend lived, □ D I'd have sent her a text.
5. If I lost my phone, □ E I wouldn't have got lost.
6. If I were asked to repeat this experiment, □ F I would never have done the experiment.

b. Which sentences refer to present or future situations and which ones refer to the past? What is different about sentence 2?

c. p.147 Grammar Bank 4C. Read the rules and do the exercises.

d. In groups of three or four, discuss the questions.
- What gadgets do you use that you wouldn't be able to live without?
- Supposing the Internet hadn't been invented, to what extent would this affect the way you work / study / use your free time?
- If you could go back in time, is there anything you would change about your career / studies?
- Would you be prepared to go and work or study in another country even if you didn't speak the language at all?
- What language would you have chosen to study if you hadn't had to learn English?
- Would you be prepared to lend your car / motorbike to somebody provided that they were insured to drive it?
4 READING

a. Apart from mobile phones, what other gadgets or activities do you think people are addicted to or obsessed with in the 21st century?

b. Read the article once. What exactly are ‘behavioural addictions’? In what way are they different from what most people think of as addictions? How can they be treated?

Are we hooked on addiction?

The word ‘addict’ for most people conjures up images of drug users or alcoholics. But today there is a new breed of addicts...

Dr. Mark Collins is the head of the addictions unit at the Priory, an expensive clinic in Roehampton. ‘Over the last 18 months we have noticed a big rise in the number of behavioural addictions, so-called to distinguish them from substance dependencies,’ he says. ‘People are looking down on smokers, alcoholics, and cocaine addicts, but then go and spend five hours in an Internet chat room.’ says Collins. Behavioural addictions include compulsive attachments to plastic surgery, the Internet, mobile phones, and even sun beds.

It seems that in our fast-paced pressurised modern life, we are increasingly turning to comfort behaviour, activities which temporarily make us feel happier, less stressed and lonely. And experts warn that these are the very things that can lead us into dependency no matter how harmless they may seem at first. And while behavioural addictions may sound less serious than being hooked on drink or drugs, according to experts, their potential for wrecking lives may actually be quite similar. This can lead to obsession, debt, and the breakdown of relationships.

Internet addiction

Caroline Harrison, 37, a full-time mother of three, admits to compulsively using the Internet. ‘I was surfing to discover something about my youngest child’s skin problem when I found this amazing parenting website with lively message boards,’ she says. ‘Soon I found I couldn’t go a day without logging on. I started spending all evening “chatting” to my new online friends instead of spending time with my husband. I never crossed my mind that it could be addictive. But now I feel edgy and tense if I can’t access my computer. It’s as if I can’t help myself. The people there mean more to me than my own family and friends. I often feel depressed and lonely in real life because my husband works long hours, so being on the site makes me feel good. Well, temporarily good.’

Tanning obsession

Even more worrying is the behaviour of 14-year-old Tracey Barlow, who is now seeking treatment for her addiction to tanning. The teenager has been visiting tanning parlours three times a week, and at one stage was having treatments five days a week. Her skin is already prematurely aged, and she has been warned that she risks getting skin cancer, but despite being warned of the risks she says she feels overwhelmingly anxious if she perceives her tan to be fading. ‘It’s like an illness with her,’ says her despairing mother. ‘She hates being pale.’
5 VOCABULARY  adjectives + prepositions

a Complete the prepositions column with one from the list.

for  of  on  to  with

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A lot of people are <strong>obsessed</strong> with celebrities and their lifestyles.</td>
</tr>
<tr>
<td></td>
<td>Some young people are becoming <strong>addicted</strong> to social networking websites.</td>
</tr>
<tr>
<td></td>
<td>People are normally very kind and helpful to foreign tourists.</td>
</tr>
<tr>
<td></td>
<td>Most young people are <strong>dependent</strong> on their parents until their mid-twenties.</td>
</tr>
<tr>
<td></td>
<td>People are <strong>fed up</strong> with the number of commercials on TV.</td>
</tr>
<tr>
<td></td>
<td>Older people aren’t as <strong>open</strong> to new ideas and fashions as younger people are.</td>
</tr>
<tr>
<td></td>
<td>People are <strong>sick of</strong> being bombarded with depressing news by the media.</td>
</tr>
<tr>
<td></td>
<td>Our country is <strong>famous</strong> worldwide for its cuisine.</td>
</tr>
<tr>
<td></td>
<td>A lot of people are <strong>hooked</strong> on Latin-American soap operas.</td>
</tr>
<tr>
<td></td>
<td>As a nation we are very <strong>proud</strong> of our achievements on the football pitch.</td>
</tr>
<tr>
<td></td>
<td>Couples are not as <strong>keen</strong> on having children as they used to be.</td>
</tr>
</tbody>
</table>

b Cover the prepositions column and say the sentence with the correct preposition.

c With a partner, say to what extent the sentences are true for your country, and give examples.

6 LISTENING & SPEAKING

a Listen to five people talking about obsessions. What are they or the people they mention obsessed with or addicted to?

b Listen again and answer with the number(s) of the speaker. Who...?

  - A says that their obsession started as a result of a family incident
  - B doesn’t really think that they are obsessive
  - C thinks that the obsession makes the person bad company
  - D says that the obsession started because of a family member
  - E doesn’t think that the obsession serves any purpose

c Talk in small groups. Try to think of someone for as many categories as possible.

Do you know anyone who is

**‘addicted’** to...?
- a machine or gadget
- a particular TV series
- work
- shopping
- chatting online
- electronic games
- anything else

**obsessed with...?**
- tidying / cleaning
- their appearance
- keeping fit
- healthy eating
- anything else

How long has it been going on for?

Does it interfere with his / her life?

Does it affect the people around him / her?

Does he / she talk about it?

How serious do you think it is?

Do you think they should do something about it?

7 SONG  🎵 Addicted to Love
Discursive essay (1): a balanced argument

Key success factors
- being able to construct an argument
- being able to link points together in a logical sequence
- using appropriate discourse markers to connect, contrast, and balance points

ANALYSING A MODEL TEXT

a You have been asked to write the following essay:

Text-messaging is an important advance in communication – or is it?

With a partner, discuss three reasons you think text messaging represents an important advance in communication and three reasons why it does not. Order them 1–3 according to their importance.

b Read the model essay and see if the writer has mentioned some or all of your arguments. Does the writer put her main argument first in both paragraphs?

c Look at the three introductory paragraphs below and choose which one you think is best for the essay. Compare with a partner, and discuss why you think it is the best, and why the other two are less suitable. Then do the same with the concluding paragraphs.

Introductory paragraphs

1 Since the first SMS was sent in 1992, text messaging has become one of the most popular forms of communication, especially among the younger generation, with billions of messages being sent every year. But has this technology really improved interpersonal communication?

2 Text messaging clearly has important advantages and disadvantages. In this essay, I am first going to analyse the advantages of SMS technology and then I will outline some important disadvantages before finally drawing my conclusions.

3 Can you imagine life without sending and receiving SMSs? Almost certainly not, as this cheap and convenient technology has become such a vital tool for organizing our social lives and communicating instantly with our friends and family. How did we manage before it was invented?

Concluding paragraphs

1 In conclusion, text messaging has important advantages and disadvantages, but on the whole, I believe that it has improved our lives in a significant way.

2 In my view, text messaging has improved communication considerably and it is highly useful, for example, if you are trying to contact someone in a very noisy place, such as a club, where it would be impossible to hear a phone call. In conclusion, it is a very vital piece of technology.

3 To sum up, although text messages are a cheap and useful way of communicating, they have arguably led to young people being less able to express themselves correctly in writing. On balance, I believe that text messaging does not represent an advance in communication.

Text-messaging is an important advance in communication – or is it?

Introduction

Arguments in favour

Being able to send short, written messages via mobile phone has clearly advanced communication in certain respects.

The greatest benefit of texting is that it allows us to communicate instantly with other people wherever they are, but without interrupting them in the way that a phone call would, and allowing them to reply whenever it is convenient for them to do so.

In addition, sending a text, for example to arrange where to meet someone, is a quick, concise, and efficient way of communicating, as people normally only include the vital information. Finally, text messaging is a very cheap form of communication, which is a particular advantage for young people or for people who are travelling, when mobile phone conversations can be prohibitively expensive.

Arguments against

On the other hand, however, there are strong arguments to suggest that text messaging has had a negative effect on how we communicate. One downside is that there is a tendency for people to use texts as an excuse to get out of conversations which might be uncomfortable to have either face-to-face or on the phone. Another drawback is that people increasingly text while they are in company, suddenly switching off from a conversation and focusing on their phone screens. However, perhaps the most important and worrying downside of texting is the effect it is having on written communication. Teachers worldwide complain that the idiosyncratic language of text messages, such as abbreviated words and the use of letters and numbers to convey meaning has led to a generation of young people being unable to spell or form correct sentences.

Conclusion
Introductions and conclusions
In an essay it is important that the introduction engages the reader's attention. It should introduce the topic, but should not include the specific points that you are going to mention in the body of the text.
A good introductory paragraph describes the present situation and gives supporting evidence. It should refer to the statement or question you have been asked to discuss. This can often be done in the form of a question to the reader which the subsequent paragraphs should answer. The conclusion should briefly sum up the arguments you have made, and can include your personal opinion. The opinion you express should follow logically from the arguments you have presented.

USEFUL LANGUAGE

Expressing the main points in an argument
1. The greatest b________ is that texting allows us to communicate instantly with other people.
2. First and most im________
3. One d________ of texting is that people to use texts as an excuse to get out of conversations.
4. Another dr________ to text messaging is that

Adding supporting information to a main argument, or introducing other related arguments
5. In a________
6. What is m________
7. Not o________ that, but
8. Another point in f________ of this technology is that sending a text is a quick, concise and efficient way of communicating.

Describing cause and effect
9. Text messaging can r________ in an inability to write correctly.
10. Other problems can arise because of / d________ to

Weighing up arguments
11. On b________
12. On the wh________
13. A________ in a________, I believe that it does not represent and advance in communication.

PLANNING WHAT TO WRITE
Brainstorm the content
Low-cost airlines have revolutionized travel – but at what price? The growth of online shopping has greatly improved life for the consumer.

a. Look at the essay titles above, and with a partner choose one of them. Brainstorm the pros and cons of either low-cost airlines or online shopping. Then decide the three main arguments on each side which are relevant to the title.

b. Write an introduction for the essay. Follow this pattern:
1. Write an introductory sentence about how low-cost airlines or online shopping affect our lives nowadays.
2. Write a second sentence supporting the first one, or describing the result of it.
3. Ask a question that you intend to answer in the essay.

c. Compare your introduction with a partner. Together, make a final version.

TIPS for writing a discursive essay where you put both sides of an argument
- Brainstorm points for and against and decide which two or three you think are the most important.
- Use a neutral or formal style.
- Write a clear introduction, which engages the reader. You could end with a question you are going to answer.
- Link your ideas together with varied discourse markers and linking phrases, e.g., due to, this can lead to, etc., because an essay should show the development of a logical argument; it is not just a list of random ideas and opinions.
- Make sure your conclusion is a summary of what you have previously said and refers back to what you were asked to write about. It is important that this is not just a repetition of your arguments. It is a summary of what you believe your arguments have proved.

WRITING
Write the essay in approximately 250 words.
DRAFT your essay in four paragraphs:
- introduction
- arguments in favour of low-cost airlines or online shopping
- arguments against low-cost airlines or online shopping
- conclusion, saying whether you think the advantages outweigh the disadvantages or vice versa

EDIT the essay, cutting any irrelevant information and making sure it is the right length.
CHECK the essay for mistakes in grammar, spelling, punctuation and register.
**THE INTERVIEW**

a. You are going to listen to an interview with Adrian Hodges, who has written screenplays for both films and TV series. Before you listen, read the glossary and look at how the words are pronounced to help you understand what he says.

**Glossary**
- Caligula: the third Roman emperor, reigning from 37 to 41 AD.
- Period films: films which are set during the life of a particular person or in the history of a particular country.
- Glaring anachronism: something in a book or a film that is very obviously placed in the wrong period of history.
- The Senate: a political institution in ancient Rome.
- Togas: clothing worn by the citizens of ancient Rome.
- Macbeth: a play by Shakespeare about a King of Scotland.
- William the Conqueror, Charles II, Victoria: English monarchs from the 11th, 17th, and 19th century.
- To play fast and loose with: to treat sth in a way that shows you feel no responsibility or respect for it.
- The received version: the version accepted by most people as being correct.

b. 4.15 Listen to part 1. Answer the questions with a partner.
1. What are the main reasons he gives to explain the popularity of historical films and dramas?
2. What does he mean by saying 'you get a double hit' when you base a film on a story from history?
3. What reasons does he give to explain why period films are so much more expensive to make?

c. 4.16 Listen to part 2. Answer the questions with a partner.
What does he say about...
1. The importance of accuracy in historical drama.
2. The extent to which you can change details when you are writing a historical drama.
3. The difference between writing a drama based on ancient history and one based on recent history.
4. The writer's responsibility to be truthful to history.
5. The danger of a film becoming the 'received version of the truth'.
6. Why *Spartacus* is a good example of this.
7. The film *Braveheart*.

d. 4.17 Listen and complete the phrases with two or three words. What do you think they mean?

**COMMON PHRASES AND IDIOMS**
1. You know that part of your audience at *will already have some knowledge of that story.*
2. ...every shot has to be ... to make sure that there's nothing in it which, which betrays the period. *Rome* was a ..., We needed big crowds...
3. ...all of them have to be dressed in, you know, in togas ... .
4. ...So I tend to take the view that in a way accuracy isn't the issue when ... the drama.
5. So, it's all ... perspective in some ways.
6. You can't say this is true when you know ... it isn't.

**IN THE STREET**

a. 4.18 You are going to hear five people talking about history. What two questions are they asked? Who chooses a) the most recent and b) the most distant period in answer to the first question?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim</td>
<td>Edmund</td>
<td>Mark</td>
<td>Amy</td>
<td>Jerry</td>
</tr>
</tbody>
</table>

b. Listen again. Who do they admire and why?

c. 4.19 Listen and complete the phrases with one to three words. What do you think they mean?

**COMMON PHRASES**
1. ...you know, you had the Beatles ... to America.
2. And I quite ... living in Italy, so...
3. I suppose ... in a toga doing lots of thinking...
4. I think his writing is ... and very much ahead of its time.
5. I think to ... an idea so simple and so brilliant...
GRAMMAR

a Choose the best answer, a, b, or c.

1 I must make sure I’m home by midnight _____, my parents won’t let me go out tomorrow night.
   a As a matter of fact b Otherwise c After all
2 Naomi seems depressed _____, I think she still hasn’t got over the break-up of her marriage.
   a Basically b Incidentally c At least
3 We have interviewed all three candidates and _____, we think that Joe is the most suitable person for the post.
   a all in all b in conclusion c by the way
4 I’m too tired to go out tonight. _____, I’m rather short of money this month.
   a That’s to say b Besides c On the other hand
5 _____ discipline is concerned, I think it is a very good school.
   a As long as b As far as c As long
6 It poured with rain all week and the hotel was awful. _____, our holiday was a complete disaster.
   a In other words b As I was saying c Anyway
7 I’d like _____ at about 6:00, if that’s possible.
   a that they come b them coming c them to come
8 If we hadn’t had to work late tonight, _____ the match right now.
   a I’d be watching b I’d have watched c I’ll watch
9 You can’t stop people _____ big cars unless you raise the tax on them.
   a buy b to buy c buying
10 I’ll pay for the classes _____ you promise not to miss any.
   a supposing b unless c providing

b Put the verb in brackets in the right form.

1 My parents always encouraged me _____ foreign languages. (learn)
2 If I hadn’t read the book before I saw the film, I think I _____ the film more. (enjoy)
3 My new job involves me _____ to North America two or three times a year. (travel)
4 They are incredibly generous people and they wouldn’t let me _____ for anything. (pay)
5 Daniel can stay the night as long as he _____ sleeping on the sofa. (not mind)
6 Supposing Manchester United drew their last match, who _____ the league in that case? (win)
7 Marcus might have hurt his head badly if he _____ a helmet when he fell off his bike. (not wear)
8 We would like you _____ our annual conference this year. (attend)
9 _____ you _____ me earlier that you were coming, I would have taken the day off. (tell)
10 The children are staying indoors today. I don’t want to risk them _____ a cold just before our holiday. (catch)
11 If my husband hadn’t inherited a lot of money, we definitely _____ in a house like this now. (not live)
12 It’s impossible to imagine how beautiful the Taj Mahal is unless you _____ it with your own eyes. (see)

VOCABULARY

a Complete the missing words.

1 I’ll be at home this evening, so call me on the L _____, not on my mobile.
2 It was a fierce battle and c _____ were heavy on both sides.
3 After two days of fighting both sides agreed to a c _____.
4 She wasn’t answering her mobile so I left a message on her v _____.
5 My father-in-law is rather intolerant and narrow-m _____.
6 We can call directory e _____ and get the number of the restaurant.
7 I’m getting a bit short-s _____, I think I need glasses.
8 After a s _____ of three months, the city finally surrendered to the enemy.
9 You’d better throw those trousers away. They’re completely w _____ out.
10 The English troops used their bows to fire thousands of a _____ into the air.
11 When the general saw that his soldiers were totally outnumbered, he gave the order to r _____.
12 During the civil war thousand of r _____ fled and lived in camps in neighbouring countries.

b Complete the phrasal verbs.

1 War has just _____ out between the two countries.
2 I tried to call Bill at the office, but I couldn’t _____ through. All the lines were busy.
3 You’ll have to speak _____ a bit. My grandmother is very deaf.
4 The rebels tried to _____ up the railway station, but the bomb didn’t explode.
5 I’ve run _____ of credit on my mobile phone.
6 Gina got so angry with me on the phone last night that she hung _____ in the middle of the conversation.

c Complete with a preposition.

1 I’m so proud _____ you. I never thought you would pass.
2 Luke is nearly 30 but he’s still dependent _____ his parents.
3 I’m completely fed up _____ my job. I dread going to work every morning.
4 My sister is totally hooked _____ that new reality show on TV.
5 We’re going to drive to Spain, as my wife isn’t very keen _____ flying.
Who’s in control?

1 READING & SPEAKING

a Read the Wikipedia entry for the expression ‘nanny state’. With a partner, summarize in one sentence what the expression means.

Nanny state

In general this expression is used in reference to policies where the state is characterized as being excessive in its desire to protect (‘nanny’), govern, or control particular aspects of society or groups of people. Policies such as mandatory helmet laws and bans on smoking in public places, high taxes on junk food, bans on recreational drug use, gun control, a legal drinking age or legal smoking age that is higher than the age of majority, political correctness, and censorship, are often criticized as ‘nanny state’ actions. Such actions result from the belief that the state (or, more often, one of its local authorities) has a duty to protect citizens from their own harmful behaviour, and assumes that the state knows best what constitutes harmful behaviour.

b Then look at the title of the article below. What do you think it will be about?

Welcome to Nanny California

I t was one o’clock in the morning. John Lutz had just left the Grand Palace Stadium cinema complex in the wealthy LA suburb of Calabasas and was standing next to his Mini, smoking a cigarette. As he did so, a massive SUV pulled up alongside him. The driver wound down his window, leant out, and said: ‘Hey, buddy, you can’t smoke here. Put it out.’

John, a staff writer for a popular American TV show, paused for a second, unable to believe that his decision to smoke in an empty car park in the small hours of the morning was of so much interest to a complete stranger. He exhaled slowly. And then he told the driver, using language not suitable for publication, that no, actually, he wouldn’t put it out.

He was unaware that an hour earlier, at midnight, the Calabasas Comprehensive Secondhand Smoke Control Ordinance, the most restrictive anti-smoking policy anywhere in the world, had come into force.

The outdoor smoking ban of which John Lutz ran foul is just one example of a frenzy of minimalist edicts from California’s politicians that in the past few weeks has outlawed trans fat in all restaurant food, prevented LA supermarkets from handing out plastic bags, and stopped new fast-food restaurants opening in one of the suburbs. Other recent bans have challenged such monumental threats to human wellbeing as helium balloons, camp fires, the use of wild animals in circuses, swearing, texting while stopped at traffic lights, dogs sitting on drivers’ laps, and the use of the terms ‘Mom’ and ‘Dad’ in school classrooms (in case they offend children from single-parent families).

Of course, some of these things deserve to be discouraged. But criminalized? Until recently, with Arnold Schwarzenegger serving as the Republican governor, California seemed to have avoided many of the worst examples of nanny-stateism inflicted on, say, Britain and remains more laid back. Tax on petrol isn’t designed to punish ‘you for not wanting to get on a bus, speed cameras remain unheard of, and CCTV is rare. But things began to change a couple of years ago. This week, for example, a new law will be brought in that intends to force restaurants in LA to display the number of calories of each item on their menus.

John Lutz, the cigarette smoker, says the real problem with bans is that they tend to be selective, and they usually focus, conveniently, on the vices of other people. ‘The people who think they have the right to tell you what to do are usually the same people who drive around in SUVs and drink bottled water every day,’ Lutz says. ‘I’m pretty sure both of those things are the very worst things you can do to the environment. Yet they’ll go crazy if they see me stubbing out a cigarette butt in my own backyard.’

SUV (Noun) Sports Utility Vehicle = a 4x4 car, e.g. a Land Rover™

buddy (Noun informal) friend

trans fat: a kind of fat which encourages the development of cholesterol

CCTV (Noun) closed circuit TV, e.g. used to control shopping centres, car parks, etc.

backyard (Noun) back garden
LEXIS IN CONTEXT
e Look at the following phrasal verbs and prepositional verbs in context. With a partner say what you think they mean.
   pull up (l.4)
   wind sth down (l.4)
   lean out (l.5)
   put sth out (l.5)
   hand sth out (l.17)
   bring sth in (l.30)
   stub sth out (l.38)

f Read the article again. Underline words and phrases which show the author's attitude towards the laws in California. What is his point of view?

g Which of the Californian laws mentioned in the text would you like to see passed in the area where you live? Why? Are there laws or regulations where you live which you consider to be 'nanny state'?

2 GRAMMAR permission, obligation, and necessity
a Look at the pairs of sentences. With a partner, say if they are the same or different in meaning. In which pair of sentences is there a difference in register?
   1 It is not permitted to take food or drink into the library.
   You're not allowed to take food or drink into the library.
   2 You'd better turn your mobile off.
   You ought to turn your mobile off.
   3 We're supposed to speak English all the time in class.
   We have to speak English all the time in class.
   4 You needn't wear a suit – the party's going to be quite informal.
   You don't need to wear a suit – the party's going to be quite informal.
   5 I should have bought my mother a present.
   I had to buy my mother a present.

b ☞ p.148 Grammar Bank 5A. Read the rules and do the exercises.

3 SPEAKING
a Talk in small groups. Imagine the following laws have been proposed for the area where you live. Would you be in favour of them or do you think they are too 'nanny state'? Try to use the bold expressions in your answers.
   On the road
   ▸ Cyclists should have to pass a test to get a cycling licence before they are allowed on the road.
   ▸ Car drivers should not be allowed to eat or drink while driving.
   ▸ It should be an offence for pedestrians to cross roads while wearing earphones.

   At home
   ▸ It should be compulsory for people to turn off electrical appliances at night and not leave them on standby.
   ▸ It should be illegal to leave children under 12 alone in the house.
   ▸ It should be against the law for parents to give fast food to seriously overweight children.

   Public health
   ▸ Smoking in the street should be banned.
   ▸ Restaurants and bars should not be allowed to serve more than two units of alcohol per person.
   ▸ People who abuse their health should be made to contribute to expensive medical treatment.

   Society
   ▸ It should be against the law not to vote in elections.
   ▸ All advertising aimed at children under the age of 12 should be banned.
   ▸ Couples should be obliged to attend three months of marriage counselling before they are allowed to get divorced.

   Education
   ▸ Teachers should not be allowed to use red pens to correct exercises as this is psychologically harmful to students.
   ▸ Schoolchildren should not be given marks in exams, only general indications, so that they can't compare themselves with other children.
   ▸ Competitive sport should be banned in the school system, so that children's self-esteem is not affected by losing.

b In your groups, agree on a new law or regulation which you would like to see introduced for two of the categories. Then try to convince other groups to vote in favour of passing your law.
4 VOCABULARY  word formation: prefixes

The most restrictive anti-smoking policy anywhere in the world had come into force... California's politicians have outlawed trans fat in all restaurant food...

a Look at the two highlighted words from Welcome to Nannyfornia, which both have prefixes. What do the prefixes add to the meaning of the base word?

b Look at some more highlighted words with prefixes from previous lessons and with a partner say what the prefix means.

1 Non-native speakers of English now outnumber native speakers by three to one.
2 I think this film is very overrated. Personally, I thought it was rather mediocre.
3 Reawakening a romance can be an incendiary experience.
4 The character of Captain Smith was misrepresented in the film Titanic.
5 The importance of the lowly translator to our understanding of foreign literature should not be underestimated.
6 When people spend that money prosocially on others (giving gifts to friends, donating to charities) they are happier than when they spend it on themselves.
7 Her skin is already prematurely aged.
8 The pound has been devalued so you now get more euros to the pound.

c Add a prefix from a or b above to the bold word and make any other necessary changes to complete the sentences.

1 I completely judge Alan. I thought he was a really weak character, but he isn't at all.
2 This paragraph in your essay is totally unclear. You're going to have to write it.
3 I'm going to install new software that's just come out. It's a virus.
4 My wife and I have a signal for when we want to leave a dinner or a party. We arrange for it.
5 Our product sells its main competitor by 20% and is now the market leader.
6 The forces are now controlling the area previously held by the rebels. The government had to give up the area.
7 The team seemed rather motivate since the coach was fired.
8 I'd hardly studied at all for the exam, so I felt very prepare.
9 We're not going back to that restaurant - they charged us last time we went.
10 The hotel has an swimming pool, which is open from June to September. It's a door

5 LISTENING & SPEAKING

a Divide into teams. Try to agree on answers to the questions below, which come from a quiz book based on a British TV programme.

b Communication QI quiz.

QI Quiz

1 What was Tutankhamun's curse?
2 What do chameleons do, and why?
3 What man-made artefacts can be seen from the moon?
4 What do kilts and whisky have in common?
5 Which metal is the best conductor?
6 Which African mammal kills more humans than any other?

From The Book of General Ignorance
5.1 Listen to someone talking about the TV quiz show and books which the questions below came from. Answer the questions with a partner.
1 Why did they call the show QI?
2 What is the basic principle behind the show and its books?
3 What examples does he give from the books?
4 Why is it so popular?
5 What are the two reasons Lloyd and Mitchinson give for why children often do badly at school?

5.2 Now listen to the speaker explaining how the QI principles could change education. Tick the seven suggestions mentioned.
- Children should not start school before they are seven years old.
- Learning should never feel like hard work.
- Children should be able to decide on their own curriculum.
- The same importance should be given to arts as to science and mathematics.
- Children shouldn’t be expected to learn to read until they actually want to.
- Children shouldn’t be made to go to school every day if they don’t want to.
- There should be no evaluation or assessment of children by teachers.
- Children should make their own class rules and should be responsible for enforcing them.
- Children should teach each other skills that they have mastered, e.g. how to ride a bike or play a musical instrument.
- Children should learn theories through practical activities.
- Children should spend at least half their time outdoors, interacting with nature.
- There should be no official school-leaving age.

5.3 What do you think of Lloyd and Mitchinson’s suggestions? Do you think any of the other suggestions in d would improve the learning environment?

6 PRONUNCIATION intonation in exclamations

5.3 Listen to the dialogues, and complete the exclamations.

A Did you know that in California schools they’re not allowed to say Mom and Dad any more in case they offend someone from a one-parent family?
B __________________!

A Did you know that America was named after a British merchant called Richard Ameryk?
B __________________! I’d always wondered where the name came from.

b Listen again and focus on the intonation in the exclamations. Answer the questions with a partner.
1 Does the intonation on the adjectives in the exclamations go ____________?
   a up
   b down
   c up and down
   d down and up
2 What consonant sound is added between How and the adjective? Why?

c Practise saying some more common exclamations with What and How.
What a great idea! What an amazing coincidence!
What a terrible experience! How annoying!
How embarrassing! How weird!

6 Communication What a ridiculous idea! A p.117 B p.120. Respond to what your partner says with an exclamation.
Just any old bed?

1 LISTENING & SPEAKING
a Look at the photos. Four of the objects are famous and expensive works of art. The other four are ordinary objects. With a partner, decide which are the works of art.

b Communication Four works of art p.118.
Did you guess right? What do you think the artists were trying to communicate?

c 54 Listen to an art expert talking about two of the works of art and answer the questions.

1 What are...?
   a installations
   b modern sculptures
2 What basic similarity is there between installations and other more traditional forms of art?
3 Why might artists today choose to create an installation rather than a painting?
4 Why are some people sceptical when they see an installation?
5 What special skills did Damien Hirst need to create Away from the Flock?
6 What does it communicate?
7 How is Tracey Emin's My Bed different from her real bed?
8 What does it communicate?
9 Why might it communicate more than a traditional self-portrait?

d Listen again and check your answers.

e Talk in small groups.
1 Does what the expert said change the way you see the two works of art?
   What did you agree / disagree with?
2 Would you pay to go and see any of the four works of art? Why (not)?
3 Have you seen any installation art?
   What did you think of it?
4 If you were going to make an installation to represent your life, what objects would you include?
5 Do you have a favourite...
   • portrait
   • landscape painting
   • self-portrait
   • still-life
   • abstract painting
Do you have any other favourite works of art?

2 GRAMMAR verbs of the senses
a 55 Complete three sentences from the listening with the right form of one of the following verbs. Listen again and check.

<table>
<thead>
<tr>
<th>look as if</th>
<th>look at</th>
<th>look like</th>
<th>see</th>
</tr>
</thead>
</table>
1 When people __________ some installations, they think 'Well, I could do that', they don't __________ that there's any expertise involved at all.
2 And then of course, he had to arrange it in a particular way, this animal is in a particular pose, so that it __________ it's quite alive, although of course we all know that it isn't.
3 I mean the bed is something that you __________ and you think 'Yeah, that __________ my bed in the morning.'
b Answer the questions with a partner.
1 What's the grammatical difference between look as if and look like, and the difference in meaning between look at and see?
2 Apart from sight, what are the other four senses?
3 What verbs do you associate with them?

c **p.149 Grammar Bank 5B.** Read the rules and do the exercises.

d Ask and answer with a partner.
- Are there any paintings or images that you like or dislike looking at because of how they make you feel?
- If you were offered plastic surgery to make you look like a celebrity, which celebrity would you choose, and why?
- What makes a voice sound attractive / unattractive to you?
- Are there any sounds or kinds of music that you don't like hearing because they make you feel uncomfortable?
- Do you think people tend to dislike foods more because of their smell, their taste, or their texture?
- What kind of perfumes do you really like or dislike on yourself or on other people? Why?
- Are there any medicines you hate (or enjoy) taking because of their taste?
- Would you be prepared to touch these creatures in a zoo? Why (not)? a snake a tarantula a lion a lizard a rat a budgerigar
- Are there certain materials you never wear or love to wear because of the way they feel?

3 PRONUNCIATION extra stress on important words

a **5.6 Read and listen to the poem and answer the questions.**
1 Where does the conversation take place?
2 Who are 'they'?
3 What does the speaker do, and why?
4 What do you think the poet is trying to communicate?

b Listen to the poem again. Why do you think some of the words are in *italics*? In pairs, practise reading it aloud.

c **5.7 Read the information box below. Then listen to the sentence**

*I wanted to buy a flat in London* pronounced in five different ways. Listen again and match each version to the continuations below.

Extra stress on important words
Sometimes we give extra emphasis to a word in a sentence to convey meaning. These may even be words which are not usually stressed, e.g. articles or pronouns.
This is not just any cold fried egg on any chipped plate. (= they are special)
I don’t want this bag. (= I want another one)
Excuse me. I ordered a chicken sandwich. (= not the one you’ve brought me)

A □_____, but my wife didn’t.
B □_____, but my wife wanted a house.
C □_____, but we couldn’t afford one.
D □_____, not in Liverpool.
E □_____, not rent one.

d **5.8 Listen and check. Then practise saying the five complete sentences, stressing a different word each time.

e **Communication Stressing the right word.** A p.118 B p.120.

"My word," I said,
"That really is a remarkable likeness of a cold fried egg on a chipped plate.
How much is it?"

"Actually," they said
"It is a cold fried egg on a chipped plate.
It is one of a series created by Laura Carambo.
£150,000."

And I said
"??????"

And they said
"This is not just any cold fried egg on any chipped plate.
It is this cold fried egg on this chipped plate.
Carambo’s work celebrates the thinness of things.
She shows us how this and the other move in a perpetual dance, mediating between and uniting the amphimetropic opposites of our Janus-faced universe."

Well
I could see that it all made sense
And between you and me,
I've looked at the reviews and the auction catalogues, and I reckon
I got a real bargain. Come and look.

by Michael Swan

amphimetropic = an invented word
In a Season of Calm Weather

BY RAY BRADBURY

George and Alice Smith detramed at Biarritz one summer noon and in an hour had run through their hotel onto the beach into the ocean and back out to bake upon the sand. To see George Smith sprawled burning there, you'd think him only a tourist flown to Europe and soon to be transported home. But here was a man who loved art more than life itself.

"George?" His wife loomed over him. "I know what you've been thinking. I can read your lips."

He lay perfectly still, waiting.

"And?"

"Picasso," she said.

He winced. Some day she would learn to pronounce that name.

"Please," she said, "Relax. I know you heard the rumour this morning, but you should see your eyes — your tic is back."

All right, Picasso's here, down the coast a few miles away, visiting friends in some small fishing town. But you must forget it or our vacation's ruined."

"I wish I'd never heard the rumour," he said honestly.

"If only," she said, "you liked other painters."

Others? Yes, there were others. He could breakfast most congenially on Caravaggio still-lifes of autumn peas and midnight plums. For lunch: those fire-squirting, thick-wormed Van Gogh sunflowers. But the great feast? The paintings he saved his palate for? Who else but the creator of Girl Before a Mirror and Guernica?

5.9
1. What do you find out about the characters George and Alice Smith from this first section?
2. Guess roughly what these verbs mean from the context: detramed (1.1), sprawled (1.4), loomed (1.7), and winced (1.12).

I keep thinking," he said aloud, "if we saved our money...

"We'll never have five thousand dollars."

"I know," he said quietly. "But it's nice thinking we might bring it off some day. Wouldn't it be great to just step up to him, and say 'Pablo, here's five thousand! Give us the sea, the sand, that sky, or any old thing you want, we'll be happy...""

After a moment, his wife touched his arm.

"I think you'd better go in the water now," she said.

"Yes," he said. "I'd better do just that."

During the afternoon George Smith came out and went into the ocean with the vast spilling motions of now warm, now cool people who at last, with the sun's decline, their bodies all lobster colours, trudged for their wedding-cake hotels.

The beach lay deserted for endless mile on mile save for two people. One was George Smith, towel over shoulder. Far along the shore another shorter, square-cut man walked alone in the tranquil weather. He was deeper tanned, his close-shaven head dyed almost mahogany by the sun, and his eyes were clear and bright as water in his face. So the shoreline stage was set, and in a few minutes the two men would meet.

5.10
3. What is George's dream?
4. What do you understand by the metaphors...?
   'their bodies all lobster colours' 'their wedding-cake hotels' 'the shoreline stage was set'
5. What impression do you get of the other man on the beach looks like?

The stranger stood alone. Glancing about, he saw his aloneness, saw the waters of the lovely bay, saw the sun sliding down the late colours of the day, and then half-turning spied a small wooden object on the sand. It was no more than the slender stick from a lime ice-cream delicacy long since melted away. Smiling he picked the stick up. With another glance around to re-insure his solitude, the man stooped again and holding the stick gently with light sweeps of his hand began to do the one thing in all the world he knew best how to do.

He began to draw incredible figures along the sand. He sketched one figure and then moved over and still looking down, completely focused on his work now, drew a second and a third figure, and after that a fourth and a fifth and a sixth.

George Smith, printing the shoreline with his feet, gazed here, gazed there, and then saw the man ahead. George Smith, drawing nearer, saw that the man, deeply tanned, was bending down. Nearer yet, and it was obvious what the man was up to. George Smith chuckled. Of course, of course... along on the beach this man — how old? Sixty-five? Seventy? — was scribbling and doodling away. How the sand flew! How the wild portraits flung themselves out there on the shore! How...

George Smith took one more step and stopped, very still. The stranger was drawing and drawing and did not seem to sense that anyone stood immediately behind him and the world of his drawings in the sand.

5.11
6. What does the stranger start doing, and how does George react?
7. Look at the two groups of three words. What's the connection between the three?
   a. glance (1.46) spied (1.48) gazed (1.60)
   b. sketched (1.56) scribbling (1.64) doodling (1.65)

George Smith looked down at the sand. And, after a long while, looking, he began to tremble.

For there on the flat shore were pictures of Grecian lions and Mediterranean goats and maidens and children dancing. And the sand, in the dying light, was the colour of copper on which was now slashed a message that any man in any time might read and savour down the years.
The artist stopped.

George Smith drew back and stood away.

The artist glanced up, surprised to find someone so near. Then he simply stood there, looking from George Smith to his own creations flung like idle footprints down the way. He smiled at last and shrugged as if to say, Look what I've done; see what a child? You will forgive me, won't you? One day or another we are all fools...

you, too, perhaps? So allow an old fool this, eh? Good! Good!

But George Smith could only look at the little man with the sun-dark skin and the clear sharp eyes, and say the man's name once, in a whisper, to himself.

They stood thus for perhaps another five seconds, George Smith staring at the sand frieze, and the artist watching George Smith with amused curiosity.

George Smith opened his mouth, closed it, put out his hand, took it back. He stepped towards the picture, stepped away. Then he moved along the line of figures, like a man viewing a precious series of marbles cast up from some ancient ruin on the shore. His eyes did not blink, his hand wanted to touch but did not dare to touch. He wanted to run but did not run.

5.12

8 What is the artist's attitude to George, and George's to the artist?
9 Look at these verbs in the text: tremble (1.72), slash (1.76), draw back (1.79), shrug (1.83), stare (1.90), blink (1.96). What kind of actions do you think they are?
10 Why might George have 'wanted to run?'

He looked suddenly at the hotel. Run, yes! Run! What? Grab a shovel, dig, excavate, save a chunk of this all too crumbling sand? Find a repairman, race him back here with plaster of Paris to cast a mould of some small fragile part of these? No, no. Silly, silly. Or...? His eyes flicked to his hotel window. The camera! Run, get it, get back, and hurry along the shore, clicking, changing film, clicking until...

George Smith whirled to face the sun. It burned faintly on his face, his eyes were two small fires from it. The sun was half underwater and, as he watched, it sank the rest of the way in a matter of seconds.

The artist had drawn nearer and now was gazing into George Smith's face with great friendliness as if he were guessing every thought. Now he was nodding his head in a little bow. Now the ice-cream stick had fallen casually from his fingers. Now he was saying good night, good night. Now he was gone, walking back down the beach towards the south.

George Smith stood looking after him. After a full minute, he did the only thing he could possibly do. He started at the beginning of the fantastic frieze and he walked slowly along the shore.

And when he came to the end of the animals and men he turned round and started back in the other direction, just staring down as if he had lost something and did not quite know where to find it. He kept on doing this until there was no more light in the sky, or on the sand, to see by.

5.13

11 What is George's dilemma? What options does he consider? What does he decide to do in the end? Why?
12 Look at these verbs in the text: grab (1.98), flick (1.102), whirl (1.105), nod (1.111). What kind of movements do you think they are?

He sat down at the supper table.

"You're late," said his wife. "I just had to come down alone. I'm ravenous."

"That's all right," he said.

"Anything interesting happen on your walk?" she asked.

"No," he said.

"You look funny, George, you didn't swim out too far, did you, and almost drown? I can tell by your face. You did swim out too far, didn't you?"

"Yes," he said.

"Well," she said, watching him closely.

"Don't ever do that again. Now - what'll you have?"

He picked up the menu and started to read it and stopped suddenly.

"What's wrong?" asked his wife.

He turned his head and shut his eyes for a moment.

"Listen."

She listened.

"I don't hear anything," she said.

"Don't you?"

"No. What is it?"

"Just the tide," he said, after a while, sitting there, his eyes still shut. "Just the tide, coming in."

5.14

13 Why do you think George didn't tell his wife about his experience?
14 How do you think he is feeling as he listens to the tide come in?

5 VOCABULARY place and movement

a Look at six sentences from the story. Without looking back at the story, complete the gaps with a word from the list. Then check with the story.

along away back (x3) into onto round through towards (x2) upon

1 George and Alice...in an hour had run through their hotel _______ the beach _______ the ocean and _______ out to bake _______ the sand (1.2).
2 He stepped _______ the picture, stepped _______. Then he moved _______ the line of figures, like a man viewing a precious series of marbles... (1.93).
3 Now he was saying good night, good night. Now he was gone, walking _______ down the beach _______ the south (1.113).
4 And when he came to the end of the animals and men he turned _______ and started _______ in the other direction (1.118).

b p.164 Vocabulary Bank Place and movement.

6 5.15 SONG ♫ Vincent
1 SPEAKING & LISTENING

a How much medical vocabulary do you know? Do the quiz with a partner.

Medical Quiz

1 When might you get...?
   a a bruise
   b a blister
   c a rash

2 Why might you be given...?
   a a plaster
   b a bandage
   c antibiotics
   d stitches
   e an X-ray
   f a scan

3 When might you need to see...
   a your GP
   b a specialist
   c a surgeon

4 What are the symptoms of...
   a a cold
   b flu
   c food poisoning
   d a heart attack
   e asthma

5 What might happen to you if you...
   a had to stand for a long time in a hot crowded room
   b drank too much champagne
   c were stung on your hand by a wasp
   d switched on a light with wet hands

c 5.16 Now listen to a doctor talking about these beliefs. Were you right?
d Listen again. Why is each belief true or a myth? Make notes and then compare with a partner.

LEXIS IN CONTEXT

e 5.17 Complete the extracts from the listening with the missing word. Listen and check.

1 If you're w_______ your weight, what matters is what you eat, not when you eat it.
2 Colds, we know, are caused by v_______, which you catch from an infected person...
3 But recent research has found that being exposed to cold temperatures does, in fact, lower our body's d_______.
4 As a matter of fact there is a medical condition called night-eating s_______, which affects 2% of the population.
5 Reading in the dark or in bad light can cause a temporary s_______ on the eyes, but it rapidly goes away once you return to bright light.
6 ...our body heat, and certain chemicals in our s_______.

f Did any of this information surprise you? Will it affect the way you behave? Are there any other strongly-held beliefs about health and medicine in your country which you think are probably myths?

Never shower in a thunderstorm.

Surprising facts and misleading myths about our health and the world we live in...

Truth or myth?

1 Avoid eating late at night if you don't want to put on weight.
2 If you stay out in the cold and wind, you are more likely to catch a cold.
3 Never have a shower during a thunderstorm - you might get electrocuted.
4 Reading in dim light will ruin your eyesight.
5 Some people attract mosquitoes more than others.
6 Bottled water is safer than tap water.
2 VOCABULARY  similes

a  Read the information about similes. Then complete sentences 1–10 with a word from the list.

A simile is a fixed informal / colloquial expression of comparison using as or like. Similes add emphasis to an adjective, adverb or verb, e.g. I think Jane's a bit underweight for her age - she's as light as a feather. (=very light).

bat  dream  fish  flash  gold  horse  log  mule  post  sheet

1. My husband's as stubborn as a . He refuses to go to the doctor about his bad back.
2. She's as white as a . I think she's going to faint.
3. He drinks like a . He ought to cut down or he'll have problems with his liver.
4. He's as deaf as a . You'll have to speak up a bit.
5. She sleeps like a . I don't think she's ever had problems with insomnia.
6. Your mother's as blind as a . I think she ought to get her eyes tested.
7. She's been as good as . She took all her medicine without making any fuss.
8. My new medication works like a . I feel a hundred times better.
9. When I pressed the button the nurse came as quick as , and immediately changed my drip, which was running out.

b  Try to think of three people or things you could describe with these similes. Compare with a partner.

3 GRAMMAR  gerunds and infinitives

a  5.18  Listen and write the verbs or phrases in the right box.

+ to + infinitive

+ gerund

+ infinitive without to

b  Use your instinct. Cross out the wrong form. Tick (√) if both are possible.

1. I regret not going / not having gone to the doctor earlier.
2. I hate telling / being told that I've put on weight.
3. I would like to have brought / to bring you some flowers, but I didn't have time.
4. I was stupid not to take / not to have taken all the antibiotics.
5. Is there anywhere to park / park near the hospital?
6. I've got enough tablets to last / for lasting until the end of the month.
7. It's no use worrying / to worry until you know what's wrong with you.
8. She was the first woman to become / becoming a professor of cardiac surgery.

c  p.150 Grammar Bank 5C. Read the rules and do the exercises.

d  Communication  Guess the sentence. A p.118 B p.120.
4 VOCABULARY & PRONUNCIATION
a. Look at some words which describe types of alternative medicine. Do you know what any of them are, and what they’re used for?
- homeopathy
- osteopathy
- aromatherapy
- herbal medicine
- chiropractic
- reflexology
- hypnotherapy
- acupuncture

b. 5.19 Now listen to eight definitions and match them with the words.

c. 5.20 Listen and check. Then underline the main stressed syllable.

d. 5.21 Listen and underline the main stressed syllable in the following words. In which word families does the stress change?
- an acupuncturist
- a chiropractor
- a homeopath
- homeopathic medicine
- hypnosis
- a hypnotherapist
- an osteopath
- a reflexologist

5 LISTENING & SPEAKING
a. What forms of alternative medicine are popular in your country? Why do you think some people are sceptical about them?

b. 5.22 Listen to four people talking about their experience of alternative medicine. Complete the chart.

<table>
<thead>
<tr>
<th>Speaker A</th>
<th>What did they use?</th>
<th>What for?</th>
<th>Was it successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker D</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. Listen again. Write the number of the speaker.
Who...?
1. took more than the recommended dose
2. had a physical side effect
3. felt slightly better immediately after the treatment
4. had been unwell for some time before trying alternative medicine
5. has been using alternative medicine for a very long time
6. thought that the dose they had to take was very high
7. tried alternative medicine because of a previous bad experience
8. never gave their children conventional medicine

d. Have you ever used any alternative medicine, or do you know anyone who has? Was your / their experience positive or negative?

6 READING & SPEAKING
a. Read a review from The Sunday Times about a new book on alternative medicine and answer the questions with a partner.
1. Do the authors of the book believe that alternative medicine is a trick or a valid form of treatment?
2. Do they think there are any exceptions?
3. Does the reviewer agree?

Trick or treatment?
Alternative Medicine on Trial

‘For 2,400 years,’ wrote the historian of medicine, David Wooton, ‘patients believed doctors were doing them good; for 2,300 years they were wrong.’ Only in the past 100 years have treatments in mainstream medicine been consistently subject to clinical trial, to discover what works and what doesn’t. Much medicine, though, still stands defiantly outside this mainstream. Can these alternative therapies really claim to be medically effective judged by today’s standards, or are they no better than the blood-letting and snake oil of darker centuries?

Simon Singh, a science writer, and Edzard Ernst, a doctor, have set out to reveal the truth about ‘the potions, lotions, pills, needles, pummelling and energizing that lie beyond the realms of conventional medicine.’ Their conclusions are damning. ‘Most forms of alternative medicine,’ say the authors, ‘for most conditions remain either unproven or are demonstrably ineffective, and several alternative therapies put patients at risk of harm.’

One by one, they go through the most influential alternative therapies (acupuncture, homeopathy, chiropractic, and herbal medicines) and subject them to scientific scrutiny. In each case, they ask what the evidence is for saying that a given therapy ‘works’. Acupuncture, homeopathy, and chiropractic all come out badly. Singh and Ernst build a compelling case that these therapies are at worst positively dangerous – chiropractic neck manipulation can result in injury or death – and at best, are more or less useless. For example, tests done in Germany have shown that ‘real’ acupuncture works no better in easing migraines than sham acupuncture, a random application of wrongly positioned needles, working as a placebo.

Singh and Ernst do not deny that placebos are powerful things. This being so, does it matter if homeopathy really ‘works’ in scientific terms? If it makes me feel better to rub arnica cream into a bruise, what harm is done? The authors argue that it does matter, for three reasons.
b Read the article again and choose the right answers.
1 'Mainstream medicine' (1.4) refers to...
   a medicine which is considered normal and used by most doctors.
   b all kinds of medicine, including alternative medicine.
   c medicine which has been given to patients for thousands of years.
2 'Damning' (1.16) means...
   a rather unclear.  b extremely negative.  c ambiguous.
3 In paragraph 3, the German tests are cited to show that...
   a acupuncture is the least effective of the three therapies mentioned.
   b any benefits from acupuncture are due to the placebo effect.
   c some alternative therapies can be dangerous.
4 What most concerns the authors about alternative medicine is that...
   a seriously ill patients may choose to use it and not get effective mainstream treatment.
   b it is ridiculously expensive considering that it does no real good.
   c doctors would have to be dishonest in order for the placebo effect to work.
5 St John's Wort is given as an example of a medicine which...
   a doesn't really work.
   b has not passed proper tests.
   c should no longer be considered alternative.
6 The reviewer believes that some people use alternative medicine because...
   a the practitioners pay them more attention than mainstream doctors.
   b it is cheaper than having to pay the high prices charged by big pharmaceutical companies.
   c they believe all the evidence about alternative medicine.

LEXIS IN CONTEXT

c Find the opposite of the bold word or expression in the text.
1 alternative medicine conventional or ______ medicine
2 a proven theory an ______ theory
3 effective treatment ______ treatment
4 a useful remedy a ______ remedy
5 real acupuncture ______ (or bogus) acupuncture
6 a bargain ______ depression

LEXIS IN CONTEXT

b Do you agree with the following points made in the article?
- Alternative medicine only works because of the placebo effect.
- Mainstream medicine is far more effective in treating serious illnesses.
- Some alternative medicine can actually be harmful.
- All alternative medicines should be tested in the same way that conventional medicines are.
- Drug companies have no interest in preventing or eradicating illnesses, only in controlling them.
- Alternative medicine does more than mainstream medicine to prevent illness.

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First, if, as the evidence indicates, homeopathy is merely a placebo, then the price tag is a rip-off.
A second problem lies in the ethics of the doctor-patient relationship. In order to make the placebo effect work, doctors would have to suppress their knowledge that homeopathy was bogus. 'In fact, the best way to exploit the placebo effect is to lie excessively to make the pill seem extra-special, by using statements such as 'this remedy has been imported from Timbuktu, etc'. Third, and most worrying, by putting his or her faith in homeopathy, a patient may fail to seek out more effective conventional treatment. In the case of a minor bruise, this doesn't matter. It's altogether more serious when it comes to asthma, say, or cancer.

Does this mean that all alternative therapies are to be dismissed? In the case of herbal medicines, Singh and Ernst admit that some are effective, but even here they argue that, once an alternative treatment passes proper tests, it is accepted into the mainstream and ceases to be alternative. The examples they give are St John's Wort for the treatment of mild depression and fish oils for preventing heart disease, as well as osteopathy (a gentler alternative to chiropractic). They would like to see all alternative medicines jump through the same expensive hoops as mainstream drugs. Until they have passed such tests, they should come with cautions (Warning: this product is a placebo), though of course any such warning would work against the placebo effect.

The authors admit that, in the 19th century, patients were sometimes better off with homeopathy (i.e. no treatment at all) than with the mainstream practices of 'blood-letting, vomiting, sweating, and blistering, which generally stressed an already weakened body', but point out that today's medicine is, of course, infinitely more effective in the treatment of disease. However, in my opinion, mainstream medicine is hopelessly primitive when it comes to preventing illness. The 'evidence-based' medicine that Singh and Ernst are so fond of does not look so great when we consider the profiteering of big pharmaceutical companies, which would rather sell us drugs to manage our illnesses than help us stay well. Alternative medicine flourishes in the space that conventional medicine, which, focusing on cure rather than prevention, neglects. Is it any wonder that some people - against all the evidence - prefer the warm lies of the alternative practitioners to the cold drugs of the men in white coats?
Key success factors
- being clear and concise
- making sensible recommendations based on your observations

**ANALYSING A MODEL TEXT**

a The owners of a language school are doing some research into student satisfaction, and have asked several students to interview all the students at the school and write a report. Read their report and then from memory tell a partner what the school's main strengths and weaknesses are in each area.

b Without looking back at the model text, try to remember how some of the highlighted phrases below were expressed in a less informal way. Check back with the text for those you can't remember.

1 What this report is for is...
The ____________ is...
2 ...is to find out how happy students are with the classes and facilities.
   ...is to ________________ with the classes and facilities.
3 In general, students thought the teachers were very good.
   In general, students ________________.
4 About class sizes, most students think that there should no more than twelve students in a class.
   ________________, most students think that there should no more than twelve students in a class.
5 As for how long the classes last, they officially last an hour.
   As for ________________, they officially last an hour.
6 We suggest buying more computers...
   We suggest ________________ more computers...
7 Most students feel __________ feel...
8 ...that if you make the changes we suggest, it will be an even better place to study.
   ________________, it will be an even better place to study.

**King James's Language School: A report**

**Introduction**
The aim of this report is to assess student satisfaction with the classes and facilities at King James's Language school, and to make suggestions for improvements.

**Testing and registration of new students**
Most students were satisfied with the testing process for new students. However, they complained about the long queues at registration. We believe it would be preferable either to have more staff available to deal with registrations, or to give students a specific day and time to register.

**The classes**
In general students rated the teachers very highly. Their main criticisms were of class sizes and the length of classes. As regards class sizes, most students think there should be no more than 12 students in a class. As for the duration of classes, they officially last an hour, but in practice they are usually only 45 minutes because of latecomers. We propose that all students who arrive more than five minutes late should have to wait until the break for admittance.

**The self-study centre**
It is generally thought that the self-study centre, while useful, has two major drawbacks. There are not enough computers, and at peak times they are always occupied. Also the centre closes at 7 p.m., so students who come to the later classes cannot use the centre at all. We suggest purchasing more computers and extending the opening times until 9 p.m.

**The cafeteria**
The cafeteria was replaced last year by vending machines for drinks and snacks. Although it is true that people often had to wait to be served, most students vastly preferred the cafeteria and would like it to be re-opened.

**Conclusion**
Overall, the majority of students are extremely positive about the school, and feel that if the suggested changes are implemented, it will be an even better place to study.
USEFUL LANGUAGE

c Complete the missing words.

Some common expressions for generalizing
1 Generally sp ______________________, people think...
2 In g ______________________, people think...
3 The general v ______________________ is that certain improvements need to be made.
4 It is generally co ______________________ / thought ...
5 Ov ______________________, the majority of students think...

d Rewrite the following sentences.

Making suggestions
1 Please buy new computers
   We suggest ______________________
2 You ought to improve the registration process.
   It would be advisable ______________________
3 Why don’t you make the classes smaller?
   We propose ______________________
4 You really should change the opening hours.
   I strongly recommend ______________________
5 It would be much better if classes lasted an hour.
   It would be far preferable for classes ______________________

PLANNING WHAT TO WRITE

Brainstorm the content

a Read the following task and all the relevant information. Then with a partner decide
1 how many headings you will need and what they should be.
2 how to express the relevant information in your own words.
3 what suggestions for improvements could be made under each heading.

Your language school has just started four-week study trips to the UK.
You have been asked by the principal of the school to get feedback from all the students who participated and write a report detailing what students were positive about, what problems they had, and making suggestions for improving future study trips.

You have made notes covering the views of the majority of participants:
People with families much happier than those who stayed in the halls of residence, because they were able to speak to the families a bit.
School OK and classes good but almost everyone complained about the lunch (just a sandwich). Some thought six hours a day too much.
People not very keen on some weekend cultural programmes. Trips to London and Oxford great, Bath and Stratford boring.

On all trips too much sightseeing and not enough time for shopping!

b Together, suggest improvements to the study trips beginning with a different expression each time.

TIPS for writing a report
- Look carefully at who the report is for and what they need to know. This will help you choose what information you have to include.
- In the introduction state what the aim of the report is.
- Decide what the subdivisions are going to be within the areas of the report and think of headings for them.
- For each paragraph state the situation (strengths and weaknesses) and then make a recommendation.
- If in an exam you are given information on which to base your report, try not to use exactly the same words.
- Try to use a variety of expressions for generalizing and making suggestions.
- Use an appropriate professional style, avoiding very informal expressions.

WRITING

You are going to write the report. It should be approximately 250 words.

DRAFT your report, using the headings and suggestions you worked on in the planning stage.

EDIT the report, deciding if there is any information that should be left out and making sure the report is the right length.

CHECK the report for mistakes in grammar, spelling, punctuation and register.
THE INTERVIEW

a You are going to listen to an interview with Patricia Melvin, an American painter. Before you listen, read the glossary and look at how the words are pronounced to help you understand what she says.

in situ /ɪnˈsɪtjuː/ (from Latin) in the original or correct place
sketch /ˈskiːtʃ/ noun a simple picture that is drawn quickly and doesn’t have many details
pose /ˈpɒz/ noun a particular position in which one stands, sits, etc., especially in order to be painted
canvas /ˈkænvəs/ noun a piece of strong heavy material used for painting on
the Hudson /ˈhʌdən/ one of the rivers which flow through New York City

b 5.23 Listen to part 1. Answer the questions with a partner.
1. What is it about New York that attracts and inspires creative people?
2. Why does she prefer working in situ to working from photos?
3. Why does working in situ mean she has to work fast?
4. Does she normally take a long time to finish a painting?
5. What does she say is the main difference between painting a cityscape and a landscape?
6. What is the advantage of painting in the countryside?
7. What problem does she have with painting portraits?

c 5.24 Listen to part 2. Answer the questions with a partner.
What does she say about…?
1. the Hudson River
2. her parents
3. sunrise
4. the advantages of painting just before and during the spring
5. the places where she’d like to paint
6. what an artist has to sacrifice and why

d 5.25 Listen and complete the phrases with two or three words. What do you think they mean?

COMMON EXPRESSIONS AND IDIOMS
1. I ___________ a little in the studio sometimes or finish things.
2. ___________ as opposed to down a street, where it is so clear and easy, kind of, to ___________.
3. I love it because I’m usually alone, ___________ alone there, and I’m not distracted by passers-by.
4. And that’s a ___________ sacrifice ___________ your social life...
5. ___________ They contradict one another ___________.

e If you were an artist, what would you choose to paint and why?

IN THE STREET

a 5.26 You are going to hear four people talking about art. What three questions are they all asked? Which speaker(s) go to art galleries most/least often?

b Listen again. Match the speakers to the statements.
1. They don’t like paintings of people.
2. Their favourite paintings are based on photos.
3. They don’t have a favourite style of painting.
4. They like paintings which show nature, and especially the sea.
5. They like their favourite paintings mainly because of the colour.

c 5.27 Listen and complete the phrases with one to three words. What do you think they mean?

COMMON PHRASES
1. I have a Kandinsky that I’m ___________.
2. ___________ you know, a photograph of Florence ___________ and he’ll take out some buildings and invent some replacements...
3. A lot of my friends go ___________ and I never seem to find the time.
4. ___________ sort of large blocks of magenta and grey.

d Answer the same questions with a partner.
**Revise & Check**

**GRAMMAR**

a Put the verb in brackets in the right form.

1. Do you think I ought _______ to Mario? (apologize)
2. Rick hates _______ that he doesn’t dance very well. (tell)
3. I would love _______ the exhibition, but it finished the day before we arrived. (see)
4. Alex seems _______ a lot recently. Do you think he’s studying enough? (go out)
5. Isn’t there anywhere _______ here? (sit down)
6. You’d better _______ to the doctor about that cough. (go)
7. There’s no point _______ him. He always has his mobile switched off when he’s driving. (phone)
8. It’s important for celebrities _______ at all the right parties. (see)
9. You’re not supposed _______ your mobile at work but everyone does. (use)
10. You needn’t _______ any food or drink to the barbecue. We’ve already got plenty. (bring)

b Circle the right phrases. Tick if both are possible.

1. I’m supposed to take / I have to take the medicine every day.
2. I can hear / I am hearing voices in the flat next door. I thought the neighbours were away.
3. It looks as if / as though there’s going to be a storm tonight.
4. You should have listened / You should listen to my advice, but it’s too late now.
5. It is not allowed / is not permitted to feed any of the animals.
6. You look / You seem a bit down today. Is everything OK?
7. This coffee tastes like / tastes of tea. It’s undrinkable!
8. You don’t need to / You needn’t be especially tall to join the police force nowadays.
9. I needn’t have taken / I didn’t need to take any summer clothes. In the end it was too cold to wear them.
10. It smells as if / like if someone has burnt the toast.

**VOCABULARY**

a Circle the right word.

1. We drove under / below the bridge and into the town centre.
2. It’s only a tiny cut on your finger. Just put a bandage / plaster on it.
3. I was so tired I slept like a bat / log last night.
4. I’ve been walking all day and my new shoes have given me a blister / bruise on my toe.
5. The actor scribbled / sketched his autograph on the piece of paper.
6. My husband is as stubborn as a horse / mule.
7. If you’ve got a problem with your back, you should see a(n) osteopath / homeopath.
8. Shall we go for a walk along / through the river bank?
9. I only glanced / gazed at the woman but I would say she was Spanish or Italian.
10. He never hears the door bell. He’s as deaf as a wall / post.

b Write words for the definitions.

1. _______ noun a painting or drawing that you do of yourself
2. _______ verb to open and shut your eyes quickly
3. _______ noun a piece of modern sculpture made using objects, sound, etc.
4. _______ noun a Chinese method of treating pain and illness using needles
5. _______ verb to shake because you are nervous, frightened, excited, etc.
6. _______ noun a kind of treatment which uses hypnosis to treat physical or emotional problems
7. _______ verb to draw lines or shapes, especially when you are bored or thinking about something else

c Complete the sentences using the bold word and a prefix.

1. I _______ speak clearly and I totally _______ what he said. UNDERSTAND
2. I get very _______ when I feel that I’m not making any progress. MOTIVATE
3. Even though the Scottish soldiers were completely _______ by the English, they won the battle. NUMBER
4. The film isn’t as good as everyone says it is. I think it is very _______ RATE
5. There was a huge _______ demonstration in the main square last night. WAR
6. Look, I think they have _______ us. The bill should be 80 euros, not 60. CHARGE
7. When I am travelling, I usually use _______ phone cards to make calls. PAY
8. The meeting has been postponed and will be _______ for a later date. ARRANGE

d Complete the phrasal verbs.

1. Put that cigarette _______. Can’t you see the ‘No smoking signs’?
2. A car _______ outside our house and a man got out.
3. The teacher _______ the exam papers to the students.
4. You should never _______ the window on a train. It’s very dangerous.
5. The driver _______ his window and asked me the way to the town centre.
6. The government want to _______ a new law to reduce the speed limit.
My 25,000 Wonders of the World

The coaches at the Uluru Sunset Viewing Area were parked three deep. Guides were putting up tables and setting out wine and snacks. Ten minutes to go. Are we ready? Five minutes, folks. Got your cameras? OK, here it comes...

Whether an American backpacker or a wealthy traveller, Danish, British, or French, we all saw that sunset over Uluru, or Ayers Rock, in what seems to be the prescribed tourist manner: mouth full of corn chips, glass full of Château Somewhere, and a loved one posing in a photo's foreground, as the all-time No 1 Australian icon behind us glowed briefly red.

Back on the coach, our guide declared our sunset to be 'pretty good', although not the best she'd witnessed in her six years. Behind me, Adam, a student from Manchester, reinserted his iPod earphones: 'Well, that's enough of that rock'. Indeed. Shattered from getting up at five in order to see Uluru at dawn, I felt empty and bored. What was the point? What made this rock the definitive sunset rock event? Why had we come here? Well, I suppose my sons would remember it always. Except they'd missed the magical moment while they checked out a rival tour group's snack table, which had better crisps.

So now I've visited four of the '25 Wonders of the World', as decreed by Rough Guides. And I think this will be the last. While in my heart I can see myself wandering enchanted through China's Forbidden City, in my head I know I would be standing grumpily at the back of a group listening to some Imperial Palace Tour Guide. At the Grand Canyon I would be getting angry with tourists watching it through their cameras - eyes are not good enough, since they lack a recording facility.

As we became richer and consumer goods are more widely affordable, and satisfy us only briefly before becoming obsolete, we turn to travel to provide us with 'experiences'. These will endure, set us apart from stay-at-home people and, maybe, fill our lives with happiness and meaning. Books with helpful titles like 7,000 Places to See Before You Die are best-sellers. I'd bet many backpacks on the Machu Picchu Inca Trail are filled with copies, with little ticks pencilled in the margins after each must-see sight has been visited. Travel is now the biggest industry on the planet, bigger than armaments or pharmaceuticals. And yet viewing the main sight of any destination is rarely the highlight of a trip. Mostly it sits there on your itinerary like a duty visit to a dull relative.

And yet viewing the main sight of any destination is rarely the highlight of a trip. Mostly it sits there on your itinerary like a duty visit to a dull relative. The guilt of not visiting the Sistine Chapel, because we preferred to stay in a bar drinking limoncello, almost spoilt a weekend in Rome.

In Queensland, the Great Barrier Reef reproached us. How could we travel 15,000 miles without seeing it? How would we explain back home that we were too lazy, and preferred to stay playing a ball game in our hotel pool? In the end we went to the reef and it was fine. But it won't rank highly in the things I'll never forget about Australia. Like the fact that the banknotes are made of waterproof plastic; how gloriously Australian is that? Even after a day's surfing, the $50 note you left in your surfing shorts is still OK to buy you beer! And the news item that during a recent tsunami warning, the surfers at Bondi Beach refused to leave the sea: what, and miss the ride of their lives? Or the stern warning at the hand luggage X-ray machine at Alice Springs airport: 'No jokes must be made whilst being processed by this facility' - to forestall, no doubt, disrespectful Aussie comments: 'You won't find the bomb, mate. It's in my suitcase.'

The more I travel, the clearer it seems that the truth of a place is in the tiny details of everyday life, not in its most glorious statues or scenery. Put down your camera, throw away your list, the real wonders of the world number infinitely more than 25.
c Read the article again. Then answer
the questions with a partner.
1 What do you think the author means by
‘the prescribed tourist manner’ in L.7?
Does she think it’s a good thing?
2 What were her main emotions after
seeing the sunset?
3 Why does she think that Uluru is probably
the last ‘wonder of the world’ she will see?
4 What kind of tourists is she criticizing
when she says ‘eyes are not good
enough...’ in L.26?
5 What does she say that a lot of backpackers
carry with them nowadays? Why?
6 What does she compare visiting the
main tourist sights to? Why?
7 What does she mean by ‘the Great
Barrier Reef reproached us’?
8 What three aspects of Australia did
she find really memorable? Why?

d Talk to a partner.
Do you agree with the author’s view about
famous tourist sights?
1 Have you ever...
• been to a famous sight and thought
it was overrated
• been to a famous sight which lived
up to your expectations
• felt guilty about not seeing a sight
when you were on holiday somewhere
• been disappointed at not being able
to see a famous sight
2 Think of the last place you visited as a
tourist. Can you think of a ‘tiny detail of
everyday life’ that made the place or the
moment special?
3 What ‘real wonders of the world’ would
you recommend to people visiting your
country / town?

2 VOCABULARY & SPEAKING
travel and tourism

a Find words from the text in 1 which mean...
1 __________ a person who travels cheaply
carrying their equipment and clothes
in a bag they carry on their back.
2 __________ an interesting place in
town or city often visited by tourists.
3 __________ the place where you are
going to.
4 __________ a plan of a journey including
the route and the places that you visit.
5 __________ the natural features of an area,
e.g. mountains, valleys, rivers, or forests.

b p.165 Vocabulary Bank Travel and tourism.

c Do the questionnaire with a partner. Which alternative would you
choose in each case, and why? Try to use the expressions below.

Expressing preferences
I’d prefer to...
I’d (much) rather... (than...)
I’d go for option b, because...

<table>
<thead>
<tr>
<th>What kind of a traveller are you?</th>
</tr>
</thead>
</table>
| You are in Naples, Italy, for work, and you have one free
day. You can either...
| a) go on a day trip to Pompeii, which is about an hour away.
| b) spend the day shopping, walking, and getting to know the city.
| c) stay in your hotel, go to the pool, and have a great meal. |

2 Your family are planning a holiday. Which would you try
and persuade them to choose?
| a) Going on a safari in Botswana, with accommodation in tents.
| b) Renting a villa on a lively but rather touristy Greek island.
| c) A package holiday to the United Kingdom, with several
| excursions to the main sights included. |

3 You and three friends want to go away for a short
eromantic break together. The possibilities are...
| a) a three-day city break in a foreign city, staying at a cheap hotel.
| b) three days in a luxury spa hotel in your country.
| c) a week camping somewhere off the beaten track with
| beautiful scenery. |

4 You have to go on a business trip from London to
San Francisco which involves a long-haul flight. There
are two possible itineraries:
| a) an economy-class flight which leaves very early in the
| morning, with a 24-hour stopover in New York.
| (Flying time: London-New York 7.5 hours; New York-
| San Francisco 6.5 hours)
| b) a business-class flight which leaves at midday, but with
| no stopover. (Flying time: 13 hours) |

5 You and a friend really want to visit Vietnam, which you
have heard is very beautiful. You can either...
| a) book a package holiday through a travel agent, including
| guided tours of famous sights.
| b) go backpacking, organizing your flight beforehand, but
| finding accommodation as you go.
| c) buy a good guidebook and organize the trip yourself,
| booking hotels and transport on the internet. |

6 You are booking a flight with a low-cost airline to a major
city, where you are going to spend the weekend with
some friends. Apart from the flight, would you also...
| a) take out insurance
| b) pay extra to offset your carbon footprint
| c) pay extra to check in a suitcase |

d Look at your partner’s answers again. What kind of traveller do you
think he / she is?

3 SONG: I Wish I Could Go Travelling Again
4 PRONUNCIATION homophones

'We visited the site of the Battle of Gettysburg.'
'I didn't have time to see many of the tourist sights in New York.'

site and sight are homophones. They are words which are spelled differently and have different meanings, but are pronounced exactly the same.

a With a partner, think of homophones for the bold words:
1. We're going to have to wait until two hours before the flight to check in. /wet/
   What's the maximum ________ for hand luggage on this flight?
2. We're bored! We don't want to visit any more museums! /bored/
   Can you check on the departures ________ to see what time the train leaves?
3. We went on a city-break to Prague. /brek/
   The airport bus had to ________ suddenly when a lorry pulled out in front of us.
4. It's not fair! Jane's family's going to Spain and we're just going to Brighton. /fair/
   How much is the air ________ to Australia?
5. Can you find the piece of paper with our flight details? /pis/
   We want to go somewhere off the beaten track for a bit of ________, and quiet.
6. It's a four-star hotel, and it's even got a tennis court. /kört/
   We only just ________ the train — it left seconds after we'd got on it.
7. We went on a day trip to Lake Victoria, which they say is the source of the Nile. /sɔrs/
   I quite like the meat, but the ________ tastes really strange.
8. I can take you to the beach on my bike, but you'll have to hold on to my waist really tight. /weist/
   Don't bother going to see the castle. It's a ________ of time. It's just a ruin.
9. We're staying at a beautiful hotel for our honeymoon — we've booked the bridal suite. /swit/
   I don't really like the local liqueur, it's too ________ for me.
10. We walked along the quay, watching the fishing boats returning with their catch. /ki:
    I'm terribly sorry but I can't find my ________. Could you give me another one?
11. If you're taking out travel insurance, make sure you give them the serial numbers of your laptop and mobile. /spari/
    There wasn't much choice for breakfast — just toast and ________.
12. Would you mind filling in this form, please? /wod/
    We walked through the ________ until we came to the lake.

b Test a partner. A say one of the homophones, B say what the two spellings and meanings are. Then swap roles.

5 GRAMMAR expressing future plans and arrangements

a How do you normally get to the place where you work or study? How long does it take you? Do you know any people who travel for more than an hour each way every day?

b Read an article about 'extreme commuting.' What are the pros and cons for Nick Thorner?

'Extreme commuting — would you do it?'

Job recruiters say that it is getting more and more difficult today to convince candidates to relocate. Instead people are increasingly open to 'extreme commuting' as an alternative to relocation. Extreme commuting is the term used to describe a daily journey to work by car or train that takes more than 90 minutes each way, or a plane journey to work and back each week. Family ties are the leading reason for resistance to relocating, according to half the recruiters surveyed, while lifestyle preferences (25%) and housing market costs (10%) are also contributing factors.

Nick Thorner works in publishing in the UK. He commutes every day to get from his home in south-east London to his office in Oxford, and then back again. 'My journey to work and back usually eats up about 6 hours of my day. The morning trip involves getting up at the crack of dawn. Going home is marginally more tiring because I have to contend with rush-hour traffic. If I leave the office by 5.15 p.m. I'll normally struggle through my front door by around 8.30 p.m. I'll then have an hour to eat, read a story to my daughter, and iron clothes for the next day before I go to bed.

I do it because my wife and daughter are quite settled where we are and they'd prefer not to move. For my part, I enjoy my job so feel it's worth the commute. The long journey does have its advantages, too. It gives me some precious 'me time' when I can listen to music or radio programmes that my family don't like listening to at home.'

c 6.2 Listen to Nick on a typical morning and answer the questions.

1. What time does he leave home?
2. What four different ways does he travel?
3. What time does he get to work?

d 6.3 Now listen and complete some of Nick's sentences. What do they have in common?

1. I ________ home very shortly.
2. I'm ________ get on my bike to cycle to the tube station.
4. It's ________ arrive at 8.20, but it depends a bit on the traffic.
5. I need to be on time today — I ________ a client at nine o'clock.

e  p.151 Grammar Bank 6A. Read the rules and do the exercises.
6 LISTENING & SPEAKING

A journey to remember

Famous people recount their travel experiences they remember and sometimes would rather forget...

LEXIS IN CONTEXT

d. Look at the highlighted expressions. What do you think they mean? Can you remember how the sentences continued?
1. ...when I arrived at the airport, my heart sank because...
2. ...I was still hoping to make it in time for...
3. Then to my horror I realized that...
4. By this point the co-pilot himself had realized that...
5. But presumably because of the pressure or the cold I don't know...
6. To my relief we landed...
7. Then on the way back the pilots were...
8. ...nothing was going particularly wrong, but I noticed that...

e. If you were asked to speak on the programme A journey to remember, which travel experience would you talk about? (It could be an exotic journey when you were travelling somewhere, or just something unexpected that happened on your way to work or school.) Work in groups of three or four and tell each other about your experience.
Pets and pests

1 READING

a. Look at the photos of animals. What kind of people do you think would choose them as pets?

b. Read an article about pets and their owners. Which of the owners do you think has most in common with their pet(s)?

Pets and owners ‘become more alike over time’

Pets and their owners are just like married couples and they get more alike over time, according to recent research. In a study carried out by a British university 2,500 pet owners were asked to complete an online questionnaire about their personalities and those of their pets. The study showed that many dog lovers, cat owners, and even reptile keepers shared many of the same traits such as happiness, intelligence and sense of humour as their pets.

The dog owner

Paul Keevil, a photographer and artist, believes he and his pet dog Crosby are growing more grumpy together as they get older. Mr Keevil bred Crosby, a rare Dandie Dinmont terrier, and has kept him as a pet for the past eight years. Not only does he think they look alike, he says they have increasingly developed the same personality over the years. ‘I’m becoming a bit more bad-tempered as I get older,’ Mr Keevil said, ‘and so is he. We live in the same small space, and we are not as tolerant as we used to be. I certainly enjoy my food as much as he does, although I’m a bit fussier. Other than that, I think I am a little bit more intelligent.’ He added, ‘I think quite possibly pets and owners do grow alike as they get older. It also may be that there is something subliminal when it comes to us choosing our pets. If someone is happy and cheerful, then they tend to choose a dog that is always wagging its tail.’

The cat owner

Laila El Baradei said that she and her cat shared one behaviour trait: they both enjoy harassing her husband. The 30-year-old London lawyer has owned Philphil (Arabic for Papa) for four years. ‘She bites my husband’s toes and attacks him on my behalf, constantly harassing him when he’s trying to do something,’ Mrs El Baradei said. ‘And to a certain extent she is like me – and shares my sense of humour. We both like to snuggle up at night, I get very cold, and warm myself up, and Philphil sleeps on the radiator.’ While Mrs El Baradei admitted to numerous similarities, she hoped there were differences. ‘While she is smart, I’d like to think I am more intelligent than my cat.’

The reptile owner

Graham Martin, who keeps lizards, said their personalities change to become more like his. ‘I’ve had bearded dragons calmly sitting and watching the telly when I do. If you’ve got lots of energy, they pick up on that, and if you are afraid, they are too. They tend to reflect whoever has brought them up. If they’ve had a stressed owner, then they can be very stressed, they can behave like absolute lunatics. But generally, because I’m calm, they tend to calm down themselves.’

The fish owner

Sarah Ogilvie believes she is far more serene since acquiring a similarly relaxed goldfish called Garfield. A marketing consultant, who works in a stressful environment, Ms Ogilvie says she looks forward to coming home from work to see him swimming lazily in his tank. ‘I just sit in my armchair with a glass of wine and watch him swirl around,’ she said. ‘It’s better than watching TV by far. I’m sure he recognizes me – he always comes up to the glass when I walk towards him, but maybe that’s because I feed him. He’s much friendlier than a lot of those aquarium fish you see in big offices. He’s quite a character. Am I happier because of Garfield? I think I probably am. They say that being near water is calming in itself, so maybe that has something to do with it.’

The bird owner

Friends tell Juliet Eberie that she is eccentric, just like her five birds. ‘It’s not so much that I think that, but I think some of my friends do,’ she conceded. ‘And if enough people say it, then it might be true.’ Ms Eberie said that she had undoubtedly picked up some of her birds’ traits. ‘The way I talk sometimes and bob my head has become more parrot-like,’ she admitted. Her parrots include a huge Mealy Amazon called Molly, two Eclectus parrots, and a pair of African greys. They all have individual traits she sees in herself. ‘Molly loves people,’ she said. ‘At times she’s a bit of a show-off, like me. And the greys have got a great sense of humour.’

'I loathe people who keep dogs. They are cowards who haven’t got the guts to bite people themselves.'

August Strindberg, Swedish dramatist
c  Now read the article again and find answers to the questions below. Answer with D (the dog owner), F (the fish owner), C (the cat owner), R (the reptile owner), or B (the bird owner).

Who...?
1 finds that their pet creates a different atmosphere from the atmosphere at work
2 enjoys the same pastimes as their pet
3 thinks that having a pet has changed them
4 says that other people think that they and their pets have similar personalities
5 thinks that people unconsciously buy pets which are like them
6 thinks that pets' personalities change according to the owners they have had
7 thinks that they and their pet have developed in the same way simultaneously
8 thinks that their pets are changing to become more like them
9 thinks that they now have gestures which they have picked up from their pets
10 sleeps in the same way as their pet

LEXIS IN CONTEXT
d  Find the following words in the text related to personality.

Introduction
1 _____________________________ (adj.)  similar to sb / sth
2 _____________________________ (noun) a particular quality in your personality

The dog owner
3 _____________________________ (adj.) bad-tempered
4 _____________________________ (adj.) able to accept what other people do and think
5 _____________________________ (adj.) concerned about unimportant details

The fish owner
6 _____________________________ (adj.) calm

The cat owner
7 _____________________________ (adj. NAmE) clever

The reptile owner
8 _____________________________ (noun) crazy people

The bird owner:
9 _____________________________ (adj.) strange or unusual
10 _____________________________ (noun) a person who tries to impress other people by showing how good he or she is at doing sth

e  Think of pets you have or have had, or people you know who have pets. Do you agree with the article that pets and their owners become more alike over time?

2 GRAMMAR  ellipsis and substitution
a  Complete the sentences from the text with an auxiliary verb. What is their function in the sentences?

- 'I'm becoming a bit more bad-tempered as I get older, and so _________.'
- 'I certainly enjoy my food as much as he _________.'
- 'Am I happier because of Garfield? I think I probably _________.'
- 'I've had bearded dragons calmly sitting and watching the telly when I _________.'
- 'It's not so much me who thinks that, but I think some of my friends _________.'

b  p.152 Grammar Bank 6B. Read the rules and do the exercises.

3 PRONUNCIATION  weak and strong pronunciation of auxiliary verbs and to
a  67  Read the dialogues and underline the auxiliaries or to when you think they are stressed. Listen and check. Then practise saying the dialogue.

A  Do you like dogs?
B  No, I don't, but my husband does.
A  So does mine. We have three Alsatians.
B  I went to Iceland last summer.
A  Lucky you. I'd love to go there. Did you see any whales?
B  No. I wanted to, but I get seasick, and you have to go on a boat.
A  Allie doesn't have any pets, does she?
B  She does have a pet. She has a hamster.
A  Ugh. I don't like hamsters.
B  Neither do I. They're too much like mice.

b  Answer the questions with a partner.
1 Are auxiliary verbs stressed (S) or unstressed (U) in the following?
   - in question tags
   - in short answers
   - in wh- questions
   - in negative sentences
   - when they are used for emphasis
   - with so and neither
   - when they come as the last word in a sentence
2 What vowel sound do unstressed auxiliaries usually have?
3 How is to pronounced
   a) when it's unstressed  b) when it's stressed?
4 When is to stressed?

c  Communication Match the sentences A p.118 B p.120. Match the sentence halves.
4 VOCABULARY  the natural world

a Work with a partner. How many of the quiz questions can you answer?

**Animals, birds, and insects**

1. What do you call a young...?
   a dog ______
   b cat ______
   c horse ______
   d cow ______

2. Which creatures live in...?
   a a nest ______
   b a hive ______
   c a stable ______
   d a kennel ______
   e a tank ______
   f a cage ______

3. What animals make the following noises?
   a squeak ______
   b bark ______
   c neigh /net/ ______
   d miaow ______
   e roar ______
   f grunt ______

b  p.166 Vocabulary Bank  The natural world

c Choose five circles. Tell your partner something about a person you know who...

- hunts regularly
- has an unusual pet
- doesn't eat meat or fish because of their principles
- is allergic to bee or wasp stings
- has a dog which barks incessantly
- is often in the doghouse with their partner
- has been bitten by a snake
- is an animal activist
- is a member of an organization which protects the environment
- doesn't believe in wearing fur
- has been attacked by a wild animal
- can't eat shellfish
- breeds animals
- has a bark that is worse than their bite

5 LISTENING

a What animals are considered pests in your country? Why?

b 6.8  6.9 Listen to two extracts from different news broadcasts, one about wolves and dogs, and one about foxes. What do the stories have in common?

c Read summaries of the two stories. Can you remember any of the missing words? Listen again and complete the summaries with one or two words in each gap.

1. When Jean Luc Renaud was walking in the Alps, he met a man who was covered in ____________

   The man had been attacked by a breed of dog called the ____________

   These dogs can weigh as much as _____________. They have been brought into the French Alps to defend ____________ from ____________.

   There are now about ____________ wolves in the Alps. The ____________ has spent money on helping farmers to protect the
   flocks with ____________ and ____________.

   However, the dogs are now attacking ____________, some of whom have taken the shepherds to ____________

   . There are also reports that a number of dogs have been ____________.

2. In London, the fox population is around ____________

   The noise they make is stopping residents in areas like Hampstead from ____________

   One Hampstead resident found a large fox in her garden, which seemed to be ____________

   She phoned Camden Council and asked for the ____________ department, but was put through to the ____________ department.

   They told her to check whether the fox was ____________, and offered to give her ____________

   She refused, and said that she wanted the council to ____________ the fox.

   The fox project then offered to send ____________ for the fox.

   At this point the fox left the garden.

   d. Who do you sympathize with the most in each story? Are any species of wild animal being protected where you live? Do you think it is a good thing or is it creating problems?
6 SPEAKING

a  6.10  Listen to some short extracts of people discussing the issues below and complete the phrases with an adverb.

Common adverb collocations
1  Now this is something I feel ________ about...
2  Well, I don't feel ________ about it either way.
3  I have to say I am _______ against zoos nowadays...
4  Oh no, I ______ disagree with you there...
5  Well, I couldn't disagree with you ______.
6  Well, I don't ______ agree with you...
7  Well, I'm ______ convinced that the animal does not want to be there...
8  Well, I'm ______ sure that kids could get the same amount of pleasure from seeing animals in the wild.

b  Work in groups of three or four. You are going to debate some of the issues below. Each choose a different issue, for which you will open a debate. Plan what you are going to say, making a few notes to help you.

Animal debates

People should not be allowed to keep very aggressive breeds of dog such as Rottweilers as pets.

In a civilized society there is no place for entertainment which involves cruelty to animals.

Animal activists are right when they object to animals being used in experiments.

Zoos nowadays serve no useful purpose and should be banned.

It is hypocritical for people who call themselves animal lovers to eat meat and fish.

People who live in flats should not be allowed to have pets which require exercise.

Hunting as a sport should be banned.

Animals bred for food should be kept in humane conditions.

c  Hold your debates. On which topic, as a group, do you most strongly a) agree  b) disagree? Try to incorporate language from a.
The promised land?

1 LISTENING & SPEAKING

a Can you think of some reasons why people decide to go and live in another country, or in another city in their country? Can you imagine doing it yourself?

b Talk to a partner. What do you think are the pros and cons of...
- living in a country which is not your own
- living in a city in your country which is not your own

c 6.11 6.12 You are going to listen to two people who emigrated to another country. Make brief notes in the chart.

d Compare the information in the chart. Who do you think feels most positive about their adopted country?

<table>
<thead>
<tr>
<th>Renata, from Poland, who lives in Spain</th>
<th>Andrew from the UK, who lives in Italy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Why did they go there in the first place?</td>
<td></td>
</tr>
<tr>
<td>2 How long have they been living there?</td>
<td></td>
</tr>
<tr>
<td>3 What is the positive side of living there?</td>
<td></td>
</tr>
<tr>
<td>4 What is the downside?</td>
<td></td>
</tr>
<tr>
<td>5 What do they miss most about their home country?</td>
<td></td>
</tr>
<tr>
<td>6 Do they think they'll ever go back to their country? Why (not)?</td>
<td></td>
</tr>
</tbody>
</table>

LEXIS IN CONTEXT

e Look at some expressions that Renata and Andrew used. In what context did they use them? What do you think they mean?

Renata
1 It was a bit of a fluke, really.
2 ...the paperwork, which would have been very complicated.
3 ...But bit by bit we managed to find jobs and somewhere to live.
4 Of course – loads of things!

Andrew
5 I'm still living the dream...
6 ...too politically biased...
7 ...Italy still hasn't gone too far down that road.

f Talk to a partner.
1 Do you have any friends who have emigrated to another country or who are foreigners who have come to live in your county? Where have they gone to or come from?
2 How do you think they would answer the questions that Renata and Andrew answer in d?
2 GRAMMAR adding emphasis 2: cleft sentences

a Sentences 1–4 below convey ideas which the speakers expressed, but they phrased them in a slightly different way. Can you remember what they actually said?

1 In fact my husband first came up with the idea of moving here.
   ‘In fact it ______.’

2 If you’re prepared to work hard you can get what you want, and that’s what I like best.
   ‘What ______.’

3 I first came here because I’d always wanted to go and live abroad...
   ‘The reason ______.’

4 The countryside and the BBC are the things I miss most about the UK.
   ‘The ______.’

b 6.13 Listen and check. Now look at the pairs of sentences. What's the difference between them?

c ☐ p.153 Grammar Bank 6C. Read the rules and do the exercises.

3 PRONUNCIATION & SPEAKING intonation in cleft sentences

Cleft sentences beginning with What... or The person / place, etc. typically have a fall-rising tone at the end of the what... clause.

What I hate about my job is having to get up early.
The reason why I went to France was because I wanted to learn the language.

Cleft sentences beginning with It... typically have a falling tone in the clause beginning with It.

It was her mother who really broke up our marriage.
It's the commuting that I find so tiring.

a 6.14 Read the information in the box and listen to each example sentence twice.

b 6.15 Listen and repeat the sentences below, copying the intonation patterns.

1 What I don't understand is why she didn't call me.
2 The thing that impresses me most about Jack is his enthusiasm.
3 The reason why I left early was because I had an important meeting.
4 The place where I would most like to live is Ireland.
5 It was the neighbours that made our lives so difficult.
6 It was then that I realized I'd left my keys behind.

c Complete the sentences in your own words. Then use them to start conversations with your partner.

What I would find most difficult about living abroad is...
What I love about the summer is...
What I least like about this town is...
The person I most admire in my family is...
The place where I would most like to live is...
The reason why I decided to come to this school was...
What I love about...
What I hate about...
The reason why I...
4 READING & SPEAKING

a. You are going to read an extract from *The Joy Luck Club*, a best-selling book by Amy Tan about first and second generation immigrants, which has also been made into a film. Before you read, answer the questions below with a partner.

1. Do you know any second generation immigrants to your country?
   What country did their parents originally come from?
   Do the parents in the family still keep up their language and culture? What about the children?
2. Do you think some children of immigrants might have a conflict of identity? Why (not)?

b. Now read an extract from the book. To what extent do you think Waverly has an identity crisis? What does her mother feel about it?

*The Joy Luck Club* is the story of four Chinese mothers and their first generation Chinese-American daughters; two generations of women struggling to come to terms with their cultural identity. Here Linda Jong, one of the mothers, talks about her daughter, Waverly.

LINDO JONG

**Double Face**

1. My daughter wanted to go to China for her second honeymoon, but now she is afraid.

   ‘What if I blend in so well they think I’m one of them?’ Waverly asked me. ‘What if they don’t let me come back to the United States?’

   ‘When you go to China,’ I told her, ‘you don’t even need to open your mouth. They already know you are an outsider’.

   ‘What are you talking about?’ she asked. My daughter likes to speak back. She likes to question what I say.

10. ‘Aii-ya,’ I said. ‘Even if you put on their clothes, even if you take off your makeup and hide your fancy jewelry, they know. They know just watching you walk, the way you carry your face. They know you do not belong.’

   My daughter did not look pleased when I told her this, that she didn’t look Chinese. She had a sort American look on her face. Oh, maybe ten years ago, she would have clapped her hands – hurray! – as if this were good news. But now she wants to be Chinese, it is so fashionable. And I know it is too late. All those years I tried to teach her.

15. She followed my Chinese ways only until she learned how to walk out the door by herself and go to school. So now the only Chinese words she can say are shsh, houtch, chri
   fan and pean deng shueijieus. How can she talk to people in China with those words only? Pee-pee, choo-choo train,
   eat, close light, sleep. How can she think she can blend in? Only her skin and her hair are Chinese. Inside – she is all American-made.

   It’s my fault she is this way. I wanted my children to have the best combination: American circumstances and Chinese character. How could I know these two things do not mix?

   I taught her how American circumstances work. If you are born poor here, it’s no lasting shame. You are first in line for a scholarship. If the roof crashes on your head, no need to cry over this bad luck. You can sue anybody, make the landlord fix it. You do not have to sit like a Buddha under a tree letting pigeons drop their dirty business on your head. You can buy an umbrella. Or go inside a Catholic church. In America, nobody says you have to keep the circumstances somebody else gives you.

20. She learned these things, but I couldn’t teach her about Chinese character. How to obey parents and listen to your mother’s mind. How not to show your own thoughts, to put your feelings behind your face, so you can take advantage of hidden opportunities. Why easy things are not worth pursuing. How to know your own worth and polish it, never flashing it around like a cheap ring. Why Chinese thinking is best.

   No, this kind of thinking didn’t stick to her. She was too busy chewing gum, blowing bubbles bigger than her checks. Only that kind of thinking stuck.

   ‘Finish your coffee’ I told her yesterday. ‘Don’t throw your blessings away’.

   ‘Don’t be so old-fashioned, Ma,’ she told me, finishing her coffee down the sink. ‘I’m my own person.’

   And I think, How can she be her own person? When did I give her up?
c Read the extract again. Then with a partner choose a, b, or c.

1 Lindo thinks her daughter will not be mistaken for a native-born Chinese mainly because of the way she ______.
   a speaks
   b looks
   c moves
d dresses

2 Lindo's daughter now ______.
   a wishes she had learned to speak Chinese
   b never behaved like a Chinese person
c has forgotten all the Chinese she ever knew
d became less Chinese as she grew older

3 What Lindo most likes about the American way of life is that ______.
   a you don't have to accept your fate
   b education is free for everybody
c you can choose your religion
d other people always help you

4 Which of these is not an aspect of Chinese character, according to Lindo?
   a hiding your real feelings
   b doing what your parents tell you to do
c showing off
   d being aware of your strengths

5 Lindo gives the example of the chewing gum to show that ______.
   a her daughter was stupid as a child
   b American habits were very easily acquired by her daughter
c the American way of life is inferior to the Chinese
d young people don't pay attention to adults

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5 VOCABULARY words that are often confused
a The words foreigner, outsider, and stranger are often confused. What is the difference in meaning?

b Look at some more words which are often confused. For each pair, complete the sentences with the right word. (You may need to change the form.)

1 suit /suit/ / suite /suit/  
   a The hotel upgraded us and gave us a ______ instead of a double room.
b You should definitely wear a ______ to the interview – you'll make a better impression.

2 beside / besides
   a Don't let's go out tonight. I'm tired, and ______ there's a programme I want to watch on TV.
b They live in that new block of flats ______ the school.

3 lay / lie
   a Please ______ down and relax. This will only take a minute.
b If you ______ her on the sofa gently, I'm sure she won't wake up.

4 actually / currently
   a The inflation rate is ______ 2%.
b I thought I wouldn't enjoy the film, but ______ it was very funny.

5 announce / advertise
   a It is rumoured that the Royal Family will ______ the prince's engagement this weekend.
b The company are planning to ______ their new product both on TV and on billboards.

6 affect / effect
   a How does the crisis ______ you?
b What are the main ______ of the crisis?

7 ashamed / embarrassed
   a As soon as the man from the garage arrived, the car started! I was so ______.
b When the manager of the shop told my father I had stolen some sweets, I felt so ______.

8 deny / refuse
   a The accused does not ______ being in the house, but he insists that he did not touch anything.
b The man ______ to put out his cigarette.

9 compromise / commitment
   a I know we will never agree about what to do, but we should try to reach ______.
b The company's ______ to providing quality at a reasonable price has been vital to its success.

10 economic / economical
   a I think we should buy the Toyota. It's nicer looking, and it's much more ______ on petrol.
b I don't agree with this government's ______ policy.

c Complete the sentences with words from b. Then with a partner say if you think they are more true of men or women, or equally true of both.

1 They let personal problems ______ them at work.
2 They feel ______ when they have to talk about feelings.
3 They are afraid of making a long-term ______ in a relationship.
4 They tend to buy things because they are ______ on TV.
5 They often say they can do something well when ______ they can't.
6 They ______ to admit they are wrong in an argument.

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LEXIS IN CONTEXT

d Look at the following verbs in the text and guess their meaning.

blend in (L.25)
sue (L.35)
obey (L.42)
pursue (L.46)
polish (L.47)
flash around (L.47)
stick to (L.49)

---

e Whose problems do you identify with most, the mother's or the daughter's? Why?
Discursive essay (2): taking sides

Key success factors
- constructing an argument
- sustaining your case with examples
- showing that you have considered the opposing viewpoint

ANALYSING A MODEL TEXT

a You have been asked to write the following essay:
Tourism always brings a place more harm than good.
Discuss the question with a partner. Do you think that the effect of tourism on a country, city, or region is in general more positive or more negative? Why?

Topic sentences
In a well-written essay, the first sentence of a paragraph establishes what the paragraph is going to be about. This is sometimes called the 'topic sentence'.

b Read the topic sentences below one by one and, in pairs, imagine how the paragraph will continue. Do you think the essay will be in favour of or against tourism?

A The infrastructure of an area is also often improved as a result of tourism.
B It is often claimed that popular tourist destinations are spoilt as a result of overdevelopment.
C Tourism remains one of the world's great growth industries.
D Badly behaved tourists can often be a source of annoyance for the local population.
E Another point in favour of tourism is that governments are becoming aware of the need to protect tourist areas in order to attract visitors.
F The main positive effect of tourism is on local economies and employment.

c Now read the model essay and fill the gaps with a topic sentence. There is one sentence you don't need.

Tourism always brings a place more harm than good

1 _______. People today are travelling further and further, no longer just in the summer but throughout the year. Although some people argue that mass tourism has a negative effect on destinations, in my view its influences are generally positive.

2 _______. Tourists need places to stay and things to do and this creates a wide range of skilled and unskilled jobs for local people. Holidaymakers also spend a great deal of money, which stimulates the economy of the region as well as benefiting the country as a whole.

3 _______. For example, when tourists start visiting an area, roads and public transport tend to improve, or an airport may be built, all of which benefit local people as well as tourists.

4 _______. Not only is this leading to better conservation of historic buildings and monuments in towns and cities, but also of areas of natural beauty and endangered habitats in country areas.

5 _______. For instance, many people argue that tourist development just leads to a proliferation of ugly hotels and apartment blocks. This may have been true in the past, but nowadays there are far more restrictions placed on both planners and builders to ensure that the character and architectural harmony of the place is maintained.

To sum up, I believe that tourism has, on the whole, a positive influence provided its development is properly planned and controlled. In my opinion, it is possible for both tourists and local people to benefit, and for popular tourist destinations to have a sustainable future.
d) Read each paragraph again, including the correct topic sentence. Answer the questions with a partner.
1. Where does the writer state his opinion about tourism?
2. How many arguments are given to support his view?
3. What is the purpose of paragraph 5?

Using synonyms and richer vocabulary
When you are writing an essay, remember to vary and enrich your vocabulary by using synonyms where appropriate.

e) Find synonyms in the essay for the following words and expressions:
1. tourists
2. effects
3. for example
4. to profit from

USEFUL LANGUAGE
f) Complete the missing words in the expressions. Some (but not all) are in the model essay.

Giving personal opinions
1. I f_________ that...
2. I b_________ that...
3. In my v_________ the influences of tourism are generally positive.
4. In my o_________
5. P_________, I think that...

Expressing opposite arguments
6. Some people a_________
7. It is often c_________ that popular destinations are spoilt by tourism.
8. There are th_________ who say...

Refuting them
9. This m_________ h_________ been true in the past, but nowadays...
10. There are a number of f_________ in this argument.
11. This is simply not the c_________

PLANNING WHAT TO WRITE
Brainstorm the content
a) Read the essay titles below. For each one, decide which side of the argument you are going to take, and think of three or four reasons.

Drivers should be charged for using motorways and roads linking major towns and cities.
Marrying someone from a different country will always be more problematic than marrying someone from your own country.

b) Compare with a partner. Decide which you think are the three most important reasons. Decide if there are any typical opposing arguments which you could refute.

c) Choose which of the essays you are going to write. Write topic sentences for the main paragraphs. Show your topic sentences to a partner and see if you can improve each other’s sentences.

TIPS for writing a discursive essay where you take one side of an argument
- Organize your essay into paragraphs, with a clear introduction and conclusion (see page 64).
- Begin each paragraph with a clear topic sentence and then develop the idea.
- Use synonyms to avoid repeating yourself.
- Use a variety of phrases for giving your opinion, or introducing an opposing argument and refuting it.

WRITING
You are going to write one of the essays above. It should be approximately 250 words.

DRAFT your essay in four paragraphs:
- an introductory paragraph where you introduce the topic and state your opinion.
- three or four paragraphs giving your reasons.
- if relevant, a paragraph stating a common counter argument(s), and refuting it (them).
- a conclusion, stating what your arguments have shown.

EDIT the essay, making sure your arguments link together and making sure it is the right length

CHECK the essay for mistakes in grammar, spelling, punctuation and register.
THE INTERVIEW

a. You are going to listen to an interview with Peter Jinman, a vet in Herefordshire. Before you listen, read the glossary and look at how the words are pronounced to help you understand what he says.

**Glossary**
- zoologist /ˌzoʊˈɒlədʒɪst/ noun a scientist who studies animals and their behaviour
- surgery /ˈsɜːdʒɪkəl/ noun the place where a doctor or a vet treats their patients
- cameloids /ˈkæmləʊdɪz/ noun the group of animals that includes camels and llamas
- cattle /ˈkæt(ə)li/ noun cows and bulls that are kept as farm animals
- sow /sɔː/ noun a female pig
- piglet /ˈpɪɡlɪt/ noun a baby pig
- vivarium /ˈvɪvərɛəriəm/ noun a container for keeping wild animals in, e.g. reptiles

b. 6.16 Listen to part 1. Answer the questions with a partner.
1. Why did he decide not to become a zoologist and to become a vet?
2. What particular advantage does he see in treating farm animals rather than pets?
3. Why are cameloids difficult animals to treat?
4. Why does he mention 'the dreaded cardboard box'?
5. What evidence does he give that collies are intelligent?
6. In what way are the good and bad sides of his job opposite?

c. 6.17 Listen to part 2. Answer the questions with a partner.
What does he say about...?
1. using animals to test cosmetics
2. dangerous dogs
3. assessing the danger of the animals he treats
4. his son's pet
5. the particular challenge of being a vet in the Internet age

IN THE STREET

a. 6.19 You are going to hear three people talking about animals. What two questions are they all asked?

b. Listen again. Who...?
1. had close contact with an animal despite being very afraid of it
2. doesn't react as badly as he/she used to when faced with a creature they are afraid of
3. was in a vehicle at the time of the frightening experience
4. almost behaved in completely the wrong way when faced with a dangerous animal
5. is afraid of a creature because of a medical condition
6. missed out on a meal because an animal ate it

c. 6.20 Listen and complete the phrases with two or three words. What do you think they mean?

**COMMON PHRASES**
1. ...when we _____________ a tiger in the middle of the path coming up towards us...
2. So he said, 'I'll just _____________ and get my battery for the camera,'...
3. ...and ______________ he
4. So ______________ in the restaurant said, 'Just be careful, don't get too close.'
5. So there was ______________, but it was quite frightening.

d. Answer the questions from a with a partner.
GRAMMAR

a Cross out the pronoun where possible.
1 I was talking on the phone while I was cooking the dinner.
2 She saw him at the party but she didn’t speak to him.
3 After lunch, I either have a nap or I go for a short walk.
4 Julian left school and then he immediately went to university.
5 You can watch TV after you finish your homework.
6 My wife is very stressed because she’s working too hard.
7 I always try clothes on before I buy them.

b Complete the sentences with one word.
1 I’ll be ______ in the office this afternoon so you can call me there.
2 Both sides are on the ______ of signing a ceasefire agreement.
3 What happened ______ that we got completely lost.
4 I’ve never been to Patagonia, but my sister ______.
5 A Will you be able to come?
   B I don’t think ______. We’ll probably be away.
6 She hasn’t gone back to work yet, but she hopes ______ next month.
7 I would like to move to the country, but my wife doesn’t want ______.
8 I haven’t told Karen yet what happened, but I think that I ______.
9 A Do you think Miriam will be promoted?
   B I hope ______. She deserves it.
10 A Did you manage to get tickets?
    B I’m afraid ______. They were sold out.

c Rewrite the sentences using the bold word.
1 I didn’t bring any sunscreen because the weather forecast said rain. REASON
   The ______ because the weather forecast said rain.
2 The meeting should begin in half an hour. DUE
   The meeting ______ in half an hour.
3 I spoke to the head of customer service. PERSON
   ______ the head of customer service.
4 The train is going to leave any minute now. You’d better get on it. ABOUT
   The train ______. You’d better get on it.
5 I don’t like the way my boss always blames other people. WHAT
   ______ he always blames other people.
6 I’ll have a white suit on so you’ll easily recognize me at the airport. WEARING
   I ______ so you’ll easily recognize me at the airport.
7 I only said that I thought she was making a big mistake. ALL
   ______ I thought she was making a big mistake.
8 A boy from my school was chosen to carry the Olympic torch. IT
   ______ was chosen to carry the Olympic torch.

VOCABULARY

a Circle the right word.
1 The airline refused / denied to give me my money back.
2 The cat scratched me with his paws / claws.
3 It was a very exhausting travel / trip to Buenos Aires.
4 I love just laying / lying on the sofa and doing nothing.
5 A wasp stung / bit me while I was gardening.
6 Michael looked a bit embarrassed / ashamed when he was awarded the prize for best student of the year.
7 It’s a very quiet place completely off the beaten road / track.
8 We’re going to have to put off / away our holiday until next month.
9 Our company has been bought by a multinational but it won’t affect / effect my job.
10 It will be cheaper if we fly with a low-cost / low-price airline.

b Complete the words.
1 A tortoise has a very hard shell.
2 From our hotel we had an absolutely breathtaking view of the mountains.
3 The tiger is an endangered species in many countries.
4 We’re going on a packed holiday to Thailand with everything included.
5 We only realized there were sharks around when we saw their fins sticking out of the water.
6 If we want to miss the traffic, we’ll have to set off early in the morning.
7 Long-haul flights are much more tiring than short ones.
8 Animal activists are trying to get a worldwide ban on experiments involving animals.
9 The guide told us that the nearby field was the scene of a famous battle.

c Correct the animal idioms.
1 You need to take the bull by the horns and ask your boss to give you a rise.
2 I made a dog of myself last night. I ate far too much.
3 Don’t worry about my dad. His tail is far worse than his bite.
4 We don’t know anything about Jake’s private life. He’s a bit of a white horse.
5 The interview for the job went really well but I don’t want to count my chickens.
6 Let’s order the new curtains when we buy the bed. That way we can kill two birds with one stone.
A recipe for disaster

1 VOCABULARY preparing food

a Imagine you are in a restaurant, and are given the English menu below. Study it for a couple of minutes, and choose what to have. Compare with a partner.

Ben’s Brasserie

starters
- cobb salad
  grilled chicken, avocado, blue cheese, and rocket with raspberry vinaigrette
- steamed mussels
  with coconut and chilli
- grilled sardines
  with parsley, lemon, and garlic

main courses
- thai chicken curry
  stir-fried chicken, Thai spices, peppers, onions, cashew nuts, and coconut cream with jasmine rice or egg noodles
- pork sausages
  with garlic mashed potatoes and onion gravy
- herb crusted lamb chops
  with potatoes, steamed French beans, and gravy
- smoked haddock
  with mashed potatoes, poached egg, and tarragon sauce
- baked aubergines
  stuffed with basmati rice, pecorino cheese, and pistachios

desserts
- plum and almond tart
  with amaretto custard
- apple and blackberry pie
  with vanilla ice cream

b Complete the chart with words from the menu. Try to find at least three for each column.

<table>
<thead>
<tr>
<th>Ways of preparing food</th>
<th>Vegetables</th>
<th>Fruit</th>
<th>Sauces and dressings</th>
<th>Fish and seafood</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

c What fruits, vegetables, and fish / seafood are really popular in your region / country? Do you know how to say them in English?

d p.167 Vocabulary Bank Preparing food.

2 PRONUNCIATION -ed adjective endings and linking

a Write the words in the chart according to how the -ed ending is pronounced.

baked boiled chopped grated grilled mashed
melted minced peeled scrambled sliced steamed
stir-fried stuffed toasted whipped

- ed = /t/  - ed = /d/  - ed = /d/  

b 7.1 Listen and check.

c 7.2 Practise saying the phrases below, linking the two words together. Listen and check. Why are the words linked?

baked apples  scrambled eggs  stuffed aubergines
boiled eggs  sliced onions  toasted almonds
peeled oranges  steamed asparagus

d 7.3 How do you think you say these phrases? Listen and check.

chopped tomatoes  stir-fried tofu  grilled tuna

e What adjectives can you put in front of these items to describe the way they are cooked, for example fried eggs? eggs meat chicken vegetables

please note that the menu is subject to change
a discretionary service charge of 10% will be added to your bill
3 LISTENING

a  74 Listen to three people describing cooking disasters and complete the information in the chart.

<table>
<thead>
<tr>
<th>Who were they cooking for?</th>
<th>What ingredients do they mention?</th>
<th>What went wrong?</th>
<th>What happened in the end?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LEXIS IN CONTEXT

b  75 Listen to some extracts from the listening. What do you think the missing words are?

How do you think they are spelt and what do you think they mean?

1 …and Jeff, the friend who’d come, took one ________ of the spaghetti bolognese before either of us did…
2 …so that the top of the meat was completely __________ and underneath it was completely __________.
3 You’re supposed to ________ the garlic on the bread.
4 And I put the tomato sauce on and handed it to my family and they all ________ it out. It was ________.

c Have you ever had a cooking disaster, or experienced somebody else’s? What was the dish being made? What went wrong?

4 SPEAKING

a Work in groups of three. Imagine you have friends coming round in the evening, and there is nowhere near where you can eat out or get a takeaway. All you have in the house (apart from oil, salt, flour, sugar, etc.) are the ingredients below. Decide what you’re going to serve and how you’re going to cook it.

b Talk in your groups.

1 Who is the best cook in your family?
   What dishes do they make particularly well?
2 Do you like cooking? Why (not)? What (if anything) would you cook…?
   a if you were alone at home   b if you had friends coming round
3 Do you have a dish that is your speciality or that you often make?
   How do you make it?
4 Do you enjoy reading cookery books to find new recipes?
5 GRAMMAR
nouns: compound and possessive forms
a. Circle the right phrase in each pair. If you think both are possible, explain what the difference between them is.
   1. a recipe book / a recipe's book
   2. a tuna salad / a salad of tuna
   3. children's portions / children portions
   4. a coffee cup / a cup of coffee
   5. a chef hat / a chef's hat
   6. a tin opener / a tins opener
   7. James' kitchen / James's kitchen
   8. a John's friend / a friend of John's
b. ☐ p.154 Grammar Bank 7A. Read the rules and do the exercises.

6 READING
a. Read the introduction to a book called My Last Supper and find the answers to the questions.
   1. What is the 'My last supper' game?
   2. Who plays the game in the book?
   3. What does the book contain, apart from their answers?

b. Read the introduction again and answer the questions with a partner.
   1. Why does Anthony Bourdain think chefs are good at the 'My last supper' game?
   2. Why does he think their answers are surprising? Do you agree?
   3. What impression does he give of a typical chef's character? Do you think this is accurate?
   4. What, according to Anthony Bourdain, is the difference between cooking and eating? Do you agree?

MY LAST SUPPER

INTRODUCTION
BY CHEF ANTHONY BOURLAIN

Chefs have been playing the 'My last supper' game, in one version or another, since humans first gathered round the flames to cook. Whether late at night, after their kitchens had closed, sitting at a wobbly table on the periphery of Les Halles in nineteenth-century Paris and drinking vin ordinaire, or while nibbling bits of chicken from skewers in after-hours izakayas in Tokyo, or perched at the darkened bar of a closed New York City restaurant, enjoying vintages they couldn't otherwise afford, someone always piped up, 'If you were to die tomorrow, what single dish, what mouthful of food from anywhere in the world or any time in your life would you choose as your last?'

I've played the game myself, hundreds of times, with my crew in Manhattan, line cooks in San Francisco and Portland, chefs from Sydney to Kuala Lumpur to São Paulo — and with many of the subjects in this book. It's remarkable how simple, rustic, and unpretentious most of their selections are. These are people who, more often than not, have dined widely and well. They know what a fresh white truffle tastes like. The finest beluga for them holds no mysteries. With chefs travelling so much these days, many have enjoyed every variety of edible exotica. Which is to say, chefs know good stuff. And they get a lot of it.

And yet, when we ask ourselves and each other the question, what would we want as that last taste of life, we seem to crave reminders of simpler, harder times. A crust of bread and butter. Poor-people food. When we think of what we would eat last, we revert from the loud obsessive dominating control freaks we have become to the children we once were. Not that all of us were happy children, but we were children just the same. If cooking professionally is about control — about manipulating the people, the ingredients, and the strange physical forces of the kitchen universe to do our bidding, always anticipating, always preparing, always dominating one's environment — then eating well is about submission. About letting go.

Melanie Dunea managed to convince a number of the world's best and best-known chefs to behave for a few moments like children, and then to allow those moments to be photographed...
c Now look at the questions and some of the answers. Whose choices do you most agree with?

THE QUESTIONS
1 What would your last meal on earth be?
2 What would the setting for the meal be?
3 Would there be music?
4 Who would your dining companions be?

d Read the answers again and complete the sentences in your own words.
1 Ferran Adrià and Guillaume Brahini differ from the others in their choice of food because...
2 The most commonly chosen setting is...
3 Jamie Oliver is the only chef who wouldn’t...
4 Raymond Blanc would particularly like to have his partner Natalia with him because...

LEXIS IN CONTEXT
e Read the article again and underline any words for items of food or drink which you did not know. Compare with a partner, and check their meaning with a dictionary. Are any of these words ones that you wouldn’t consider to be English?
f Now find words in the text to match the definitions below. They are all connected with food or eating.

Introduction 1 ____ verb take small bites of sth, especially food
2 ____ noun a long thin piece of metal that is pushed through pieces of meat or vegetables to hold them together while they are cooking
3 ____ adj. that can be eaten
4 ____ verb have a very strong desire for sth, especially food
5 ____ noun the hard outer surface of bread

Lidia Bastianich 6 ____ adj. fully grown and ready to be eaten
Jamie Oliver 7 ____ noun a deep round container used for cooking things in
Ferran Adrià 8 ____ noun a lot of different dishes served in small quantities
Raymond Blanc 9 ____ verb (formal) have dinner

g With a partner, answer the four questions, and explain your choices.

THE ANSWERS

Lidia Bastianich Italian
1 My last meal would consist of a plate of sliced San Daniele prosciutto with some ripe black figs; linguine with white clam sauce; a plate of Gran Padano; and perfectly ripe juicy peaches.
2 The setting would be in my house overlooking the Adriatic, while the waves crashed against the rocky shore.
3 Schiacciata would be playing in surround sound.
4 I would like my family and closest friends with me.

Jamie Oliver British
1 I would have a big pot of spaghetti alla carbonara made with three types of chillies – my perfect comfort food. If I were going to have dessert, it would be home-made rice pudding with roasted peaches. The rice pudding would be served very cold and topped with the hot caramelised peaches.
2 I would be in my house in Essex, cuddled up on the sofa with my wife. There would be some rubbish on television and a fire going. The window would be open just a crack, with the fresh air cooling the back of my neck after all those chillies.
3 Just the telly playing in the background.
4 My wife Jools would be sitting beside me.

Ferran Adrià Spanish
1 I love seafood, so my last meal would be a tasting menu that featured a variety of seafood, prepared in many different ways, and inspired by the cuisine at Kikoch Restaurant in Kyoto, Japan. I would finish the meal with fruit from the Amazon that I had never tasted before.
2 I wouldn’t like to have my last meal on earth, but if there were no alternative I would have it at Kikoch. The restaurant is a Japanese house with a beautiful zen garden.
3 I would like to listen to fusion music, and the same Berber music that they have in Tahouat restaurant in Marrakesh. To see Berber musicians performing transports you to ancestral times and places, while at the same time it sounds so progressive and modern.
4 My companions would be my wife, my family and my friends.

Guillaume Brahini French
1 Definitely a multicourse feast, starting with oysters and caviar, followed by some foie gras, then a nice piece of rib eye steak, and lastly some cheese.
2 At home. As a chef, I’m home too little, so it’s always a great luxury to be in my house, seated in my favourite chair, with my children bouncing and playing around me.
3 I love opera. I’d like to hear my favourite of all time, Verdi’s La Traviata.
4 My family. I have three daughters and one son, and am very close to my family in France. We’re a very Latin bunch, so it would involve lots of talking, hugging, tears and laughter.

Giorgio Locatelli Italian
1 My last meal on earth would be something simple and fresh – grilled mackerel and broccoli with chilli and garlic.
2 A beach in Sicily, at sunset with a bonfire.
3 My wife Plaxey and her friend Antonia would sing for the night.
4 Lots of friends and family. I’d have a big party on the beach under the stars. What could be a better send-off?

Raymond Blanc French
1 I imagine the food would be something humble and simple, something very casual with comfortable flavours like a big fat local saucisse de Morteau with some Gruyère to accompany it, and a crusty traditional baguette. That would be just fine.
2 We would definitely be in France, somewhere near where my parents live in Besançon.
3 The Rolling Stones come to mind. Afterwards I am likely to need peace and quiet, so Arvo Part, the Estonian composer, would perform his Spiegel im Spiegel. That would be perfect.
4 I would dine with my friend René, who has been my best friend since I was two. My two sons would have to be there, since they are not only my sons but my best friends as well. My partner Natalia would bring a little humour to the whole process. Being Russian, she has a great knowledge of the grieving process. The Russians love their dead, and mourn them openly for years. Their cemeteries are in the woods, and they plant trees there to shadow the graves. Once a year they go to
1 READING & SPEAKING

a. Look at the photos. Do you do any of the activities, or have you ever done them? Is your experience positive or negative?

b. Read an article from *The Guardian* newspaper where these activities are compared. Answer the questions as quickly as possible with one (or more) of the activities.

According to the text, which sport(s)...
1. are there two different varieties
2. can you easily get addicted
3. can you easily get bored if you don’t vary what you do enough
4. do some specific muscles become stronger
5. do you work on the lower body more than the upper body
6. does it take the longest time to show any benefits
7. does having the right teacher strongly influence your enjoyment
8. is it difficult to actually improve
9. can you aggravate an existing injury if you don’t do it properly
10. may you not actually improve your fitness
11. will you learn to stand better
12. will you lose weight the most quickly

c. Read the text again. In each pair of activities which do you think, according to the article, was the winner?

LEXIS IN CONTEXT

d. Look at the definitions below. Can you remember what any of the words are? Find the ones you can’t remember in the text.

1. **noun** one long step (also vb to walk with long steps)
2. **noun** the row of small bones that are connected together down the middle of the back
3. **noun** a period of physical exercise that you do to keep fit
4. **adj.** likely to suffer from
5. **a place where two bones are joined together in the body**
6. **verb** the act of putting out your arms or legs out straight and contracting your muscles
7. **noun** an exercise in which you lie on your stomach and raise your body off the ground by raising your hands until your arms are straight
8. **noun** an exercise for making your stomach muscles strong, in which you lie on the floor on your back and raise the top part of your body
9. **noun** the main part of the body apart from the head, arms, and legs

‘Sports do not build character. They reveal it.’
Heywood Broun, US journalist


**YOGA**

How quickly will it make a difference? After eight weeks of thrice-weekly sessions.
How many calories does it burn? 102 per hour for a general, stretch-based class. Power yoga burns 245 per hour.
Will it keep me motivated? Yoga is all about attaining a sense of unity between body and mind rather than setting and achieving personal targets. However, you will feel a sense of accomplishment as you master the postures and there are many different types to try.

What are the specific benefits? In a study for the American Council on Exercise (ACE), Professor John Porcari found that women who did three yoga classes a week for eight weeks experienced a 13% improvement in flexibility, with significant gains in shoulder and trunk flexibility. They were able to perform six more press-ups and 14 more sit-ups at the end of the study compared to the beginning.

What are the risk factors? Don’t fall for the line that celebrities get fit on yoga alone. According to ACE, even power yoga constitutes only a ‘light aerobic workout’.

**PILATES**

How quickly will it make a difference? After five to six weeks of thrice-weekly sessions.
How many calories does it burn? 170–237 per hour.
Will it keep me motivated? Once you start noticing positive changes in the way you move and hold your body, Pilates is hard to give up.

What are the specific benefits? Widely used by dancers and top athletes, it improves postural awareness and strength. Studies at Queensland University in Australia have shown that Pilates exercises can develop the deeply embedded transversus abdominal muscles, which support the trunk.

What are the risk factors? Another study by ACE last year found the cardiovascular benefits of Pilates to be limited. Even an advanced 55-minute session raised participants’ heart rates to a maximum of only 62% (below the recommended 64–94% said to constitute an aerobic workout) and was deemed the energy equivalent of walking 3.5 miles an hour. If you have back pain, make sure you see a teacher who is also a physiotherapist, as poor technique can make matters worse.

**WINNER**

---

e Match the verbs on the left with their collocates in the text. Which two verbs are similar in meaning?

- master
- challenge
- attain
- perform
- set / achieve
- burn

- a sense of unity
- the postures
- calories
- personal targets
- six press-ups
- yourself more by entering fun runs

f Think of a sport or activity which you have done or know something about. What is it good for? What is it not so good for? Tell your partner about it, answering the questions in the text.

**2 VOCABULARY**

**Word building: adjectives, nouns and verbs**

a Without looking back at the text, complete sentences 1 and 2 with a word made from strong.

1. The pumping action of your arms will __________ the upper body to some extent.
2. Widely used by dancers and top athletes, it improves postural awareness and __________.

b Complete the chart.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>long</td>
<td></td>
<td></td>
</tr>
<tr>
<td>deep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>short</td>
<td></td>
<td></td>
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<tr>
<td>wide</td>
<td></td>
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<td>high</td>
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<tr>
<td>weak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>flat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c Complete the sentences with words from b in the right form.

1. I often have to __________ new trousers because they’re usually too long for me.
2. Can you measure the __________ and __________ of the living room? I want to order a new carpet.
3. I’m more or less the same __________ as my sister, but my brother’s much taller than us.
4. People’s joints tend to __________ as they get older.
5. A What’s the __________ of the water here?  
   B About ten metres, I think.
6. If you want to __________ the sauce, add butter and flour.
7. People do sit-ups to try to __________ their stomach.
8. He’s almost unbeatable. He doesn’t have any real __________.
9. This road needs __________. It’s far too narrow.
10. My grandfather suffers from __________ of breath. He used to be a heavy smoker.
3 SPEAKING & LISTENING

a Look at the information about the book Foul Play. Tick (✓) the points you agree with and cross (✗) the ones you disagree with. Try to think of at least one good reason why you agree / disagree.

b In groups of three or four, discuss each point, explaining why you agree or disagree and giving examples where possible. Try to decide whether as a group you agree or disagree with the statements.

c 76 Now listen to Mike Brearley, psychoanalyst and former captain of the England cricket team talking about the topics in a. Mark the statements A if he agrees, PA if he partially agrees, and D if he disagrees. Do his opinions coincide with what you said in your groups?

d Listen again and note down the reasons he gives.

FOUL PLAY
What’s wrong with sport?

In his book, Foul play, sports journalist Joe Humphreys challenges the idea that sport is a positive influence on athletes, spectators, and the world as a whole.

According to Humphreys:

1 Sport brings out the worst in people, both fans and athletes. It does not improve character or help to develop virtues such as fair play and respect for opponents.  

2 Sport doesn’t make you happy. Spectators as well as athletes have higher than normal levels of stress, anxiety, and hopelessness because of their engagement with professional sport.

3 Sport is like a religion in its ability to ‘move the masses’.

4 Doping is no worse than any other kind of cheating and really no different from using other kinds of technology to gain an advantage, e.g. high-tech running shoes.

5 It’s ridiculous to expect professional athletes to be role models.

6 Sport occupies a disproportionately high place in the media, often making the headlines in papers and on TV.
4 GRAMMAR  so and such
a Complete the sentences with so, so much, such, or such a / an.
1 Sport is ________ big business nowadays that winning has become a matter of life or death.
2 Professional footballers are ________ well paid that most of them can live off their earnings when they stop playing.
3 It was ________ close match that it wasn’t decided until the last minute.
4 He was ________ disappointed to have come second! He’d been ________ sure that he was going to win.
5 There’s ________ sports news on TV that you’d think it was more important than anything else.
6 That commentator talks in ________ excited way that you can’t understand a word he says.

b p.155 Grammar Bank 7B. Read the rules and do the exercises.

5 PRONUNCIATION  homographs
a Read the information box about homographs.

Homographs are words which are spelled the same but have different meanings and which can be pronounced differently, e.g.
bow /bəʊ/ = move your head or the top half of your body forwards and downwards, as a sign of respect or to say goodbye
bow /bəʊ/ = a weapon used for shooting arrows 2 a hair decoration made of ribbon
There are not very many words like this, but the common ones are sometimes mispronounced, and learning the correct pronunciation will avoid misunderstandings.

b Look at the sentences which contain homographs. Match them with pronunciations a or b.

close  a /kləʊ/ or b /kləʊs/?
1 It was a really close finish, and they had to use a video replay to see who won the race. ☑
2 What time does the ticket office close? We need to get our tickets for the match on Saturday. ☑

row  a /rəʊ/ or b /raʊ/?
3 The coach had a row with one of his players, and threw a boot at him.
4 We were sitting in the front row so we could almost touch the players.
5 People who row tend to have very well-developed biceps.

minute  a /ˈmɪnɪt/ or b /ˈmænɪt/?
6 He was disqualified because they found a minute quantity of a banned substance in his blood sample.
7 He scored a goal just one minute before the referee blew the final whistle.

tear  a /tɛə/ or b /tɛə/?
8 If you tear a muscle or a ligament, you may not be able to train for six months.
9 As she listened to the national anthem play, a tear rolled down her cheek.

content  a /ˈkɒntent/ or b /ˈkæntɪnt/?
10 Football players never seem content with their contracts. They’re always trying to negotiate better conditions.
11 The content of the programme was a two-hour analysis of the match.

wound  a /wʊnd/ or b /wɔːnd/?
12 He wound the tape tightly round his ankle to prevent a sprain.
13 You could see his head wound bleeding as he was taken off the pitch.

use  a /jʊz/ or b /jʊs/?
14 If you use a high-tech swimsuit, you will be able to swim much faster.
15 It’s no use complaining; the umpire’s decision is final.

c 77 Listen and check. Practise saying the sentences.

6 78 SONG  Eye of the Tiger
The funniest joke in the world?

1 LISTENING

a 79 Listen and read the five jokes. Then score them 1–5
(1 = not funny at all, 5 = very funny). Compare with a partner.

Is one of these jokes ‘the funniest joke in the world’?

A worldwide Internet survey devised by psychologist, Professor Richard Wiseman, set out to find a joke which was universally thought to be funny. 40,000 jokes were sent in to a website from all over the world and two million people from 70 countries scored the jokes from 1–5. Which joke was the winner?

1. Did you hear about the man who was so proud when he completed a jigsaw in half an hour? It said ‘five to six years’ on the box.

2. What kind of murderer has fibre? A cereal killer.

3. Sherlock Holmes and Doctor Watson went camping. They pitched their tent under the stars and went to sleep. Some time in the middle of the night, Holmes woke Watson and said: ‘Watson, look up at the sky and tell me what you see.’
Watson said: ‘I can see millions and millions of stars.’
Holmes said: ‘And what do you deduce from that, Watson?’
Watson replied: ‘Well, if there are millions of stars, and even if a few of those stars have planets, then it’s quite likely there are some planets like ours out there. And if there are planets like earth out there, there might also be life.’
And Holmes said: ‘Watson, you idiot, it means that someone has stolen our tent.’

4. A man goes to a hospital for a check-up. After weeks of tests the doctor tells the man he has some good news and some bad news.
‘What’s the bad news?’ asks the man.
‘You have a rare and incurable disease,’ says the doctor.
‘And what’s the good news?’ asks the man.
And the doctor says: ‘We’re going to name it after you.’

5. Two hunters are out in the woods when one of them collapses. He doesn’t seem to be breathing and his eyes are glazed. The other guy takes out his phone and calls the emergency services. He gasps ‘I think my friend is dead! What can I do?’ The operator says, ‘Calm down. I can help. First, let’s make sure he’s dead.’ There is silence, and then a shot is heard. Back on the phone, the guy says ‘OK. Now what?’
2 VOCABULARY & SPEAKING humour

a Look at the questions and with a partner, check that you know what the bold words or phrases mean.

3 PRONUNCIATION augh and ough

a How are augh and ough pronounced in irregular past tenses, e.g. brought, caught, and taught?

The combination augh and ough can be pronounced in several different ways. You need to learn the pronunciation of the common words which have these letters, and to check the pronunciation of new words in the dictionary.

b Look at the definitions and phonetics for other common words with augh or ough. Write the words.

1 laugh /ləʊt/ verb to make the sounds that show that you think something is funny
2 _______ /ˈnʌf/ adj. sufficient
3 _______ /ˈdraʊt/ noun a flow of cool air in a room
4 _______ /ˈdraʊt/ noun a long period of time where there is little or no rain
5 _______ /ˈbruː/ prep. from one end or side of sth to the other
6 _______ /ˈzəʊl/ coni. despite the fact that
7 _______ /ˈræl/ adj. 1 not smooth; 2 not exact; 3 violent
8 _______ /ˈtæt/ adj. 1 difficult; 2 strict / firm; 3 strong
9 _______ /ˈdɔʊmət/ noun a small cake made of fried dough, usually in the shape of a ring, and filled with jam
10 _______ /ˈkɒf/ noun, verb to force out air suddenly and noisily through your throat, for example when you have a cold
11 _______ /ˈplæt/ noun, verb a piece of farming equipment pulled by a tractor used for digging and turning over soil
12 _______ /ˈθɪər/ adj. with great attention to detail

c 7.12 Look at the phonetics again. How do you pronounce the words? Listen and check.

d Test your partner’s pronunciation using the definitions in a.

e 7.13 Listen and write the sentences.

b Ask and answer the questions with a partner.
4 GRAMMAR  comparison

a Right (√) or wrong (×)? Correct the mistakes in the highlighted phrases.

1. The more superior a joke makes us feel, we laugh more.
2. Women find jokes about men being stupid far funnier than jokes about women being stupid.
3. This joke got a little more votes than that joke.
4. Americans don’t enjoy wordplay so much as the British.
5. There are much more jokes about men and women than about animals.
6. The shorter the joke, the best.
7. The research took twice as long as the psychologist expected.

b ✱ p.156 Grammar Bank 7C. Read the rules and do the exercises.

c In groups of three, discuss each of the topics below for at least two minutes.

- The nicer the food is, the worse it is for you.
- The more expensive clothes are, the longer they last.
- The older you get, the less tolerant you become.
- The more interesting a job, the less well paid it is.
- The smaller the country, the more patriotic the people are.
- The bigger the family, the more fun the children have.
- Whatever women do they must do twice as well as men to be thought half as good. Luckily, this is not difficult.

5 READING

You are going to read some examples of British humour. Read each text carefully. Which one did you enjoy most/least? Why?

**Famous put-downs**

One of the people most famous for his witty and often cruel put-downs was British Prime Minister, Winston Churchill.

If you were my husband, I’d put poison in your coffee.
**Lady Astor, politician**

If you were my wife, I’d drink it.
**Winston Churchill, in reply**

Winston, you’re drunk!
**Bessie Braddock, politician**

Bessie, you’re ugly. And tomorrow morning I shall be sober.
**Winston Churchill, in reply**

Am reserving two tickets for you for my premiere. Come and bring a friend — if you have one.
**Telegram from dramatist George Bernard Shaw (also famous for his put-downs)**

Impossible to be present for the first performance. Will attend second — if there is one.
**Churchill’s telegram in reply**

*put-down* noun (informal) a remark or a criticism that is intended to make sb look or feel stupid
Yes, Minister

This is an extract from a famous BBC TV comedy programme, Yes Minister. Jim Hacker is a slightly unintelligent government minister who always allows himself to be controlled by his civil servants. Here, Hacker is complaining to his private secretary about all the paperwork he has to deal with.

Jim Hacker When am I going to get through all this correspondence?

Bernard Woolley You do realize, Minister, that you don’t actually have to?

Jim Hacker Don’t I?

Bernard Woolley Not if you don’t want to, we can draft an official reply.

Jim Hacker What’s an official reply?

Bernard Woolley It just says, ‘The Minister has asked me to thank you for your letter’ and we say something like ‘The matter is under consideration’, or, even if we feel so inclined, ‘under active consideration’.

Jim Hacker What’s the difference?

Bernard Woolley Well, ‘under consideration’ means we’ve lost the file, ‘under active consideration’ means we’re trying to find it.

Script by Jonathan Lynn and Antony Jay

private secretary noun 1. a secretary whose job it is to deal with the more important and personal affairs of a business person 2. a civil servant who acts as an assistant to a senior government official

FIRST DATE

She

I said I liked classical music.
It wasn’t exactly a lie.
I hoped he would get the impression
That my brow was acceptably high.

I said I liked classical music.
I mentioned Vivaldi and Bach.
And he asked me along to this concert
And here we are sitting in the half-dark.

I was thrilled to be asked to the concert.
I couldn’t decide what to wear.
I hope I look tastefully sexy.
I’ve done what I can with my hair.

Yes, I’m thrilled to be here at this concert.
I couldn’t care less what they play
But I’m trying my hardest to listen
So I’ll have something clever to say.

When I glance at his face it’s a picture
Of rapt concentration. I see
He is totally into this music.
And quite undistracted by me.

FIRST DATE

He

She said she liked classical music.
I implied I was keen on it too.
Though I don’t often go to a concert
It wasn’t entirely untrue.

I looked for a suitable concert
And here we are, on our first date.
The traffic was dreadful this evening
And I arrived ten minutes late.

So we haven’t had much time for talking
And I’m a bit nervous, I see
She is totally lost in the music
And quite undistracted by me.

In that dress she is very attractive –
The neckline can’t fail to intrigue.
I mustn’t appear too besotted.
Perhaps she is out of my league.

Where are we? I glance at my programme
But I’ve put my glasses away.
I’d better start paying attention
Or else I’ll have nothing to say.

by Wendy Cope

highbrow adj. 1. (sometimes disapproving) concerned with or interested in serious artistic or cultural ideas

INTELLECTUAL highbrow newspapers LOWBROW
Key success factors

- being able to summarize the issue clearly
- maintaining an assertive but respectful tone
- being clear and reasonable about what you expect to be done

ANALYSING A MODEL TEXT

a  Have you ever had a very bad experience at a restaurant or a hotel? What happened? Did you make a complaint either in person or in writing? What response did you get?

b  Read the model letter. What exactly is the complaint about?

c  With a partner discuss which phrase is better for each gap and why.

1  a  I'm sorry to say
   b  I am afraid to say
2  a  did not live up to our expectations
   b  was a complete disaster
3  a  was supposed to provide
   b  was going to give us
4  a  it didn't happen
   b  this was not the case
5  a  fed up
   b  dissatisfied
6  a  we were told
   b  they told us
7  a  to our great disappointment
   b  really irritatingly
8  a  a pack of lies
   b  totally inaccurate and misleading
9  a  we are owed an apology
   b  you ought to say sorry
10  a  some form of compensation
    b  a lot of money back

Dear Sir / Madam,

I am writing to complain about a three-night holiday to Scotland we booked through your company that the Highland Dreams (booking reference LG61367) and did not reflect the description on your website.

According to your website, the hotel where we stayed an evening entertainment programme, which was described as being 'varied and fun packed'. Unfortunately, and it left us and the other guests feeling extremely.

On the first evening, there was a comedian. However, not only was he not funny at all, but he also told racist jokes, and many guests left during his performance. When we complained to the hotel management that 'we did not have a sense of humour'. On the second day, according to the programme, we were going to be taught some traditional Scottish dances, which sounded more promising, but, the event was cancelled at the last minute without any explanation being given. The final night's entertainment was a 'Karaoke Evening', which was a complete failure as most of the guests were elderly people who were too embarrassed to sing in public.

I feel strongly that the description of the entertainment programme on your website should be changed as it is. We were extremely disappointed by this aspect of our holiday and in the circumstances we believe that and we should receive.

I look forward to hearing your views on this matter.

Yours faithfully,
USEFUL LANGUAGE

d Without looking back at the letter, try to remember how the writer expressed the following in a more formal way.

1 In this letter I want to complain...

2 It said on your website...

3 The comedian was not funny at all and told racist jokes.

4 I really think that you should change the description on your website...

5 I'd like to know what you think about this.

PLANNING WHAT TO WRITE

Brainstorm the content

a Read part of an email to Hannah from a friend. What exactly is the 'Board first' service? What problem did she have?

---

**New Message**

**Send** **Chat** **Attach** **Address** **Fonts** **Colors** **Save As Draft**

Hi Hannah,

Just got back from Rome. That's the last time I fly with GreenAir.

It says on their website that there's this 'Board first' service meaning that if you pay €20 extra per person you can get on the plane first. As I was with the kids I thought it'd be worth the extra money so we could all sit together. Anyway when it was time to board we went through the gate first, but instead of going straight on to the plane it turned out that the plane was miles away from the gate and there was a bus to take us there. So what happened? All the people who hadn't paid the extra money got on the same bus, and then got off the bus before us! So we paid €60 for nothing – we were almost the last ones on the plane and couldn't sit together!

I'm going to email GreenAir and make a fuss. It's a complete rip-off! And if they don't do anything about it, I'll write to the Air Transport Users Council.

Apart from that, the holiday was great. Rome was a dream...

b You are going to write the email to GreenAir. With a partner...

- underline the relevant information in the email.
- summarize exactly what it is that you are dissatisfied with.
- think of reasons why your complaint is justified.
- discuss what would be reasonable for GreenAir to do to compensate you for the inconvenience.
- decide what other details you think might be important to include in the email, e.g. the date and the flight number, and invent them.

**TIPS** for writing an email or letter of complaint

- Make a note of all the relevant details you want to include before you start drafting your email.
- Decide what action you want the person you are writing to take.
- Use appropriate expressions for opening and closing the email.
- Use a formal style, and be clear and assertive but not aggressive.
- Try to use a variety of expressions for generalizing and making suggestions.
- Use the passive, e.g. we were told, we are owed an apology, etc. to make it more impersonal or to make it clear that you are not accusing individuals.

WRITING

You are going to write an email to the airline. It should be approximately 250 words.

**DRAFT** your email, explaining why you are writing, what the complaint relates to, giving the details, and asking for some action from the airline.

**EDIT** the email, making sure you are happy with the content and tone throughout, and making sure it is the right length.

**CHECK** the email for mistakes in grammar, spelling, punctuation and register.
Cooking round the world

THE INTERVIEW

a You are going to listen to an interview with Chantelle Nicholson, a New Zealand chef who works as sous-chef at the Marcus Wareing restaurant in London. Before you listen, read the glossary and look at how the words are pronounced to help you understand what she says.

foodie (informal) a person who is very interested in food and cooking
the Gordon Ramsay scholarship a scholarship for young chefs set up by the celebrity chef Gordon Ramsay, where the winner gets work experience and a cash prize
Josh Emmett the head chef at the Savoy Grill (at the Savoy Hotel in London)
Marcus Wareing well-respected British chef who runs the Savoy Grill and several other restaurants
beetroot a dark red root vegetable
delicacy a type of food considered to be very special
scallops a kind of shellfish
tarte Tatin a French tart usually made with apples or pears

b 7.14 Listen to part 1. Answer the questions with a partner.
1 Who taught her to cook?
2 What did she have to do when she applied for the scholarship?
3 What happened as a result of her meeting Josh Emmet?
4 What does she think Marcus Wareing's positive qualities are?
5 How does she describe the style of cooking at the restaurant?

c 7.15 Listen to part 2. What does she say about...
1 the difference between a sous-chef and a head chef
2 the hours she works
3 things that cause stress in the kitchen
4 why she doesn't cook at home very much
5 her last meal on earth

IN THE STREET

a 7.17 You are going to hear three people talking about food. What three questions are they asked? Who is most/least positive about the cuisine in their country? Which is the most popular foreign cuisine?

b Listen again and answer the questions.

The UK: Sheila
1 What examples does she give to show that people in the UK are more interested in cooking nowadays?
2 What does she mean by 'the balance tips towards junk food rather than healthy food'?
3 What does she say is the difference between Indian food and Thai food?

The USA: Liz
4 What specific things does she think are unhealthy about US cuisine?
5 In what way is Liz different from the other speakers? How does this affect her favourite cuisines?

New Zealand: Naomi
6 In what way has the cooking changed?
7 What do her favourite cuisines have in common?

d 7.18 Listen and complete the phrases with one to four words. What do you think they mean?

COMMON PHRASES
1 ...still there's a before we can say, in general people in the UK are good cooks.
2 ...there are also an really awful fast food outlets encouraging you to eat junk.
3 ...and full of fat and salt, and all that
4 So yeah, I think it's a pretty healthy place.

e What impression do you get of Chantelle's attitude to her job? Is it a job that would appeal to you?
Revise & Check

GRAMMAR
a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.
1 ➖ He's my brother's friend. ✓
2 Have you got a tins opener? ✓
3 It was such an awful weather that we decided not to go. ✗
4 She has far more money than I do. ✗
5 What's the name of the shop where you bought that skirt? ✓
6 It was a so good film that we saw it twice. ✗
7 He's not nearly as stupid as he looks. ✗
8 A I'd love a wine glass. B Sure. Red or white? ✓
9 The sky got more and more dark, until it seemed as if it was night. ✗
10 Birmingham is the UK's second-largest city of the UK. ✓

b Circle the right phrases. Tick if both are possible.
1 The capital city of Japan / Japan's capital city is Tokyo. ✓
2 I found an old photo album / album of photos in the attic. ✗
3 Come around 9.00. We'll be at Tom's / at Tom's house. ✓
4 The best place to hide valuables is in the children's bedroom / children's bedroom. ✗
5 I've got so many / such a lot of books that I'm running out of shelf space. ✗
6 You don't need to hurry. We've still got a few / a bit more time. ✗
7 She's far more / much more intelligent than her brother. ✗
8 They're such / so lovely people. I'm sure you'll like them. ✓
9 Why do you want to buy this bag? It's twice so / as expensive as the other one. ✗
10 I think her latest novel is by much / by far the best book she's written. ✗
11 It's only a few / a little more weeks before we go back to the UK. ✗
12 The book's end / The end of the book was very disappointing. ✗

VOCABULARY
a Write the words for the definitions.
1 ___________ noun a thing you use to cut vegetables on
2 ___________ verb to cook at a very low heat
3 ___________ verb to move sth round, e.g. a sauce using a spoon
4 ___________ verb to fill, e.g. a vegetable with another type of food
5 ___________ verb make liquid as a result of heating
6 ___________ noun a flow of cool air
7 ___________ noun the row of small bones that are connected together down the middle of your back
8 ___________ adj. extremely funny
9 ___________ adj. (of fruit and crops) fully grown and ready to be eaten

b Complete the sentences with a verb.
1 If you're hungry, there's some pasta left over from yesterday. You could ___ it in the microwave.
2 To make an omelette, first break two eggs into a bowl and then ___ them lightly with a fork.
3 When she saw the surprised look on his face she ___ out laughing.
4 Relax! Don't ___ it so seriously - it's not the end of the world.
5 We thought that the painting my grandmother left me was worthless, but it ___ out to be a very valuable work by a well-known German painter.
6 It's cruel to ___ fun of people who stammer.
7 You'd ___ more calories if you did power yoga instead of normal yoga.
8 ___ yourself a realistic goal, and then gradually work towards it.

c Complete the sentence with a word formed from the bold word.
1 He's a great _____. He's in the Sunday Times every week. CARTOON
2 The real ____ of the film is the witty dialogue. STRONG
3 I need to get someone to ___ my new jeans. I'm useless at sewing. SHORT
4 The pole-vaulter Sergei Bubka was the first man to clear the ___ of six metres. HIGH
5 I swam 20 ___ of the swimming pool this morning. LONG
6 Nowadays there are far more female ___ than there used to be. COMEDY
7 Cover the mousse with ___ cream and then decorate with grated chocolate. WHIP
Communication

1B  What can you see?  Students A + B

Look at the picture below. Write down on a piece of paper what you see. Allow yourself about 30 seconds for this.

p.8 and continue choosing your answers.

1B  Who am I? Students A + B

a  For each section, find out which personality type you are.

1 more a and b = planner
2 more c and d = spontaneous
3 more a and b = facts
4 more a and b = head
5 more c and d = introvert
6 more a and b = extrovert

b  With your four types, find out which of the categories below you fit into. Then read the description of your personality type.

BIG THINKER = Spontaneous + Ideas + Heart + Extrovert
How they see themselves talkative, curious, logical, self-sufficient
What they are like original, bored by routine, can be rude, rebellious, critical of others

COUNSELLOR = Planner + Ideas + Heart + Introvert
How they see themselves gentle, peaceful, cautious
What they are like relaxed and creative, deeply private, can be difficult to get to know

GO-GETTER = Spontaneous + Facts + Head + Extrovert
How they see themselves inventive, enthusiastic, determined, alert
What they are like resourceful, tough-minded, may become frustrated by routines and constraints

IDEALIST = Spontaneous + Ideas + Heart + Introvert
How they see themselves bright, forgiving, curious
What they are like generally easy-going, flexible, can be stubborn, may refuse to compromise

INNOVATOR = Spontaneous + Ideas + Heart + Extrovert
How they see themselves imaginative, sociable, sympathetic
What they are like energetic, sensitive, creative, sometimes illogical, rebellious, unfocused

LEADER = Planner + Ideas + Head + Extrovert
How they see themselves bright, independent, logical
What they are like organized, good at solving large-scale problems, can be critical and aggressive

MASTERCOUNT = Planner + Ideas + Head + Introvert
How they see themselves logical, thorough, bright
What they are like efficient, independent, rarely change their minds, critical of those who don’t understand them

MENTOR = Planner + Ideas + Heart + Extrovert
How they see themselves intelligent, outgoing, sensitive
What they are like articulate, warm, lively, extremely sensitive to people’s needs, may become overbearing

NUFURER = Planner + Facts + Heart + Introvert
How they see themselves gentle, conscientious, mature
What they are like quiet and caring, may have trouble making decisions that could hurt others, tend to avoid conflict, others may take advantage of them

PEACEMAKER = Spontaneous + Facts + Heart + Introvert
How they see themselves steady, gentle, sympathetic, what they are like sensitive to the feelings of others and the world around them, often animal lovers, can be self-critical, often difficult to get to know

PERFORMER = Spontaneous + Facts + Heart + Extrovert
How they see themselves enthusiastic, sociable, sensitive
What they are like fun-loving, outgoing, often good motivators, can be unreliable

PROVIDER = Planner + Facts + Heart + Extrovert
How they see themselves sympathetic, easy-going, steady
What they are like warm, caring, traditional, tend to avoid conflict, not afraid to express their beliefs

REALIST = Planner + Facts + Head + Introvert
How they see themselves mature, stable, conscientious
What they are like loyal, straightforward with others, good at meeting deadlines, respect facts and rules, can be obsessed with schedules, critical of others, may not have faith in other people’s abilities

RESOLVER = Spontaneous + Facts + Head + Introvert
How they see themselves understanding, stable, easy-going
What they are like independent, rational, good at finding solutions, natural risk-takers, they enjoy an adrenaline rush, often focus on short-term results, sometimes lose sight of the bigger picture

STRATEGIST = Spontaneous + Ideas + Head + Introvert
How they see themselves bright, logical, individualistic
What they are like quiet, easy-going, intellectually curious, logical, may forget practical issues, e.g. paying bills or buying groceries, may be critical or sarcastic, can be insensitive to the emotional needs of others

SUPERVISOR = Planner + Facts + Head + Extrovert
How they see themselves stable, practical, sociable
What they are like natural organizers and administrators, irritated when people don’t follow procedures, other people find them bossy
3C Have you got 'affluenza'? Students A + B

If you answered 'yes' to any of the questions, then you have the virus. The more 'yes' answers, the worse you have it.

4A Guess the sentence Student A

a Look at sentences 1–6 and imagine what the missing phrase could be. Remember (+) = positive verb and (−) = negative verb.
1 A lot of people say the book is better than the film, but actually I _________. (+)
2 He's supposed to be really mean. Apparently, he never ________ on her birthday. (−)
3 It wasn't a particularly nice day for the garden party but at least _________. (−)
4 The sea was blue, the sun shone, and the picnic was marvellous. All in all, it _________. (+)
5 On the one hand, dogs are far better company than any other pets, but on the other hand you _________. at least twice a day. (+)
6 Make sure your suitcase weighs less than 20 kilos, otherwise you _________. (+)

b Read your sentences to B. Keep trying different possibilities until you get each sentence exactly right.

c Listen to your partner’s sentences. Tell them to keep guessing until they get it exactly the same as yours.
7 I'm not sure you would enjoy the play and in any case it will be very difficult to get tickets.
8 Some of the teachers aren't very stimulating, but on the whole I think it's a good school.
9 Laura's husband only thinks of himself and he always gets his own way. In other words, he's totally selfish.
10 I have my own import-export company. Basically, I buy and sell fruit and vegetables.
11 I don't feel like going to Miranda's birthday party and besides, I haven't got anything to wear.
12 It's no big surprise that Leo didn't do very well in his exams. After all, he didn't study at all.

5A QI quiz Student A

a Read the answers to questions 1–5 and remember the information.

b Explain the answers to B in your own words. B will tell you the answers to 6–10.

1 What was Tutankhamun's curse?
There wasn’t one. The story of the curse was made up by a journalist. When the British archaeologist Howard Carter discovered the tomb of King Tutankhamun in Cairo in 1922, a journalist who was writing for the British newspaper the Daily Express reported that there was an inscription above the door of the tomb which said, 'They who enter this sacred tomb shall swiftly be visited by wings of death'. In fact, there is no such inscription, but the story of the curse spread round the world and after this every time a member of the expedition died, people said it was because of the curse.

2 What do chameleons do and why?
We all learn at school that chameleons change colour as a form of camouflage, for example they change to grey so that they can hide on a rock, but in fact this is a total myth. Chameleons change colour, but not to match the background. They change colour when they are frightened or after a fight and they sometimes change colour due to changes in light or temperature.

3 What man-made artefacts can be seen from the moon?
No points if you said The Great Wall of China! In fact no man-made structures can be seen from the moon - even continents are barely visible. You can see the Great Wall of China from space (which starts about 100 kilometres from the earth’s surface), as well as seas, railways, cities, and even some buildings, but not from the moon.

4 What do kilts and whisky have in common?
The answer is that neither of them is Scottish in origin! Kilts were invented by the Irish and whisky by the Chinese.

5 Which metal is the best conductor?
Many people think that the answer is copper, but actually this is the second-best conductor. The best conductor is silver, but copper is more commonly used in electrical equipment simply because it is much cheaper.

5A What a ridiculous idea! Student A

a Read your sentences to B. He / she will respond with an exclamation.
- Did you know that you're not supposed to call a female actor an actress because it's considered sexist?
- I was fined by a policeman yesterday for talking on my mobile when I was parked.
- My parents were burgled last night. They took all my mum's jewellery.
- I thought we could go to the cinema and then have dinner at the new Italian place down the road.
- Did you know my parents were both born on exactly the same day?
- I really put my foot in it at the party. I called Tom's partner 'Anna', but in fact that's his ex-wife's name!
- You won't believe it, but my sister's just won €200,000 in the lottery!

b Respond to B’s sentences with an exclamation beginning with either How...! or What (a)...! Make sure you use expressive intonation, and link the words where appropriate.
5B Four works of art Students A + B

5B Stressing the right word Student A

a. Read your sentence 1 to B. He/she will respond, giving one word extra stress. Continue with 2–6.

1. That girl really looks like your sister.
2. Did you say she was American?
3. Is the shoe shop the one after the traffic lights?
4. Shall we get her this bag then?
5. I thought you said you'd read the book?
6. I left your case on your bed.

b. Now respond to B with your number 7 below, giving extra stress to one of the words. Continue with 8–12.

7. He's not my dog. He's my partner's dog.
8. Sorry, I asked for a tuna salad.
9. I gave him the money. He'd never be able to pay me back.
10. It looks expensive, but actually it was really cheap.
11. I am going out. I haven't been out for ages.
12. They lost 2–1 you mean.

5C Guess the sentence Student A

a. Look at sentences 1–7 and imagine what the missing phrase could be.

1. I would love ______ the boss's face when you told him you were leaving. ✤
2. There's no point ______. He never goes to parties. ✤
3. It's no good ______ pay you back. She's completely broke. ✤
4. We would rather ______ holiday in July, but in the end we had to go in August. ✤
5. I absolutely hate ______ I should do. I prefer to make my own mistakes. ✤
6. You'd better ______. There are speed cameras on this road. ✤
7. Jack completely denied ______ his ex-girlfriend again, but I don't believe him. ✤

b. Read your sentences to B. Keep trying different possibilities until you get each sentence exactly right.

c. Now listen to your partner's sentences. Tell them to keep guessing until they get it exactly the same as yours.

8. It's a very rewarding job which involves working in a team.
9. Lucy seems to be seeing Danny a lot recently. Do you think they're going out together?
10. We hope to have found a new flat by the end of the year.
11. Our plan is to rent a house in the north of Italy for two weeks in September.
12. There's absolutely nothing to do in this town. There isn't even a cinema.
13. My father was the first person in my village to go to university.
14. I really regret not having known my grandfather. He died before I was born.

6B Match the sentences Student A

a. Read your sentences to B. Make sure you stress auxiliaries and to where appropriate. B will choose a response.

1. Have you ever been to Canada?
2. I absolutely hate getting up early.
3. Is Lisa coming swimming this afternoon?
4. Your brother lives in Liverpool, doesn't he?
5. Your aunt doesn't smoke, does she?
6. You do like cabbage, don't you?

b. Now B will read you his/her sentences. Choose a response from the box below. Make sure you stress auxiliaries and to where appropriate.

- He is! He won the under-18s cup this year.
- I don't see, but my partner does. I'm too lazy!
- No, and neither does her brother. Maybe they were adopted.
- No, there weren't. Where were you, by the way?
- She said she wanted to, but she wasn't sure if she'd be able to.
- We'd like to, but we're not sure if we can afford to.

c. Practise all 12 mini-dialogues again making sure you get the stress right.
4A  Guess the sentence  Student B

a Look at sentences 7–12 and imagine what
the missing phrase could be. Remember
= positive verb and = negative verb.

7 I'm not sure you would enjoy the play
and in any case it will be very difficult

8 Some of the teachers aren't very stimulating,
but on the whole I think

9 Laura's husband only thinks of himself and
he always gets his own way. In other words,

10 I have my own import-export company.
Basically, fruit and vegetables.

11 I don't feel like going to Miranda's birthday
party and besides, I haven't

12 It's no big surprise that Leo didn't do very
well in his exams. After all, he

b Listen to your partner's sentences. Tell them
to keep guessing until they get it exactly the
same as yours.

1 A lot of people say the book is better than
the film, but actually I preferred the film.

2 He's supposed to be really mean. Apparently,
he never buys his wife a present on her
birthday.

3 It wasn't a particularly nice day for the garden
party but at least it didn't rain.

4 The sea was blue, the sun shone, and
the picnic was marvellous. All in all, it was
a great day.

5 On the one hand, dogs are far better company
than any other pets, but on the other hand
you have to take them for a walk at least
twice a day.

6 Make sure your suitcase weighs less than
20 kilos, otherwise you may have to pay
extra.

c Now read your sentences to A. Keep trying
different possibilities until you get each
sentence exactly right.

5A  Q1 quiz  Student B

a Read the answers to questions 6–10 and try to remember the information.

b A will tell you the answers to 1–5. Then explain the answers
to 6–10 to A in your own words.

6 Which African mammal kills more humans than any other?
The hippopotamus. Most attacks occur because somebody in a rowing boat
accidentally hits a hippopotamus on the head and it decides to overturn
the boat, or because a hippo leaves the water and tramples on people who
are walking by the side of a river.

7 What would probably have killed you in an 18th-century
sea battle?
A splinter. In spite of what you see in Hollywood films, cannon balls didn't
actually explode. They just tore through the side of the ship, and made
huge splinters of wood fly around the decks, and these splinters killed
anyone they came into contact with.

8 What did the American Thomas Edison invent, which
English speakers use every day?
Of course Edison is famous for inventing the electric light bulb, but English
speakers also have to thank him for suggesting the word 'hello' as the best
way to answer the telephone. Before 'hello' was used telephone operators
used to say, 'Are you there?' or 'Who are you?' when they answered the
phone. And the man who invented the telephone, Alexander Bell, actually
preferred 'Ahoy! Ahoy!', which is what sailors use to attract attention.

9 How does television damage your health?
Not by sitting too close to it! Until the 1960s televisions used to emit low
levels of radiation, which made it dangerous to sit too near, but this is not
the case any more. The real damage caused to our health by TV is obesity,
because of the lazy lifestyle it creates.

10 Why is a marathon 42.195 kilometres long?
Many people think that it is because this was the exact distance a Greek
messenger ran from Marathon to Athens to announce that the Persians
had been defeated by the Greeks. This distance was approximately 40
kilometres, and this is the reason why at the first three modern Olympic
Games the marathons were roughly that length. However, the reason why
the modern day marathon is exactly 42.195 kilometres is because of the
British royal family. In 1908 when the Games were held in London, the
starting line was put outside Windsor Castle so that half of the royal family
could see it from their windows, and the finish was in front of the royal box
in White City, London, where the rest of the royal family was waiting. The
distance was exactly 42.195 kilometres, and this became the standard length
of the marathon.
Communication

5A What a ridiculous idea! Student B
a Respond to A's sentences with an exclamation beginning with either How...! or What a...! Make sure you use expressive intonation, and link the words where appropriate.
b Read your sentences to A. He / she will respond with an exclamation.

I was at home all morning waiting for the electrician to come and he didn't turn up.
We're going for a long weekend to New York on Friday.
Jack's going to take Sue to the theatre and then have a candlelit dinner at the new Italian restaurant.
My sister got married on Saturday and it rained all day.
Even though I got 70% in the exam the teacher refused to pass me.
My daughter's goldfish died this morning.
Maria's husband collects photos of Angelina Jolie. He's got hundreds.

5B Stressing the right word Student B
a A is going to read you a sentence. Respond with your number 1 below, giving extra stress to one of the words. Continue with 2–6.
1 She is my sister.
2 No, I said she was Canadian.
3 No, it's the one before the traffic lights.
4 Personally, I still think she'd prefer that one.
5 I've bought it, but I haven't read it yet.
6 Could you put it under my bed, please?
b Read your sentence 7 to A. He / she will respond, giving one word extra stress.

Continue with 8–12.
7 Is that your dog?
8 Here you are. A tuna sandwich and a Coke.
9 Did you lend John the money he needed to buy the car?
10 That coat looks really expensive.
11 You're not going out tonight, are you?
12 Manchester United won 2–1 on Saturday.

5C Guess the sentence Student B
a Look at sentences 8–14 and imagine what the missing phrase could be.
8 It's a very rewarding job which involves ______ team.
9 Lucy seems ______ Danny a lot recently. Do you think they're going out together?
10 We hope ______ a new flat by the end of the year.
11 Our plan is ______ a house in the north of Italy for two weeks in September.
12 There's absolutely ______ in this town. There isn't even a cinema.
13 My father was the first person in my village ______ university.
14 I really regret ______ my grandfather. He died before I was born.
b Listen to your partner's sentences. Tell them to keep guessing until they get it exactly the same as yours.
1 I would love to have seen the boss's face when you told him you were leaving.
2 There's no point inviting him. He never goes to parties.
3 It's no good expecting her to pay you back. She's completely broke.
4 We would rather have gone on holiday in July, but in the end we had to go in August.
5 I absolutely hate being told what I should do. I prefer to make my own mistakes.
6 You'd better not drive so fast. There are speed cameras on this road.
7 Jack completely denied having seen his ex-girlfriend again but I don't believe him.
c Now read your sentences to A. Keep trying different possibilities until you get each sentence exactly right.

6B Match the sentences Student B
a A will read you his / her sentences. Choose a response from the box below. Make sure you stress auxiliaries and to where appropriate.

I love it. It's cauliflower I can't stand.
No, she doesn't, but she drinks like a fish.
No, but I'd love to if I ever got the chance.
She isn't but her children are. She didn't want to.
So do I. Luckily I don't often have to.
Yes, and so does my sister.

b Read your sentences to A. Make sure you stress auxiliaries and to where appropriate. B will choose a response.

Are you going to go skiing at Christmas?
Katie doesn't look at all like her parents, does she?
Were there many people in class yesterday?
Do you do a lot of gardening?
Erica did say she was coming, didn't she?
Adam isn't particularly good at tennis, is he?
c Practise all 12 mini-dialogues again making sure you get the stress right.
Listening

1.3 Presenter 1 Welcome to Workplace and in today's programme we're looking at the results of two recent published surveys, which both deal with the same topic—happiness at work. John, tell us about the first survey.

Presenter 2 Well, this was done by a human resources company who interviewed more than 1,000 workers, and established a top ten of the factors which make people happy at work. The most important factor for the majority of the people interviewed was having friendly, supportive colleagues. In fact, 78% of people interviewed put their relationship with colleagues as being the key factor contributing to happiness at work, which is a very high percentage. The second most important factor was having work that is enjoyable per se, that is people actually liking what they do. The two least important factors were having your achievements recognized, and, rather surprisingly, earning a competitive salary.

Presenter 1 So we're not mainly motivated by money?

Presenter 2 Apparently not.

Presenter 1 Any other interesting information in the survey?

Presenter 2 Yes, for example 25% of the working people interviewed described themselves as 'very happy' at work. However, 20% of employees described themselves as 'very unhappy'.

Presenter 1 That's quite a lot of unhappy people at work every day.

Presenter 2 It is, isn't it? And there were several more interesting findings revealed by the survey. First of all, small is beautiful: people definitely prefer working for smaller organizations or companies with less than 150 staff. We also find out that, generally speaking, women work happier in their companies than men.

Presenter 1 Yes, we're a miserable bunch, aren't we?

Presenter 2 And workers on part-time contracts, who only work four or five hours a day, are happier than those who work full-time. The researchers concluded that this is probably due to a better work-life balance.

Presenter 1 Are bosses happier than their employees?

Presenter 2 Yes, perhaps not surprisingly, the higher people go in a company, the happier they are. So senior managers enjoy their jobs more than people working under them.

Presenter 1 Do you mean the period of time you spend with the same company affect how happy you are?

Presenter 2 Well, according to the survey, happiness declines the longer people stay with the same company or organization. The most contented employees were those who had been with a company for less than two years, and the least contented were those who had been in the same place of work for more than ten years.

Presenter 1 So you can stay too long in the same place.

Presenter 2 So it seems. And lastly, according to the survey, apparently the happiest workers are all those who are 55 years old or older, probably because they feel they're working at the peak of their powers.

Presenter 1 Presumably, though they haven't spent more than ten years in the same job.

Presenter 2 So how long have you been there before, Michael?

Presenter 1 Eight years! Maybe I should think about looking for a new job...

1.4 Presenter 1 The second survey we're looking at in today's programme is a Sunday Times survey which was about all the best UK companies to work for. For the first time, the questionnaire was distributed to companies to work for is innocent drinks. Well, I have with me in the studio Becky Walton, who works for innocent drinks. Becky, tell us what made you apply for the job at innocent.

Becky Well, I've always really liked them as a company, I'd always followed their website and their weekly newsletter, I'd always thought that they would be people that I would like to work for, so it was a case of just keeping my eyes on the job page and waiting for something that I thought I could do to come along.

Presenter 1 In a recent survey about what makes people happy at work, innocent was listed as one of the top companies to work for. You obviously think it is a licence company to work for.

Becky Well, I can see how we would have scored quite highly on that scale, I think there's quite a big emphasis on team environment at work, we're all made up so much of the team and sitting according to the group of people that they work with, which means that you get to make friends in different areas of the business. Everybody is aware of the projects that people are working on, the pressures that they are under so, it makes for a really good team environment. I think that's important.

Presenter 1 And does that compare with other companies that you've worked for?

Becky I've never really worked for any big corporations before—innocent is the biggest company that I've worked for. I know friends of mine have complaints about really dry working environments, we're quite relaxed in our outlook, things are quite relaxed and a lot of my friends are quite surprised that we don't have to wear suits most days, we often don't even wear shoes, and we have a greasey floor in our office, and it's just kind of, it's a relaxed place to work.

Presenter 2 What would you change about the company if there was something you would like to change?

Becky Oh, I'm not really sure how to answer that question. I think that, a thing that does come up when we work as a team is the work-life balance. I think people really miss the amount of time on their jobs, and that's a good thing, but it can lead to people working very long hours.

Presenter 1 So you are overworked?

Becky I doubt if I would be overworked quite that far but it would be easy to be overworked, yes.

Presenter 2 You're obviously very happy in your work, but is there a high stress turnover in the company generally for long periods of time?

Becky I know that Daisy, my line manager, was the first girl employed by the company and we're coming up for our tenth birthday. She's only leaving now, so I think that she's quite happy. Obviously we have people on short-term contracts, but as a general rule I would say that people are happy, and people do tend to stay at innocent for quite long periods of time.

Presenter OK, in the other survey, the one about the ten things that make people happy at work, the issue of a competitive salary was the last in the list. What's your view on that?

Becky Well, I think that this is a very important part of any job, and I think that employees should be rewarded for what they do.

Presenter OK. And finally, I should ask you, do you drink smoothies yourself and if so, are they always innocent?

Becky I really love it, I really love smoothies and I did it, I would love to do the job for me, and, of course they're always innocent smoothies. I think that the working environment reflects in the products that they do.

Presenter Thank you very much, Becky Walton.

1.9 In the spring of 1800, the court painter Francisco de Goya was commissioned by the Spanish King Carlos IV, direct ancestor of King Juan Carlos, to paint a portrait of the royal family. At the time, the royal families were all almost at the same place of life, near Madrid. First on the left is Prince Carlos, the King's second son, and next to him is his older brother Prince Fernando, who was the heir to the throne. Fernando grew up hating his father, who was the firstborn son of the then King Fernando. But in fact, he took after his mother in that he was very vain and authoritarian, and when he eventually became king, he was extremely unpopular. The old woman just behind Prince Fernando is Maria Josefa, the King's sister. Single and childless, she died shortly after the painting was finished. Next to Maria Josefa is a young woman whose face we cannot see because she is looking away, and she is the 'mysterious person' in this painting. There are two theories about her identity. One theory is that she is the Prince Maria Amalia, one of the King's daughters, who died in childbirth three years before the picture was painted. The fact that she's looking away would be to show that she was, in fact, dead. However, the other theory is that she is the Princess of Asturias, who was the woman that Crown prince Fernando would one day marry. It would have been important to put her in the picture so as to show that the prince intended to marry one day, and have a son to carry on the dynasty. If this theory is true, the woman would be looking away because she didn't actually exist at that time. In fact, Fernando did marry, not once but four times. The young girl next to the woman is the mysterious woman is Princess Maria Isabel, the King's youngest daughter. She went on to marry her cousin, and had twelve children. Next to her is the Queen, Maria Luisa. Goya made her the central figure in the painting because she had a very strong personality, and she completely dominated her husband the King. A very young woman she had been very beautiful and was rumoured to have had numerous lovers, but by the time she was here, she was still very young. She tried to compensate for the fact that her beauty was fading by wearing exquisite dresses and jewellery, as we can see in the picture. The little boy with the Queen is the Prince of Asturias. Francisco. He was a very sensitive boy and he suffered all his life due to the fact that he looked incredibly like one of his mother's lovers. As a result, people assumed that he was not in fact the King's eldest son, and when he is standing next to him, was a weak man. Although he came to the throne full of ideas and dreams, his wife and his advisors made sure that he never managed to achieve any of them and he died frustrated and disappointed. The King's brother is standing behind him, and on his right, although you can only see part of her head, is the King's eldest daughter Carlota. Her parents arranged a marriage for her to the Duke of Braganza. She was a very young girl at the time of her marriage, only thirteen years old. She was an ambitious girl and eventually became Queen of Portugal. The final group of figures shows the Queen's brother, Don Luis de Parma, his wife, Maria Luisa and their first child, a baby boy. In fact, Maria Luisa was not only Don Luis's wife, she was also his niece, as she was the King's second daughter. In fact, Don Luis was supposed to have married the King's eldest daughter, Carlota, but fell in love with Princess Maria Luisa, who was lively and intelligent, and he insisted on marrying her. The royal family didn't all pose together for the painting—it would have taken too long. Instead Goya made in the studio studies of each family member and later used them to create this work. The painting took him two years to complete, and it was the last royal portrait he ever painted. Incidentally, he included himself in the picture as a small figure in the background behind the two children, Prince Carlos IV called this painting the family all together picture, and it was originally hung in the Royal Palace in Madrid.

1.12 Interviewer Do you find it easy to understand native or non-native speakers of English?

Cristina Well, it all depends where you come from. I suppose it's more or less the same. Some non-natives are more difficult than others if you're not used to the accent. For instance, I used to find some Japanese and Chinese speakers difficult to understand because of the work I went to the Far East lots of times, and then I became OK. Natives, again it all depends, I was taught RP, and one assumes that everybody speaks that. And of course, friends from parts of Britain who didn't speak RP in fact, it is pretty rare these days. So we have a good friend from Germany and it was always embarrassing for me because I could not understand most of what he was saying—still don't.

Interviewer How do you feel about having your English corrected?

Cristina I don't mind. My children used to love correcting me—they say I still speak very funny English. But usually adults in this country do not correct you. I would like to be corrected.

Interviewer Do you find it easy to understand native or non-native speakers of English?
Zoltán it depends what you mean. As far as pronunciation goes, it's a lot easier to understand native speakers with a 'standard' accent like BBC English or General American, and for me some of the regional dialects are quite easy to understand as well. Other dialects are a lot harder to decipher like Scots, or Scottish, and that's really hard to understand. As far as content is concerned, it's a lot easier to understand non-native speakers, because they don't use idiomatic expressions or obscure cultural references, they don't use regional slang. They also use the Latin verb instead of a phrasal verb, for example like 'continue' rather than 'carry on'. It's a lot easier to understand then, and the other thing about non-native speakers is that they are a lot more direct, when they speak in English, they say what they mean, there are no allusions and metaphors, and references to other things.

Interviewer: How do you feel about having your English corrected?
Zoltán: I don't mind. I'm sometimes amused with myself for making a recurrent mistake again like mixing up for and of. And I find it a bit weird when a non-native speaker who's less fluent than me corrects my English. I also think that non-native speakers, good non-native speakers, are often better at spelling than native speakers because we learn words with their spelling, whereas native speakers learn the word first and then learn the spelling later. Just recently on an English course, I corrected my spelling of 'accommodation', which I'd spelled with double e and double m, and he insisted that it was spelled with a single m. In fact, I was right.

1.3 Interviewer: Do you have any funny or embarrassing stories related to misunderstanding someone?
Cristina: Yes, misunderstanding and being misunderstood, several. Some I don't think I would like to tell you about. But I'll tell you one. I was a student at the University of Michigan, in the United States, and my phonetics professor was very handsome, and therefore I did extremely well, not in all subjects, but it was really studying such a one. But I remember my first tutorial when she said, 'See you later.' And I thought, 'Mmm, interesting.' Where? And in class she said, 'I'll ask a question and she said 'Interesting question?' so I thought, 'Great! He thinks I'm clever, and maybe he thinks I'm interesting to me, or something.' But I couldn't understand how I was going to find out where or when, I didn't know. It would have been very embarrassing.

Interviewer: Is there anything you still find difficult about English?
Cristina: Yes, I think that there are things that have especially to do with cultural aspects. I used to find when my children were little that I didn't know the same sayings and proverbs that you know here, I didn't know the actions. And I still don't know lots of things. It's, I don't know, give you an example, say I had learned American English but I still didn't know who the Simpsons were.

Interviewer: Do you have any funny or embarrassing stories related to misunderstanding someone?
Zoltán: Hungarian's aren't generally interested in birdwatching, and most Hungarians I know can't tell one bird from another. And recently a friend of mine told me about seeing some kites over the fields near their house the previous weekend, and I said that flying kites is really popular in Budapest, too, meaning that people go into the hills at the weekend to fly their home-made paper kites. It never occurred to me for a second ever to even talk about a bird. And I don't think a Hungarian would ever tell someone else about seeing some birds several days before.

Interviewer: Is there anything you still find difficult about English?
Zoltán: Not really. I've been learning English for 26 years. If I had to say anything, I would say counting. If I have to count anything, I have to switch back to Hungarian, even if the person I'm speaking to will need the English.
Interviewer: How much do you know about your family tree?

Jeremy: I know a little bit about my family tree. We've done some research on my mother's side, less on my father's side, which is a bit of a mystery. My grandfather, in fact, was quite a country house and his grandfather was, I think, someone of importance. So I know we have a sort of history of the childhood of his parents and grandparents, which I've kind of helped to summarise types. So I know about them. He was a chauffeur, his father worked in the car industry, and his grandfather was, I think, someone of importance. So I know we have a sort of history of the childhood of his parents and grandparents, which I've kind of helped to summarise types.

Interviewer: Are there any other people in your family you'd like to know about?

Jeremy: I'd like to know more about my family's history, because I take after my dad, everyone says I look like him and I don't really know much about his parents or their background, so that would be interesting to find out about them.

2.2 Interviewer: What is your earliest memory?

Speaker 1: I was born in North Wales, in a country house, and my earliest memory is swimming between my mother and my father on the Atlantic Ocean.

Interviewer: Oh, wow.

Speaker 1: Because I swam before I could walk. And it was wonderful.

Interviewer: How amazing! How old were you then?

Speaker 1: I think I was about a year old, actually. I must have been quite young, really, but I remember the feeling of being carried by my father, and feeling so content.

2.3 Interviewer: What is your earliest memory of being completely by yourself, just knowing you were in a forest, and then suddenly you're back in a car?

Speaker 2: I think I was about 18 months old, and we were in the garden, in Cornwall, which is where I was born, and I was in the middle of the path in the middle of a really dark forest and I remember looking behind me, and it was just dark and empty, and big dark trees and the same ahead of me, and just having this feeling of being completely on my own, and calling out for my mother, who was about two years younger than me, who was supposed to be biding me and not being able to find her.

Speaker 3: I guess I was about three or four, and I remember sitting on my father's shoulders and we were going to the zoo and there was an elephant, and the elephant took my ice cream...

Speaker 4: I remember I was 1866 and I was sitting on a bus with my grandfather, and I'd been given a brand new one penny, it was brand new, it was sparkling, and it was beautiful, and I remembered deciding then and there that this was going to be my earliest memory because I remember this.

Speaker 5: One of my earliest memories is pulling away in a car looking out of the window seeing our dog Sam, sort of playing with us through the windows, and we were basically having to say goodbye to Sam because we were moving to a flat where they didn't allow dogs. So we were having to say goodbye to him, and it was very sad, he was sort of in his new home and we were pulling away. It was heartbreak.

2.4 Presenter: Are our first memories reliable, or are they always based on someone else having told us what happened?

Speaker 1: We don't know, but we know that people's memories come from different sources. John Fisher has been reading a fascinating new book about memory by Professor Draisma called 'How Memory Shapes Our Past, and how it has gone to the point of questioning these assumptions. Hello, John.

John: Hello. Presenters: Let's start at the beginning. At what age do we have memories of things?

John: Well, according to both past and present research, 80% of our first memories are of things which happened to us between the ages of two and four. It's very unusual to remember anything that happened before that age.

Presenter: Why is this?

John: There seem to be two main reasons, according to Professor Draisma. The first reason is that because the age of two, children don't have a clear sense of themselves as individuals – they can't usually identify themselves in a photo. And you know how a very small child enjoys seeing himself in a mirror, but he doesn't actually realise that the person he can see is him. Children of this age also have problems with the present moment. They can lose track of a memory without it disappearing.

Presenter: And the second reason?

John: The second reason is related to language. According to the research, first memories coincide with the development of linguistic skills, with a child learning to talk. And as far as we know, autobiographical memory is concerned, it's essential for a child to be able to use the past tense, so that he or she can talk about something that happened in the past, and then remember it.

Presenter: I see. What are first memories normally about? I mean, is it possible to generalise at all?

John: Early memories seem to be related to strong emotions, such as fear, happiness, pain, and surprise. Recent research suggests that the first memories are related to fear, to frightening experiences like being left alone, or a large dog, or having an accident. But these memories might be a reflection of a swing in the park. And of course this makes sense, and it makes sense that as a child you can be able to use the past tense, so that he or she can talk about something that happened in the past, and then remember it.

Presenter: I see. Are memories only about emotions or are there any specific events that tend to become first memories?

John: The events that are most often remembered, and these are always related to one of the emotions I mentioned before, are the birth of a baby brother or sister, a death, or a family visit. Interestingly, particular celebrations with bright lights were also mentioned quite frequently, much more frequently than events we might have expected to be significant, like a child's first day at school. Another interesting aspect is that first memories tend to be very visual. They're almost invariably described as pictures, not smells or sounds.

Presenter: First memories are often considered unreliable, in that perhaps sometimes they're not real memories, but just things other people have told us about ourselves or that we have seen in photos. Is that true, according to Professor Draisma?

John: Absolutely not. It's a famous case of the Swiss psychologist, Jean Piaget...

2.5 Host: And how's the time on our weekly dose of Time Bandits, the section of the show where we try to deal with your time issues. And we're going to be talking to our time management guru, Richard. And now we're going to line 1, which is Jade from From London.

Caller 1: Hello, Richard. I have this friend who always phoning me and, well, she just won't let me get off the phone. I waste so much time just listening to her telling me all the time that she's been doing and every little problem that she has.

Host: Yes, I think that's a common problem for all of us – so Richard, what advice do you have?

Expert: Well, the key is not to answer the phone, but you can't just ignore the ringing. Actually, what Richard is saying is that it's really important to have clear boundaries with people. So, if you're not in the mood to talk, that's fine. Richard: Yes, OK, thank you.

Host: Not at all.

Host: That's great advice, Richard. Must remember to use that with the mother-in-law, right. We're going to line 2 now, we're talking to Nigel from Ipswich.

Caller 2: My problem is, I really can't relax. What I want to say is that I am a very punctual person, you know. It's something I pride myself on, and I do spend a lot of my time wasting my time waiting for people. Like, for example, I've got this friend of mine, and we'll often have an informal lunch together at something, and I will always arrive on time, I will arrive at the restaurant on time, but I have to wait for him, well, it's at least ten minutes, sometimes more, for him to arrive.

Host: OK Nigel, so, over to you, Richard.

Richard: Well, look Nigel, I do know what you mean, because I've got friends like that too! I think the best thing to do is, I'm speaking from experience. I used to send a text or email on the morning of your get-together, and tell them you're a bit short of time today and you don't want to hang around too much. And ask him or her whether they know if they're going to be late? That should make them get the message.

Host: That's great advice, Richard. Right, moving on to line 3 which isardy from Hertford.

Caller 3: Oh hello, hello. Mrs, my husband. He always expects me to help him find whatever he can't find, you know, usually his car keys or a particular shirt he wants to wear. Even when I'm busy, and I spend too much time helping him, and not getting on with doing what I'm supposed to be doing.

Host: Right. I see. OK, Richard, what do you make of that?

Richard: Rule number one, Judy. Look, never, ever, drop what you're doing to get help. Now, if the shouts of the alarm go from another room, just tell him you can't hear him properly. Let him come to you. Pretend you're really busy even if you aren't.

Caller 4: Oh, I'll try.


Caller 4: Hi, every morning when I get up, I spend ages just standing in front of the wardrobe and trying to decide what to wear. It's just such a waste of time, especially as I end up then wearing the same thing again and again.

Host: I know how you feel. Wendy, Richard, what's your advice?

Richard: OK, Straight up, Wendy. I get this advice from a friend of mine who works in fashion. She recommends you completely reorganise your wardrobe, sort out ten minutes one day, make a list of your five favourite outfits, and hang them all together.

Host: Great idea, Richard. Thank you. Then stick the list inside the door of the wardrobe. And when you can't think of what to wear, just look at the list and wear one of the outfits. Well, I tell you, my friend's seen it saves her a lot of time.

Caller 5: Wow! That's great. That's a great idea, Richard. I should remember that myself. Now, time's ticking, so we need to take our last caller and that is Sue from Stansted.

Caller 6: Hi, hi. Am I on?

Host: Yes, you are. What's your problem?

Caller 5: I have kids and I work full time, so as you can imagine, I don't have much spare time, and I'm often in a hurry when I go to the supermarket. And somehow I always manage to have someone in front of me in the queue who seems to have all the time in the world, you know, who's really slow and, even more annoying, gets into conversation with the cashier. Do you have any tips?

Host: Any tips, any tips for Sue, there Richard?

Richard: Of course, of course, well, first of all, don't complain out loud, because that might easily annoy the other person and make them take even longer. No, the thing to do is just politely interrupt and ask the cashier a question. Now, to choose the person ahead of you back to reality, and that will remind the cashier that there are other people waiting to be served.

Caller 5: All right.

Richard: All right.

Host: That's great advice, Richard. I think a lot of people could use that. Right, I'm afraid time's up for now, but thank you all for your calls.
2.13

No relationship is an island; it's surrounded by friends and family, all of whom have something to say about it. In a study undertaken by University of Illinois researchers found that both men and women are happier and more intimate when they believe their friends approved of their relationship. When friends tell a couple that they are a good match, and how much they enjoy going out with them, the couple starts believing that they are a couple. Also when a couple stays together for a while, their two groups of friends start to meet and have a comfortable, and as a result, get stronger.

2.14

Cars are small confined spaces, which makes them ideal to fight in. A survey conducted for a driving magazine found that one in ten drivers will argue with a passenger within 15 minutes of starting the journey. About 40% of the arguments are caused by men criticizing their partner's driving, and another 10% by the man taking control of the car stereo. At least 80% of drivers believe that they could read now be solved by satellite navigation!

3.15

Relationship research would say that it's conclusively proven that like attracts like, in other words that we are naturally attracted to people who are similar to us. This research shows that we are usually more attracted to other people who are similar to us. We are more likely to fall in love with someone who is similar to us. However, people also go for someone as good-looking or as plain as they are. You may, however, be familiar with the phrase 'love is blind', suggesting that you can fall for anyone, should you try it. You have the chance to be wrong. However, the more you know about someone, the more you realize that you just have a more responsible and responsible person. The phrase 'love is blind' is temporary; after three months you can see again, and then you usually go off the person.

4.16

Today's Internet is one of the most popular ways for people to get dates. On the one hand, the opportunity to remain anonymous for a while is an advantage. People feel that they can express their emotions more freely because they know that no one else will know about them. On the other hand, people can lie as easily, and that is the most common lies being about weight, age, and of course about already being married. But if you have reasonable expectations, online dating is a good way to start looking for dates. Increase your success by posting a photo and a truthful profile. Online agencies advise getting a photo taken where you look friendly, rather than serious and formal. Also, use a dictionary when composing your profile. The biggest turnoff, apparently, is depresses with poor spelling. But once you have found a date, will the relationship work?

5.17

Early loves are incredibly powerful and, with the Internet, increasingly accessible. A survey in Time magazine found that nearly 60% of people interviewed still thought about their first loves. In another study by Dr. Nancy Kalish, California State University, C. U. researchers agreed to be interviewed about their first loves. One third said they would reunite with their first loves if they could. Then, by advertising in the media, Dr. Kalish got data on nearly 100 people who got back in contact with each other. With the ones who were single when they found their lost loves, things moved quickly with 40% of them together again within six months. Almost all of them then getting married (and still together several years later). But there was a different story with the couples who were already in committed, usually happy relationships. Most of these people had eventually thought about the ones they had lost love in a speculative fashion with no plan for what to do until they thought that person was 80% of these people finished up getting involved with their lost love again and were the happiest they had felt in a long time if they had gotten together.

6.18

You've just been dumped by your partner and you want revenge. Eleven million do this every year. In a Canadian study, the most popular methods of revenge were: flirting with friends or enemies of your ex, damaging their car, or breaking something they own. A recent study by the University of Montana asked people what act of revenge they would carry out, and what they felt afterwards. The research showed that most people felt angry and sorry afterwards rather than feeling any happiness. But most of them still felt angry. It seems they are a lot of people, revenge it is not sweet.

7.19

Interviewer: You are a comedian, a writer, a musician, a composer, you raise money for charity, how do you fit it all in?

Tony: Well, some days I don't fit it in very well at all. I feel that it's all going on in my mind. I sometimes spend up to 30% of my time, sort of an email all day on a different thing, and so you have to have a lot of organization and I've tried in the past to delegate and it didn't go terribly well because I get somebody in to help, but then you end up sort of just trying to chase them and find out where they are, it's just not the same. I usually just try to say right for the last half an hour I'm working on this. I've got this book out for the next half of the day. I've got a lot of work to do, and sometimes you just live in the moment and you realize that you've just neglected something and there's someone phones you up and you chase them, or you tell off, but I wouldn't say I'm the best person in the world at doing it. I could be much better.

Interviewer: How do you switch off?

Tony: I play the piano. I actually go quite a bit of physical exercise. I go for a run or a swing, I'll play the piano and I can get away with someone like that. If the suns out, I just love sitting in the sun and just walk, I'm a good baker. I've got a ridiculous country house to live in obviously for cooking food, and I've got a lot of jokes, things that I also have started to do five minutes or so of meditation if I can, I just try to concentrate on actually trying not to think of anything, so just spend five minutes just to follow my breath and, because it's amazing, it makes you realize how busy your mind is all the time. It's a great way to relax and that's quite, I'm not very good at it, but it's good to do.

Interviewer: What is your attitude to modern gadgets? Would you say you were more of a technophile or a technophobe?

Tony: I think I'm probably more of a technophile really. I mean, I'm aware of the amazing advances that we've had and how we can improve our lives, possibly, but I almost feel, to some extent, that we try to be better off without them because we're not interested in them. I've never been able to rely upon them. So my problem is I am now utterly reliant on email. I find it incredibly convenient, I can get so much done. It's actually fantastic. However, if the Internet goes down, or the connection goes down, I'm like a baby without parents, or food, you know, I'm, I'm there, I go out, sort of, get on my bike, cycle to an internet cafe try to go, and I see the same with people who have got a satellite navigation to their cars, which I haven't got for for this reason alone; because if that goes down, I know they don't even have maps in their cars, they're completely lost. But if you just sit there and get weepy, and you think, "How did they get there?"

8.20

Interviewer: Are there any gadgets you'd like to see?

Tony: Well, I don't know whether I'd buy it, but I'd certainly like to, you wouldn't expect me to say this probably, but I'd like to manufacturers to stop making gadgets just because it's the new gadget. I don't know what was going on with that. I mean, the idea, just take a TV. You can't be bothered to get up and walk six feet to turn over the channel, you don't deserve it. You just sit there and get weepy, and you think, "How did they get there?"

Interviewer: Do you think you'd be interested in investing in one of these new gadget?

Tony: I think I would, but I don't think there'll be a backlash against technology, I think well, and we'll keep on growing and we'll keep wanting more and more, but I can foresee a time, maybe not in my lifetime where there's going to be a kind of a meltdown, where they simply can't cope with any more, the Internet, kind of an explode or whatever. I don't even know how it works, but it, it gets full up and starts to, so we'll have to start thinking about each other, all the things that we rely on, all the things that we use, and will that world have stopped by then, just we're predicting it in a bit a year, weren't they, when in 1999 they thought they had a depression, it ended, so (I don't think there may well be a kind of meltdown and then we'll have to rely on people and simple skills and farmers and people that can grow things, build things, make things, bring new, new heroes.

9.21

Interviewer: What piece of technology has most improved your life?

Matt: I'd have to say the computer for the ease of information and able to get as much of an unbiased opinion as possible, as opposed to some of the older technologies.

Interviewer: If you could, what piece of technology would you invent?

Matt: I don't think I'd invent anything. The television. I think it's completely harmful to our society. It creates people to stop thinking as a whole. It's just to us to and, and you know, tell what to do. Instead of actually thinking on your own and deciding what you want to do for your own life.

Interviewer: What gadget or piece of technology do you plan to accept more time with?

Matt: Do I waste most of the time with? Definitely the Blackberry™. It's for work and for my personal use, so I probably consume about 18 hours a day.

Interviewer: Have you spent any time teaching the technology to improve your work?

Brian: I think I understand the technology and it's very good. If it's got that kind of technology to them or sharing pictures and movies. I think it's really brought, my family is all over the place and so it's been nice to be able to keep in touch using the Internet.
Interviewer: If you could, what piece of technology would you disavow?
Brian: Personal computers. I think we've gotten a little over our heads with regard to video games and some of the privacy issues there. There's everywhere and everywhere and I think you have to be careful with how pervasive your computer and who gets to see what turns up on cameras.

Interviewer: What gadget or piece of technology do you waste most time with?
Brian: I can waste a lot of time with it. It's probably the television. It's great to learn new things, but it's on more than I would probably like to admit. So television. I know I should just get rid of it, I would.

Interviewer: What piece of technology has most improved your life?
Amy: It's quite a typical answer, but it will have to be the mobile phone. Because I feel a lot more in contact with friends and it makes it so much easier to communicate with them. And you feel a lot safer being on your own. So having a mobile phone has definitely revolutionized life for me.

Interviewer: If you could, what piece of technology would you disavow?
Amy: It's really useful, but I think email is actually mostly just a habit and I can get along just fine without it except to communicate with each other. So it stops people talking directly, so I would probably monitor the use of email rather than completely disavow it.

Interviewer: What gadget or piece of technology do you waste most time with?
Amy: The Internet, definitely. I go on lots of social networking sites and just browse on the web all the time in the evenings and it's a lot of time. When you really realize how much time it takes up.

Interviewer: What piece of technology has most improved your life?
Mark: I would probably say bike, the bicycle, simply because it means my access of transport for getting to work, it's much faster than the car or the bus, and you know, it's a healthy option, it's environmentally friendly as well. So all in all, I'd say yeah, it's certainly improved my life.

Interviewer: If you could, what piece of technology would you disavow?
Mark: That's very tricky. I think it's probably, it's more about the way we use technology, that the way we use the phone, how we're using the phone, how we're using the internet.

Interviewer: What gadget or piece of technology do you waste most time with?
Mark: The Internet, definitely. The amount of time I spend Googling pointless, pointless things...

3.6 Presenter: Companies are losing millions of pounds by making the wrong noises. Greg Wood, who always makes the right ones, is here.

Presenter: Thank you so much, Ed. Some noises can be really annoying. I'm sure we all like or dislike inappropriate music in shops for example. Most of them are made by companies. A new book called Sound Business claims that businesses which spend enormous amounts of money on images are doing nothing about the way they sound. We sent its author, Italian Treasure, out onto the streets to explain.

Julian: This is a typical London scene, and so we've stepped into a well-known phone retailer. There's quite a lot of a scene that is playing out in this store when the cars go past and they've got, over the top of a very busy area, there's a second layer of music. We don't know who chose it. I don't know what it's got to do with this brand. So we've stepped into a café which unfortunately is a contradiction in terms in most of London. And the coffee bar has got no absorptive surfaces at all, everything is hard and reflective so all the sound is crashing and bashing around inside. There's a lovely buzz in the background, you can hear, from a huge chiller cabinet, which is rattling and every top that when the barista takes your coffee, your nerves get shredded and your brain gets fried, so I'm afraid this is a very good way of relaxing coffee that really it should be.

Presenter: 2.1 The scene is very busy with the chiller cabinets and diesel engines as the top three most annoying noises, but the important consideration for any business is that sound changes the way people think and act. So when you shop for food or eat in restaurants for example. According to independent academic research, appropriate sound can boost sales in a shop by 30%. But music has the opposite effect on shoppers.

Speaker 1: I hate most of the music they play in shops and it's a very good way of getting me out of the store very quickly.

Speaker 2: If I don't like the music, I'll just go over to the other side.

Presenter: 2.2 And then, there's the office. It's claimed that the noise in open-plan offices can cut the productivity of knowledge workers by 22%.

Julian: So I'm walking over to what is a fairly typical BBC office and it's filled with the most distracting sound in the whole of the world, which is other people's conversation. As business is an enormously powerful tool, and at the moment, it's just like firing a machine gun at random. There's noise and sound coming out of businesses in all directions, nobody is considering it. Nobody's managing it. Nobody is aware of the effect it's having on the people that they're trying to affect. Many organizations spend millions on how they look and they think nothing at all on how they sound.

Presenter: 2.3 This is what the experts consider to be the right sort of sound: randomly generated from a computer-sound selection, and used in this case to soothe the noise of the Glasgow airport. Sales at the airport shops rose by 10%, demonstrating that good sound can also be good business.

3.7

1. I know of the man with the beard and the Panama hat was that our paths crossed at about twelve past eight in the morning on the street I walked down daily. The rest of his story was my own invention. When I told him to look for him, Erazan is a self-taught jeweller and found a bronze day on his way back from the synagogue at the end of the street where he's training to be a rabbi.

2. I pass number 220 once or twice a day depending on my mood, for an older gentleman standing outside it leaning on the gatepost. I wonder when I pass him what he sees and what he has seen. When I talked to him he tells me his name is Clarence and he's from Barbados. He arrived in Britain in 1957 and has been here ever since. He is in his 80s and has close family who live nearby.

3. As I walk for work each morning, the man who cleans my street is usually positioned with his cart at the corner of the first junction I pass and he never fails to smile and say 'Good morning'. When I introduced him to my son, he told me that his name was Gerald and he's from Ireland. He moved to London when he was a child.

4. Always together, the young man and the dog who work at the hardware store are regularly to be found in the doorway of the shop, side by side, observing the comings and goings on the street. Sydney is from Iran and his dog is German. Both have lived in London for many years. Sydney tells me that he's not sure if he is a Londoner. But he's sure that he knows the ground every time he returns to the city from a trip abroad.

5. My mother is a doctor and she does not approve of chips. On my way home from the bus stop, I watch as people of all ages sit on the café and Chip Shop to partake of the fried fare from the smiling men behind the counter and I wonder who they are. Staurus is from Macedonia and Celina is from Kurdistan. They are Georgie's Fish and Chip Shop Men. They sell a lot of fried fish and chips and particularly deep fried and salted eggs to the hungry locals. Do they eat chips? I enquire. Twice a day is the reply.
really the big problems are cultural and, I suspect, because they're just not the same. You can get across the idea, but you might not get across the feeling behind it. And, you know, by that time the film's moved on. I also sometimes think that the translators are given the film on DVD, I mean, you know, rather than a written script. I'm not sure why because this is a practice they do and they don't understand what the people said. And that's the only explanation I can come up with for some of the mistranslations that I've seen. Although sometimes it might be that some things like humour and jokes, especially ones which depend on wordplay are just, you know, slightly untranslatable. And often it's very difficult to get the right register, for example, with kids' words, because if you literally translate taboos or swear words, even if they exist in the other language, they may well be far more offensive.

Interviewer:What are the pros and cons of being a translator?

Translators:Well, it's a lovely job I suppose, you know, you're on your own most of the time, it's hard work, you're sitting there and, you know, you're working long hours, and you can't programme things because you don't know when more work is going to come in, and people hardly ever get late deadlines. You know, it's not really money because you'll ring you up and say 'I want this translation in three months' time'. That just doesn't happen.

Interviewer: And the pros?

Translators:Well, the plus side is that it gives you freedom, because you can do it anywhere if you've got an Internet connection and electricity, and I suppose you can organise your time, because you're freelance, you know, you're your own boss, which is good, I like that.

Interviewer: What advice would you give someone who's thinking of going into translation?

Translators:I'd say that in addition to the language, good spelling and punctuation is just as important in anything that interests you, like economics, law, history, art, because you really need to know about the subjects that you're translating into.

3.14 One of the most puzzling paradoxes in social science is that although people spend so much of their time trying to make more money, having more money doesn't seem to make them that much happier. My colleagues Liz Duran and Lara Akinin – both at the University of British Columbia – and I wondered if the issue was not that money couldn't buy happiness, but that people simply weren't spending it in the right way to make themselves happier. Liz had the great idea of exploring whether, if we encouraged people to spend money in different ways (for example, giving gifts to friends, donating to charities) rather than on themselves (say, buying flat-screen televisions).

3.15 So what are the psychological factors involved when it comes to individuals and the feelings they encounter when they are giving away their money? Does it matter how wealthy you are? We found that it was the relative percentage of their money that people spent on others – rather than the absolute amount – that predicted their happiness. We did a study to look at the happiness of 16 employees of a Boston-based company before and after they received bonuses of between $3,000 and $8,000. This showed that the size of the bonus that people received had no impact on their long-term happiness. It was the percentage of that bonus they spent on others that boosted happiness. In another study, we showed that spending as little as $5 over the course of a day, on another person, led to demonstrable increases in happiness. In other words, people didn't need to be wealthy and have substantial amounts of money to share in order to experience the benefits of prosocial spending small changes – a few dollars reallocated from oneself to another – can make a difference. Of course many of us experience increased satisfaction from social interactions, happiness, and that a large body of research does show that people become happier as they move from being very poor to lower middle class, but after this point the impact of income on happiness is much weaker. Think of someone who makes $100,000 per year and another who makes $50,000 per year. You would only expect this additional income suddenly to make this person fulfilled, without a care in the world. Being informed about a raise certainly makes us happy, but the $50,000 doesn't make our children or in law's any less difficult to deal with over the course of the following year. Although people believe that having money leads to happiness, our research suggests that this is important and, if at least some of our sample had experienced it. We had one final question: We wanted to know whether knowing about the effect of prosocial spending might ease it, if people engaged in prosocial spending in a more pronounced manner as they age? We found a research project in conjunction with the New York Times in which readers had been told about experiments we were inspired to complete. In one of these experiments, we asked people to say whether they were happy as well as how much money they'd spent on others and on themselves, on that day. Consistent with our previous research, we found that spending more on others was associated with greater happiness among this sample of approximately 1,000 New York Times readers, even though the respondents had been exposed to our previous findings.

3.16 Interviewer: Could you tell me who founded Women's World Banking and why?

Sarena: The idea behind Women's World Banking came out in a meeting on the same day it was founded in 1978. It was a United Nations first International Year of the Woman and really they were gathering women from around the world to discuss women and human rights and there was a small group that started to think we could work on only one issue, because they were discussing domestic violence, you know, economic access, education, the whole plethora of human rights. So if we could only do one thing what would be that issue? It made sense, then, that we wanted to focus on one issue, put all our energy behind it, what would be that issue? And they decided that it would be economic independence for women. So, in our access to financial independence, then she can choose, and she can have greater access to education, opportunity, well-being, and that's where the idea came about and Women's World Banking was really set up, the first mission was to give women all over the world greater access to the economies in their own countries.

Interviewer: Where did the idea of microfinance come from?

Sarena: The idea behind microfinance again goes back to the mid-70s. There had been, by that time, several decades of work on what we call the Western World and in a massive movement of a world and a realization that a lot of it was not working, there were still many people who were left poor. So, you know, Muhammad Yunus is credited as being the father of microfinance, born in Bangladesh, a very poor country, and he looked around and he said, what is it that the poor lack? What is that they need? And the answer is obvious: they need money. And all of us, in order to get started, have had access to credit. So the poor can't get access to credit, they can't go to relatives or banks because generally the relatives are as poor as they themselves are, and they certainly cannot go into a bank and borrow because they have no collateral.

Interviewer: How did Dr. Yunus solve these problems?

Sarena: There are really two ideas that he came up with that are brilliant in hindsight. One was, OK, the poor have no collateral, but let's figure out a way to create collateral, which means collateral is basically if you're not going to need money, you're not going to lend it back. So he came up with a lending methodology where there was a group of people that gave the loan and they were lending to each other and then the repayments were non-recourse and non-convertible for payment. The second innovation that he came up with is that it is very difficult for the poor to gather a lump sum to pay back a loan, but if you can break that payment into smaller payments that are coming out of your daily income, then it's feasible to pay back the loan. So what microcredit did was to break up the non-payment into these very small, sort of regular small payments. And the third was really an incentive system, that the poor were not only getting a loan but they only pay interest if they pay back the amount, they only borrowed what they could use in their business and then pay back, and if they paid back successfully, then they were eligible for a larger loan.

3.17 Interviewer: Do you have any examples of individual success stories?

Sarena: Oh, I love talking about individual success stories, because I think it's very inspiring to see how women are doing it in the morning and, you know, gets us to come to work and stay late and do this, this work. Since I've been at Women's World Banking I've been to the Dominican Republic, I always used to listen to the stories of the women from one story of each of the three countries. The DR is a more established economy, if you will, and so the woman I met had already had successive loans that she had taken from our partner in the DR and what she did was to start out, she was basically selling food from her kitchen, making excess food and selling it to the factory workers, took a loan, sort of increased that business and then set up a little canteen out of her living room. So that along with food, she was selling cigarettes, beer, candy, etc. That business did well, took out another loan and built a room on top of her house and started to do it on a bigger scale. So over two years what she's been able to do is to completely build a new home for herself and rent out the old one and this is going to create income in her old age, because at some point she'll have to be too old to work in the kitchen and to be, you know, standing on her feet behind the canteen counter and she's looking at these rental rooms that she has been able to put on as her nest egg security.

In Jordan, I'll tell you about a young woman that we met. You know, sort of the cultural norm in Jordan is that it's a fairly old husband can marry again and marry a fairly young woman, so the one that we met, her husband was now too old and sick so while he took care of having a roof over her head, she had absolutely no means of earning money herself or her kids, and at her socio-economic level it's not considered proper for a woman to go out and work. So the only thing that she was able to do was she had taken a loan to buy cosmetics, and was selling them from her living room to her neighbours and this was considered to be an OK business for her because primarily she was dealing with other women, but it gave her that sort of extra money to use for herself.

And then in India where I was recently in the city of Hyderabad, and Hyderabad is this up-and-coming city, you know, it's growing, Indians themselves are thinking of it as the next Silicon Valley, they have skunks, where even now, both men and women have not gone to school, they're not educated, and their only recourse is to work in the informal economy. So the farmers there would have a vegetable cart, a vegetable seller, he took his cart and went out into the more affluent neighbourhoods. The son had dropped out of school to join his father to push a similar cart, and the mother had taken a loan to embroider sari. And she did this at home, sort of in her spare time and what she really wanted to do was to earn enough income so that she would cut out the middle man, because she basically got half of what the sari was worth, because she was handing it over to a middle man. So that if when could buy the materials herself, embroider it herself, and sell it herself to the store, she could at least double her income without doubling her labour.

3.19 Interviewer: Do you consider yourself good with money?

Ian: No, I think I'm pretty bad on the whole. It makes me anxious. It freaks me out. Yeah.

Interviewer: Do you think that women are better at managing money than men?

Ian: On the whole, probably, yeah. I certainly think my wife's better. I think she and many women are better planners. I think, more sensible about these things. Interviewer: Do you do a lot of research on how to save money? Would it make you happier?

Ian: In a kind of banal way, I could get to do so certain things more easily, yes, but maybe not in the bigger picture.
Interviewer: Do you consider yourself good with money?
Shella: Yeah, I think so. I’ve never been in debt, so I think that’s pretty good going seeing as I’m quite old now. And yeah, I spend a lot on shoes, that’s my only weakness.

Interviewer: Do you think women are better at managing money than men?
Shella: I don’t really think that’s a gender issue. I mean, I’ve pre-paid my own money, but my brother’s rubbish, he’s always in debt, but my husband’s fine, so I’m not sure that there’s a gender thing going on there.

Interviewer: Do you think having more money would make you happier?
Shella: Pretty happy as I am actually, so no.

Interviewer: Do you consider yourself good with money?
Shella: I do actually, yeah, No, I do.

Interviewer: Why?
Shella: Because I never go overdrawn, I pay off my credit card, I try to make sure my savings get a reasonable rate of interest, I never run out of cash, I’m just kind of an organized person, money-wise.

Interviewer: Do you think women are better at managing money than men?
Shella: I don’t tend to spend money on things like clothes, whereas men spend money more on other family things, I don’t know. So in that sense I think probably women have more of a perspective on money than men do.

Interviewer: Do you think having more money would make you happier?
Shella: I think there’s a bit more money, I think I would have a lot more it’s difficult to say. I think I want a lot of people find large sums of money, if you won the lottery, that would be quite hard to deal with, I think. But you know, an extra £500 a year I think would be just about right, yeah.

Interviewer: Do you consider yourself good with money?
Shella: No, not at all. I spend it without thinking and just I’m very lazy looking for bargains and things, whereas I have friends who look really carefully for the cheapest option. I just can’t be bothered to do that so I tend to spend more money on things.

Interviewer: Do you think that women are better at managing money than men?
Shella: Not necessarily, but now I think about it I think they do know how to spend it, I think they’re more economical, whereas men tend to, you know. I don’t stay in their rooms or work or something. I don’t know.

Interviewer: Do you think that having more money would make you happier?
Shella: I think it might, yes, I think I would be very happy with more money, I can, yeah, just not think about money at all, and spend all the money I want and go out, have nice meals, and go on holiday. That would be great.

Interviewer: Do you consider yourself good with money?
Shella: Not good enough, no.

Interviewer: Why not?
Shella: Why not? I’m not very good at making budgets and sticking to them.

Interviewer: Do you think women are better at managing money than men?
Shella: I think that depends. The ones I know probably are not.

Interviewer: Do you think that having more money makes you happier?
Shella: I think that having more money makes you happier.

Jason: In New York, yes. In most places no.

4.3 In the book History Goes to the Movies, the authorLawrence Roquemore gives films starring according to their historical accuracy on a one-to-five scale – five stars means a film very accurate, and no stars means it’s very inaccurate. I’m going to look at two of the best-known films that Roquemore features in his book. The first film is in the Oscar-winning movie Titanic, which was directed by James Cameron in 1997. The film is historically accurate as regards the events leading up to the collision with the iceberg – the Titanic was sailing too fast and the captain ignored warnings about ice. The collision and sinking are accurately portrayed with amazing special effects. However, where the film falls down is in its characterization. I must say I entirely agree with Roquemore’s choice of director James Cameron for what he calls class-conscious overload. What he means by that is Cameron depicts all the third-class passengers in the film as drunk and good and, all the first-class passengers as selfish, stupid, cowardly, or disgraceful evil. And this can’t have been the case. Then a large part of the film centres on the love story between Jack, a first-class passenger, played by Leonardo DiCaprio, and Rose, a third-class passenger, played by Kate Winslet. Obviously, these characters and their story are fictitious and were just added, presumably to sell the film to a younger audience. But many historians have pointed out that a romance between Jack and Rose is totally improbable, because at that time there was a complete class segregation on board ship. Roquemore also criticizes the film’s portrayal of Captain Smith. He’s made out to be indecisive and frivolously wealthy throughout the whole film. But this contradicts everything which was said about him by survivors of the sinking. And for me, though, even more indefensible was the film’s portrayal of the ship’s First Officer, William Murdoch. On the evening the ship behavied heroically. In his hometown in Scotland there’s even a memorial to him, but in the film he’s shown taking a bribe from a passenger (in exchange for a place in a lifeboat), shooting passengers who tried to board, and finally shooting himself in the head. In fact, the film company 20th Century Fox, who produced Titanic, were eventually forced to admit that there was no historical evidence that Murdoch did any of these things, and that the film included these details purely and simply to make the story more interesting. Roquemore gives Titanic three stars, describing it as Great propagandism – mediocre histotry. All in all, I shall award it an honourable third place. The main events are true but the characterization is definitely the weak point in the film.

Moving on to the second film, Braveheart, this is one of the films which to Roquemore gives five stars for historical accuracy. He gives the film five stars because despite what he calls some ‘small fictions’ he thinks Braveheart is, I quote, ‘true to the spirit of William Wallace’. Well, that may be the case, but I’m afraid I have to take exception to the phrase ‘small fictions’. The historian Elizabeth Ives described Braveheart as a film which ‘almost totally sacrifices historical accuracy for epic adventure’. Despite the fact that Wallace was portrayed as a kind of poor primitive tribalman living in a village. In fact, he was the son of a rich landowner and he later became a knight. You’ll remember too that in the film Mel Gibson wears a funny wig, and a beard. In reality, the Scots stopped wearing wigs hundreds of years earlier. And while we’re on the subject of costume, in the film the Scottish soldiers wear kilts. No surprise there you might think, but in the 13th century, which is when the events of the film are set, the Scots did not wear kilts, and in fact, they didn’t start wearing them until four centuries later. Another of these ‘fictions’ is that in Braveheart, William Wallace has a romance with the beautiful French princess, Isabelle. However, the historical reality is that Wallace never met Isabelle and even if he had, she would only have been nine years old at the time. Finally, anyone who’s seen the film will remember the famous battle scene. The battle was the Battle of Stirling, so called because it was fought on Sunny Bank Bridge. The reason why the Scots won the battle is because the English soldiers got trapped on the narrow bridge. In Braveheart the bridge does not appear at all in the battle. In fact, Mel Gibson origined the film scene on the actual bridge, but he found that the bridge kept getting in the way. Apparently, when he mentioned this to one of the Scottish history advisors on the film, the man’s reply was ‘Aye! That’s what all the Scots did – they just had to get enough to include photos in the book of them at their earliest, and then how they ended up doing the diet.’

So, Presenter, you’re about to read your ‘Idiot-proof Diet’. Kat, was your choice?

Kate: Thank you, Anita. It’s thumbs up for the ‘Idiot-proof Diet’. Kate, what was your choice?

Kate: Well, as you know, James and I recently got married, and when I saw the title of this book, it’s ‘509 tricks for making marriage work’, I thought, ‘That’s the book for me.’

Presenter: And was it?
Kate: Definitely not. To tell you the truth, I was actually horrified. The book is supposed to be a kind of manifesto, you know, about what to do from the engagement onwards, and if you ask me it was something that could have been written fifty years ago, or more. The message is more or less that once you’re engaged, you have to stop seeing other people and you have to be satisfied in every possible way. And if you don’t like it, then all they suggest is that you complain and moan to your girlfriends. According to this book, making a marriage work isn’t your job, and if I get that, the husband doesn’t have to do anything at all. The wife just has to try to be exactly what her husband wants her to be, and then everything will just be fine. I can’t believe that in 1957 there were so many people who thought advice as thin as this was being published and presumably, as it’s a best-seller, being read by women in their thousands.

Presenter: So you wouldn’t recommend The Rules of Marriage.

Kate: Absolutely not. In fact, I think it should be banned.

Presenter: So to our last guest today, Daniel. And your book is...

Daniel: My book is Paul McKenna’s latest, which is called I Can Make You Rich. And I don’t need to give you any explanations about why I chose this book.

Presenter: So are we allowed to see you on the next list of the hundred richest people in Britain?

Daniel: No, I don’t think so. In fact, I feel a bit like Kate. I don’t think I could take it seriously at all.

Presenter: You have to promise to help us see the world in a different way, which will make you think rich and, eventually, live rich all through doing mental exercises, which are supposed to help you find out what you want and how to get it.

Kate: It’s had a sort of hypnotic-style CD with it, and I can’t actually tell you much about it because I fell asleep after the first five minutes. Yeah, I think it’s relaxing. But after reading it, my suggestion would be, if you want to get rich, start by not wasting money on buying this book.

Presenter: It’s had a big thumbs down for Paul McKenna too, Matt. And Kate and Daniel, thank you very much.

4.10 It’s Monday, just five minutes after I’d agreed to abandon my phone. I got a text. But of course officially I didn’t have a mobile anywhere, so I had to go back to that if not without the reading text and then I spent all afternoon wondering what crucial information there was in the messages. After a while I could train my mind to meet my flatmate for dinner. I knew I was going to be late – and I hate being late. So I tailed it at exactly where I was nothing I could do about it. I made it in time for dinner, but in the restaurant. I like to check my phone for messages and missed calls. It was written and really stressful.

And even on t0. It, my flatmate had her phone sitting on the table in front of her. It’s Tuesday. When I was in the way home, I suddenly thought that I had to get my phone. I had my phone, I called her there and then, and it made me realise now that I always speak to my parents when I’m on the move. They’re always complaining that we never have a conversation without traffic noise in the background. So for once, when I got home, I called her on the landline, and we had our whole half-hour conversation without any interruptions. I have to say it was one of the most relaxing conversations ever had in recent years. A real pleasure!

It was Wednesday. The morning started badly, because I needed to make a doctor’s appointment before I went to work, but the surgery was engaged for half an hour. I eventually got through, but it meant I was late for work, and I felt under pressure all day. In the evening, I planned to go to the gym with some friends at the gym centre. So I ran to get home early because one of my friends was very badly injured, and we had to call to check the arrangements. I waited around for him to call, which he did, but late, so we both got to the gym centre late and didn’t even start the run as it was as soon as I had finished my time. It’s Thursday. After work I went to a friend’s house, which was about an hour away. I actually had a good feeling about being without my mobile because I was just sitting in a car for a while, and when none could disturb me. The feeling lasted until I got off the bus and realized that I didn’t know exactly where her street was and I got completely lost looking for it, so I was late for the fourth time. It’s Friday. Well, this was the day when I ended up bar hopping trying to find random friends. First I went to the theatre with my friend Alice. I got very annoyed when I was writing for her in the foyer, because we hadn’t specified exactly what time we were meeting, so there was no way to contact or find her. And then she had the tickets. If I had my phone, I would have just sent her a text saying exactly where I was. Luckily, we did see each other. But then after the movie, I ended up meeting up with a few friends and that’s when I ended up spending nearly five pounds with what trying to get the number of the bar from directory enquiries, and then doing the whole thing over again for a second bar, and I didn’t even have a drink on our own. So that wasn’t just being late, it was a social occasion that just didn’t happen.

4.13 Speaker 1: What’s the question? Do I have any obsession? Well, I don’t consider them obsessions, but I do have a habit of organizing myself in ways that other people might consider obsessive. I’ve wasted a lot of time trying to make my flatmate’s flat where I was staying for a week or so, and two, and instantly alphabetized their collection of CDs or DVDs of maybe a hundred or so because I was going to be there, and I needed to find a piece of music, it didn’t matter, it was... a lot easier to find if it was alphabetized.

Interviewer: Are all your book collections and record collections at home alphabetized?

Speaker 1: Yeah, I do it... I do it once and it takes a lot of time in finding things afterwards. I find it practical. I don’t find it obsessive.

Interviewer: Do you have any private obsessions, for example, you know, collecting things, exercise, tidiness, that stuff?

Speaker 2: Well, I do. I’ve got a complete obsession about cleaning, and it’s weird, it’s the bane of my life. It’s absolutely mental. I cannot relax unless everything is absolutely, you know, clean and tidy. I’ve had it to get to be a bit because my husband’s an Aussie and he’s very laid back, and I just haven’t been allowed to be obsessed. I’m obsessed in the past, and of course having children stops the obsession a little bit because there’s too much stuff everywhere...

Interviewer: Yeah, where did it come from?

Speaker 2: Well, I think it’s just, it’s a security thing, and I feel when everything’s clean and tidy I feel safe and comfortable, and I think it’s because when I was an early teenager my parents split up, they divorced, and that’s when it started. I started cleaning. We had a smoked glass coffee table with chrome legs and I used to clean that because I couldn’t stand the fingerprints on it and the smudges on the table were just... So I’ve been obsessed with cleaning since then, and I started cleaning the kitchen and the bathroom.

Interviewer: Oh my God, as a teenager?

Speaker 2: Yeah, I was absolutely obsessed, and then hoovering came into play, because I did it and I was bored of it, but I’ve got a couple of friends, and their obsession with cleaning started just as well, the same thing, their parents split up, and around about the same age, early teenagers, and they have obsessions with cleaning as well. One who I work with, not very far from here today, and another girl who went on a course, and she has the same problems, so I don’t know whether it’s there’s anything in that...

Interviewer: Do you clean when you’re upset or do you...

Speaker 2: I clean, I think it’s just cleaning, and I think I do it, and I mean I can get very relaxed, if you get me, she goes to the hairdresser and sort of has anything done, she becomes really upset for days if it’s slightly wrong, or she really self-conscious about it...

Interviewer 1: Just about her hair.

Speaker 3: Yeah.

Interviewer 2: How long has it been going on for?

Speaker 3: Every since I was a child, I discovered that her had had curly hair when she was a child, beautiful curly hair, and big brown eyes, and 1 think he was the sort of favourite child, I think he was the favourite one.

Interviewer 2: And she has straight hair...

Speaker 3: And she has straight hair, and I think that’s where it comes from. But she’s absolutely, is really hung up about it.

Interviewer 4: She has a name for this condition but I can’t remember what it is and I’m not sure what’s called but if I do count things, if I come into them, I will count the number of lights on the ceiling. The only thing I don’t know how many there really are, and because I count things like that I sort of have to be in a mainly tranquil setting, and also I count papers in windows, I will count paint on the wall but I like them always to get up a 30 or a 90 so it’s a fairly useless thing, but it’s just something I do...

Speaker 3: Yeah, my father used to be really obsessed and it goes making out far dinner with her quite boring because you can’t... anything on the menu she just goes and on about how this is bad, that’s bad, and I also try to get her, to get her, the getting away to talk to and you know about certain things that are in each dish and it’s just... so it actually does interfere with her social life, having fun with people, we actually got obsessed by what she eats and it’s just a bit, I don’t know, it’s a bit boring.

Interviewer 4: I’ve written a number of screenplays for historical dramas, for example, Rome, you think where there is so much demand for historical drama and films?

Adrian: Well, I’ve been there, and I always talk about stories. I know that seems a fairly obvious thing to say, but the thing about history is it’s jam-packed with good stories, many of which people know, part at least vaguely. If you say, I’m going to do a film about Robin Hood, you know that part of your audience at the very least will already have some knowledge of that story and they will think, oh yes, I quite like that story, so maybe there is something in there that I have in that film. And there are many other examples, Rome is a, you know, is a canvas full of stories that have, you know, last for 2000 years. So, you know, many people have known about Caesar, some of them know that story very very well, and so on and so on, or Caligula or whichever. So history is just an endlessly useful way of telling great stories from the past in a way that stays fresh and stays fresh.

In a perfect world, you get a double. You talk a classic story, but you also tell it in a way that makes it resonate with the present.

Interviewer: Are historical films necessarily any more expensive than films set in modern day?

Adrian: Yeah, period is always more expensive. It’s just something about the fact that you have to dress the film in a way that you don’t have to dress a contemporary film. By dress I mean, not just dress people who have to wear costumes that are authentic to the period. If you then have to look as though they were, you know, dress exactly as in that period. That all costs money. But dressed also in terms of the way you make the clothes look, the way you make sure your character is looked after, your furniture, everything has to be authentic to the period. You have to make sure that there are no cars, no airplanes, every shot has to be weighed up to make sure that there’s nothing that can date the period. There’s nothing more ridiculous than a period film where you see a glaring anachronism, some detail that’s horrible wrong. So unfortunately, all of that costs money and that can be incredibly useful for movies in which the film was made. Rome was a case in point. We needed big crowds. In the Senate you have to have, a certain number of Senators, all of them have to be dressed in, you know, in togas, so on. So in afraid it is just an extreme way of making effects, yeah.
4.16 Interviewer How important is historical accuracy in a historical film?

Adrian The notion of accuracy in history is a really difficult one to define because, you know, it's like saying, you know, you could do Shakespearean drama accurate. The thing is it's not about historical accuracy, it's about whether you can make a drama work from history that means something to your audience. And I think that's important to take the view that in any way accuracy isn't the issue when it comes to the drama. If you're writing a drama, you have the right as a writer to create the drama to fit the pieces that work best for your story. And I think that's something that's often misunderstood.

Interviewer If you had to add another historical period, which period would you choose?

Tim I would have chosen the 160s and 700s because the music of that time I thought the classical revolution, you know, you're dramaing over to America. And just, the music and the text was just a different culture at that time. I would have liked to experience that.

Interviewer Which historical figure do you particularly admire?

Tim Admire? I'd have to say Abraham Lincoln. He was pretty impactful on our country. You know, he had a lot of revolutionary viewpoints at that point in time that really put this country in a direction that I thought was pretty unique and necessary at the time. I think.

Interviewer If you could have lived in another historical period, which period would you choose?

Edmund I think probably ancient Rome, probably the 1st century AD. I think, because I'm most interested in that sort of period. And I think the idea of living in that time is very different.

Interviewer Which historical figure do you particularly admire?

Edmund So many. I suppose I've always had a fondness for, sort of, the great leaders, like Alexander, or Wellington, for people like that, I suppose.

Interviewer If you could have lived in another historical period, which period would you choose?

Mark I think, sort of, ancient Greece quite appeals. I have to say. Sort of, I don't know sitting around in a toga doing lots of thinking. Yeah, ancient Greece.

Interviewer Which historical figure do you particularly admire?

Mark I would say Leonardo da Vinci, principally because he is that archetypal Renaissance man. You know, a true polymath, genius really.

Interviewer If you could live in another historical period, which period would you choose?

Amy I think it would probably be the Victorian period because they always used to dress up so magnificently during the day and I just, I look around the streets nowadays and see people wearing jeans and that seems very normal so I think it would be very interesting to be a part of society in Britain when they dressed very elaborately and see if that's normal and what's casual and what's well dressed. I think that would be really interesting so nothing historical.

Interviewer Which historical figure do you particularly admire?

Amy Gosh, I'm not really sure. I do very much admire Shakespeare. It's probably the most interesting, but I think his writing's absolutely phenomenal and very much ahead of its time when he was writing it. So I'll say that's the most influential person I can think of.

Interviewer If you could have lived in another historical period, which period would you choose?

Jerry I think maybe, maybe the 1950s, I wouldn't want to go too far back. I think the 1980s.

Interviewer Why?

Jerry I think it was quite a, at least in Britain, it was quite an optimistic time. I think society seemed to be progressing well and science and scientific progresses were really going well. And it felt like we were just reaching the peak of it. Hope, a sort of optimistic sort of time, unlike now, I think, where a lot of things like social developments and scientific developments seem more sort of amoral and like, you know, just there for the taking.

Interviewer Which historical figure do you particularly admire?

Jerry I just read a book about Darwin, about Charles Darwin, and I think he was an amazing figure. I think to come up with an idea so simple and so brilliant and have the courage to publish it, I think he was an amazing chap.

5.1 Why is it that so many children don't seem to learn anything at school? A TV producer-turnaround writer has come up with some very revolutionary ideas. A few years ago TV producer John Lloyd thought up a formula for new TV shows. The show is called QI, which stands for Quite Interesting, and which is also IQ backwards. It's a comedy quiz hosted by actor Stephen Fry, where panels have to answer unusual general knowledge questions, and it's perhaps surprising that it's particularly popular among 15-25 year-olds. Along with co-author John Mitchinson, Lloyd has since written a number of QI books, for example, The Book of General Ignorance, and these have also been incredibly successful. Lloyd's basic principle is very simple: everything you think you know is probably wrong, and everything is interesting. The QI Book of General Ignorance, for example, poses 249 questions, all of which reveal surprising answers. So we learn, for example, that goldfish have quite long memories, that you're more likely to be killed by an asteroid than by lightning, or that Julius Caesar was not, in fact, born by Caesarian section. The popularity of these books proves Lloyd's other thesis that human beings, and children in particular, are naturally curious and have a desire to learn. And this, he believes, has several implications for education. According to Lloyd and Mitchinson, there are two reasons why children, in spite of being curious, tend to do badly at school. Firstly, children are not encouraged to take a fascinating subject, such as electricity or classical civilization, and make it boring, by turning it into facts that have to be learnt by heart and then regurgitated for exams. Secondly, QI programmes prove that learning takes place most effectively when it's done voluntarily. The same teenagers who would happily choose to read a QI book will often sit at the back of a geography class and go to sleep, or worse still, disrupt the rest of the class.

5.2 So how can we change our schools so that children who enjoy learning, such as those who enjoy a 'QI school' be like? These are Lloyd and Mitchinson's basic suggestions. The first principle is that education should be more play than work. The more learning involves things like storytelling and making things, the more interested children will become. Secondly, they believe that the best people to control what children learn are the children themselves. Children should be encouraged to follow their curiosity. They will end up learning to read, for example, because they want to, in order to read about something they're interested in. Thirdly, they argue that children should be in control of when and how they learn. The QI school would not be a class where the teacher tells you things, but a situation like making a film or building a chair. Fourthly, there should never be theory without practice. You can't learn about vegetables and what kind of plants they are from books and pictures; you need to go and plant them and watch them grow. The fifth and last point Lloyd and Mitchinson make is there's no reason why school has to stop dead at 17 or 18. The QI school would be a place where you would be able to carry on learning all your life, a mini-university where the young and old could continue to find out about all the things they are naturally curious about.

4.18 Interviewer How important is historical accuracy in a historical film?

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sculpture, is really no different from a painting or a traditional sculpture if you think about where the artist’s feet are, and what they have in mind to communicate, and then they decide how to communicate that idea, so that could be in paint, or it could be in stone; or it could be in some other medium. It’s the same end result.

Interviewer: I think a lot of people would think that whereas drawing and painting require an expertise, which the average person doesn’t have, when people look at some installations, they think, ‘Well, I could do that.’ They don’t see that there’s any expertise involved at all.

Expert: Well, it’s just different skills. For example, take Damien Hirst and Away from the Block, which is a sheep in some formdehyde, in a case. First of all, he had to have the idea, and this was a very original idea, no one had ever done exactly the same thing like that before. He came up with the idea of the animal, a sheep, and it’s isolated from its flock, and he came up with the idea of preserving this animal in formdehyde, which is something that scientists have done, but artists haven’t done. And then he had to research how this animal could be preserved in this substance, the formdehyde, and how in ten or twenty years it would still be there and in good condition for people to look at, so there is a technical side to it as well. And then of course he had to arrange it in a particular way, this animal in a particular pose, so that it looks as if it’s quite alive, although of course we all know that it isn’t. So it’s a combination of an original idea and some very specific skills.

Interviewer: And how is he trying to communicate to us through this?

Expert: Well, as said, the sheep looks alive, yet we all know it isn’t, and so it’s a kind of statement about death and life, just as lots of more classical kinds of art, paintings, are about life and death, and it’s not really different from those. It’s just that it’s expressed in a different way. I think the important thing is what it’s got to do with you and to reflect on that, and that’s the same with all art. I mean there isn’t really any difference.

Interviewer OK. So I can understand that you need a certain amount of technical sophistication to be able to create the sheep in formdehyde, but what about the bed? I mean the bed is something that you look at and you think, ‘Yeah, that looks like my bed in the morning.’

Interviewer: Well, Tracey Emin’s bed isn’t actually her bed; it is as in the morning when she gets up every day; it is a bed, and there are sheets and pillows, and lots of other objects, but she has assembled these objects to represent her self; this is an autobiographical piece, just like a self-portrait, without her face or her body in it, but it still represents her. It’s the story of her life, it’s her relationship with all the men in her life and other people. You look on the floor and there are lots of bits of her, there are her slippers, her toy dog, and newspapers that she’s read, and bottles of water. So it’s a story of her life, and it’s arranged in a very particular way, it’s not random, it’s just like your bed or mine, or a bed, it’s a bed that she’s very specifically organized to communicate something about herself. I mean it’s a different set of skills, from painting a self-portrait, but actually it communicates a whole lot more, to us, to viewers, than some self-portraits do, because actually we can look at it and understand, as contemporary viewers, a lot about her life. And incidentally, Tracey Emin is, in fact, very well skilled, as drawing a self-portrait she could have done that. But she chose this way of communicating her message.

Interviewer: We have in the studio Dr Linda Blakesley, who is helping us sort out the medical facts from all the myths and old wives’ tales that are out there. So, first one, Linda, is there any truth in the belief that you burn more calories when you’re exercising, we’re more likely to put on weight than if you eat the same amount of food earlier in the day?

Doctor: Well, there’s a clear answer there if you’re watching your weight or you’re trying to lose weight. What you eat, not where you eat it. A calorie at midday is no different from a calorie at midnight, and the idea that your metabolism slows down in the evening is actually a myth. It’s not a medical condition called night-eating syndrome, which affects 20% of the population, and people who suffer from this eat very little during the day, but often wake up and eat during the night. These people on average are no more overweight than people who do not suffer from this syndrome.

Interviewer: So I can go out for a big meal in the evening and not feel guilty about it?

Doctor: Absolutely – as long as you don’t have a big lunch as well.

Interviewer: Well, that’s good. The next one I’d like to ask you about is night-owl sleeping. It’s always seemed obvious to me that if you stay out in the cold and wind you’re more likely to catch a cold. But I also remember reading somewhere that this was a myth. What’s the truth about this one?

Doctor: Well, colds, we know, are caused by viruses, which you catch from an infected person, for example, when they cough or sneeze. Now for many years doctors believed that the only reason why it was more common to catch a cold in the winter was because people stayed indoors more, and so they infected each other. But recent research has found that being exposed to cold temperatures does in fact lower our body’s defences, so that means that if you get cold, you’re more likely to become infected by a cold virus, or to develop a cold if you’ve already been infected. It’s not a myth. It’s true.

Interviewer: OK. That all makes sense to me. Now something my parents used to tell me was that it was dangerous to have a bath or shower during a thunderstorm, because I might get electrocuted. I’ve always thought this was crazy. Is this an old wives’ tale?

Doctor: In fact, this one is quite true. Between ten and twenty people a year get an electric shock while having a bath or shower during a thunderstorm, and some of these die as a result. This is due to the fact that metal, particularly metal pipes of electricity, is a good conductor of electricity, so it’s very dangerous to have a bath or shower during a thunderstorm, because I might get electrocuted. I’ve always thought this was crazy. Is this an old wives’ tale?

Interviewer: Oh, I think I can. She said, ‘Put your nose into it and tell me what you can smell, put it into your nose and I couldn’t smell a thing at all, absolutely nothing at all. And she lied me down and half an hour of needles later, I got up and she said, “Have a smell of the rose again,” and I put my nose into it and there was this faint, faint smell of rose, which was quite the most beautiful thing I’ve ever smelt in my entire life.

Interviewer: It came straight away then?

Doctor: Yes, well, over the course of the next two weeks, very, very slowly it came back. I was walking down Old Compton Street and a woman walked past and I went, “Oh, you know that smell that I had last week?” she said, and I followed her, so that the woman saw me said she thought I was really weird because I was sort of, had my nose in her hair and that, so it all came back.

Interviewer: Thank you. Then before my children were born, well, even before my children were born, which is a very long time ago now, we’ve used alternative medicine, or I like to call it complementary medicine, we’re not homeopaths; and then of my children ever had an antibiotic when they were growing up, and I think that’s quite a good claim, actually. They’ve used them since they’ve been adults, for various things because of work and having to get their voices back, but apart from that no antibiotics, and I think I’ve had it in the last thirty-odd years.

Interviewer: Have you ever taken an alternative medicine?

Doctor: Well, the time I remember was when my second child, childbirth of my second, because my first was pretty traumatic, experience, so I thought I’d go and find out if it could make it easier, so I went to a homeopath who gave me a lot of pills, and said that when contractions started I had to take one and then, you know, an hour later take another one, and an hour later take two, but within half an hour, I’d take all three bottles and was still in agony.

Interviewer: And how did you feel?


Doctor: Yeah. Interviewer: It’s not a good idea.
Interviewer: So did you call the person? These aren’t urgent, are they?
Speaker 3: No. I never did, but I wouldn’t recommend homoeopathy for childbirth.
Interviewer: No, good conclusion.
Interviewer: Speaker 3: Have you ever taken an alternative medicine, do you have any experience?
Speaker 4: Once, just one. And I was taking a very long flight from London to Vancouver and I don’t like flying. But I was able to have that, but when I got there I was only there for a very few days and I wanted to enjoy my waking hours, and the jet lag was crazy so I bought some herbal sleeping pills.
Interviewer: Oh, right.
Speaker 4: So I didn’t want to use really heavy, real sleeping pills. I’ve never used those, so I went to buy some herbal sleeping pills and put them in my bag and then I got there and I look at the package and it says, ‘Take eight half an hour before bedtime’, so I thought that was quite a lot, but that’s what it said, so I took eight, but it was a bit like having a lot of grass in my mouth; it was like swallowing a lot of grass before bed and then it made me a little winded, so I was like hurrying up, like a lot of grass and I was hurrying so I wasn’t sleeping, so I wasn’t really convinced about them.
Interviewer: So a great night’s sleep.
Speaker 4: It was wonderful. A lot of grass.

5.23 Interviewer: What is it about New York that inspires you?
Patricia: I was born here and raised nearby and so I have memories of New York City from my early childhood and to me it was always a magical place. Anything is possible here and everything seems to happen here. As my aunt once said to me, she said, ‘People who live in New York even if they’ve only been here for one year, they feel like they own the place’, and I think that’s because New York is almost more of an event than a place, where everything changing and becoming something new all the time, and I think that’s why it draws creative people and it’s very inspiring.
Interviewer: Do you always paint in situ or do you sometimes use photos?
Patricia: I always paint in situ, almost always. I use sketches and I work a little from memory and from sketches. I do think that’s a bit in the studio sometimes because I like to be in the location because it’s always changing and I take pieces of the scene, things that happen at different times, a bird flying by might be very beautiful or a person walking in the street that might change your posture or pose that’s perfect for the composition. Things like that happen over the course of a painting and they can be just perfect. But a photo is very static and kind of fixed, it doesn’t allow for the work I do in the studio.
Interviewer: Does that mean you have to work very fast? Patricia: Actually I do, I have learnt to work very fast because there are so many things that change on the streets including being blocked by trucks and I do often work very fast, the seasons are constantly changing. People think of the four seasons but really nature changes almost every day, or every day so if I started painting at one point, it’s hard to finish it later in a different season or later on in the same season.
Interviewer: What techniques do you use?
Patricia: I use the traditional technique. I use oil paint and brushes.
Interviewer: How long does it normally take you to finish a painting from start to finish?
Patiyca: Oh, there, every painting is different, they can take a few hours or a few days. I’ve worked for some paintings for years and years and sometimes I’ll come back to a painting the following year when the season and the different light is right for that painting.
Interviewer: What’s the advantage of working from the different pictures, you also paint outside New York in the countryside. What similarities and differences are there in painting the city and painting the countryside?
Patiyca: The city is very geometric and I love, I happen to love geometry, I love angles criss-crossing on the composition and different shapes, geometric shapes but the countryside, when I first started painting it was very difficult for me for that reason, because you don’t have the perspective of the streets and the angles of the roofs and so on to lead your eye through the painting. It was, it was wonderful experience to learn how to make your eye move across a grassy field as opposed to do paint a street where it is so clear and easy kind of to figure out.
Interviewer: So what are the advantages and disadvantages of painting in the country and the city?
Patiyca: The city has the wonderful place for me to paint. I love it because I’m usually alone, pretty much, alone there and I’m not distracted by passers-by. In New York City there are just too many distractions with people coming up to me and they’re usually well-meaning but it’s just an interruption, it’s a distraction from my work. And the countryside is so beautiful that I love painting there.
Interviewer: Do you ever paint portraits?
Patiyca: I do occasionally. I love painting portraits, but it’s very rare to find someone who will sit for a few hours, for a couple of sessions, and I like to do portraits from photos I’ve tried it and I don’t like the results.

5.24 Interviewer: What kinds of things have influenced you as an artist?
Patiyca: I think one of the greatest influences on me was growing up on the banks of the Hudson which is such a unique place in different light and different times of year. I think that was a main influence on me to want to be a landscape painter. Also there were lots of paintings in the house where I grew up and my parents loved painting very much and also my mother painted some, so I especially after we all grew up, she painted so, there were a lot of influences on me.
Interviewer: What’s your favourite time of day for painting?
Patiyca: Actually my favourite time of day is sunrise, but I don’t always get up in time for that, so early morning and also late afternoon.
Interviewer: Do you have a favourite time of day or season?
Patiyca: Yes, I do actually. I love to paint just before the sun goes down just before it’s too dark and there aren’t yet any leaves on the trees, so that I can really see down the street, so there’s something magical in New York about that time of year, around March and then of course when spring comes and the blossoms and the trees start to come out, it’s just magical, but it lasts a very short time.
Interviewer: Are there any other cities that you’d like to go to and paint in?
Patiyca: Oh, there are thousands of cities I’d love to go to paint in, the ancient cities, the older cities, Paris, Amsterdam, Florence, Venice, many places in Italy, in Greece, I’d love to go to Turkey and paint on the Mediterranean and any place where there’s antiquity and where there’s water or mountains. But it is hard to travel and paint, it’s much better to go to one place and settle in and paint for a while in one place to get to really know the landscape. That’s what I prefer to do.
Interviewer: What do you think you are the pros and cons of an artist’s life?
Patiyca: I think I think to be an artist usually it requires a lot of sacrifice and I know that sounds like a cliché but it’s true. It requires an enormous amount of time, it requires being travelling constantly, changing your place at a moment’s notice. For example, being a landscape painter is completely insane. I could be going out the door with one painting under my arm and then I’m travelling, then I’m working on a different painting, or I could have plans with someone and suddenly change them, or drop the plans because the weather’s not right for particular painting, and then there’s a real big sacrifice in terms of your social life and also, of course, finances, if, as I do, I tend to put painting before anything else. So I’m not well, it’s hard to earn money and be a dedicated artist at the same time. I think, They contradict one another to some degree.

6.4 Interviewer: Do you often go to art galleries?
Jason: I try to, yeah.
Interviewer: What kind of art do you like?
Jason: I like a lot of different art. My favourite is probably landscapes. Paintings involving the ocean.
Interviewer: Do you have a favourite painting or poster in your house?
Jason: I do have a favourite! I have a Kandinsky that I’m quite fond of.
Interviewer: Can you describe it?
Jason: It’s hard to describe and I don’t even know the name of it; but it’s just, it’s beautiful and colourful and it’s in motion.
Interviewer: Do you often go to art galleries?
Jason: No, not, I’m not very interested at all.
Interviewer: What kind of art do you like?
Jason: Not, not really. I don’t think, I think art which has a sort of emotional effect on me. I suppose. But it could be anything. It means it’s not a particular style, it’s more like a sort of, what I see in it. If it means something to me, then I think I appreciate it.
Interviewer: Do you have a favourite painting or poster in your house?
Jason: Most of the art in my house is actually painted by my father. I’ve got, I must have 20 or 30 paintings by him. He paints, I take holiday snaps and he’s sort of improved them and painted them in. I’ve got a photograph of Florence, say, and he’ll take some buildings and invent some replacements, and I, you know, I rather like that. It’s almost like a sort of version of hellish photography. I do not get his personality superimposed, which is quite interesting.
Interviewer: Do you often go to art galleries?
Amy: I don’t go as often as I should actually. A lot of my friends go quite a bit and I never seem to find the time. It might be because I’m outside London, I think if you live in London, you spend more time, or it’s more available to you to go to them. So I don’t go as much as I should.
Interviewer: What kind of art do you like?
Amy: I like art that feels very accessible, that you can understand. So portraiture and photography as well. Travel photography I find really interesting.
Interviewer: Do you have a favourite painting or poster in your house?
Amy: I do actually and it’s in my parents’ house. It’s a painting that my best friend did for our family because she’s an artist by profession. And she painted a picture of my mum and I, a photo that we took when I was really young and painted it as if from the picture of her at the present, of the picture and it’s a really interesting picture and she set it on the cliffs in Cornwall, which is where our family used to spend a lot of time. And it’s a really lovely picture that she painted for us as a gift.
Interviewer: Do you often go to art galleries?
Ian: Yeah, fairly often, whenever I’m in a new town there’s a good gallery there I’ll try and go. Yeah, I’m quite good.
Interviewer: What kind of art do you like?
Ian: Generally 20th century and generally not figurative, not representational, a bit abstract, I quite like, yeah.
Interviewer: Do you have a favourite painting or poster in your house?
Ian: I’ve got a Rothko poster that I really like, yes.
Interviewer: Can you describe it?
Ian: It’s a body of colour. Basically sort of large blocks of a sort of magenta and grey. Very stark, but I like it, yeah.

6.4 I was in Warsaw in Poland for a week because I had rehearsals and a concert there, but on the Wednesday, Thursday, Friday of that week I also had to do rehearsals in Berlin. I needed to be able to have the rehearsal in Warsaw in the morning, then fly to Berlin for the rehearsal the late afternoon, then fly back to Warsaw late at night in time for the next morning rehearsal. The only way to get to Berlin and back in time to fly us in Warsaw was to fly us in, so as I left the rehearsal, there was a car waiting to take me to the airport, and when I arrived at the airport my heart sank because the weather was not so good, and the special manager said, ‘Look, I’m terribly sorry, we can’t fly at the moment because of the weather. Finally, the weather cleared and they said we could fly, so I was still hoping to make it in time for my rehearsal. However, we got into the plane and I didn’t have a very good
impression of it: it looked a bit old, and there was a little hole in the air that was coming through where the door had been shot on my side.

6.5 I thought, 'Well, never mind, and put on my seatbelt.'

The weather was not good, and after about five or ten minutes I was terribly cold, and I thought, 'Well, I know it can be cold— and it was also very noisy — normally the co-pilot's door was shut, but for some reason they didn't, so the noise was very loud and it got very very cold, and then to my horror I realized that the co-pilot's door wasn't shut properly! By this point the co-pilot knew that the weather was very slow, shut, so he turned to me and said 'Problem' and then he started gesticulating to the pilot, who was already having difficulties because the weather was very bad and it was raining very hard, and there was a bit of a storm. I was feeling extremely uncomfortable by now, wishing that I was on the ground, but then came the real drama because the pilot was trying to indicate to the co-pilot how to shut the door properly. Now what do you do if you're driving a car and you realize that you haven't shut the door properly? You usually stop, open the door again and then shut it with a bang or sometimes you don't even stop... but I was driving slowly, you'd do that. Anyway, this idiotic co-pilot, he proceeded to do precisely that. He then opened the door completely, in order to shut it properly, and I just was behind them as an extra annoyance. In front of me was just open air, this open door — I was absolutely terrified, cold air rushing in, and then he tried to shut it properly, but presumably because of the pressure or the cold I don't know what, he couldn't do so, and had he not had his seat belt on he would have fallen out of the plane, so he was holding on, partly for dear life, partly to try and shut it, unsuccessfully. The pilot was shouting at him but he couldn't correct the situation because, you know, he had to keep the plane in the air which was now extremely precarious and the plane was going up and down.

6.6 Then suddenly I felt that we were going right down and I prayed that we were going to land. To my relief we landed in one piece, so at least my life was no longer in danger, but as far as the fare-paying passengers were concerned, I realized with horror that because of this emergency in the air the pilot had had to land at the nearest town, which was still quite a long way down in Berlin. I had to phone the repatriation people to say I was going to be late and I was feeling thoroughly miserable. However, we eventually took off and arrived in Berlin and I did my rehearsal, and fortunately it had been the type of music that these passengers had not considered too serious a problem. Then on the way back, the pilots were waiting for me at the airport — it was now about ten o'clock at night or 9:20, so this time we took off, and I said, 'Are you going to be very short? Quite sure?' and they said, 'Yes, yes, and I said 'We're very late now. I want to get back to Warsaw as fast as possible' and they said 'Yes, the wind is in our favour — this aircraft can go very fast. We should be back soon. It wasPolish music, why not? We were way over.'

6.7 And finally wolves or dogs? Which is more dangerous to mountain walkers?

The Wolf Race is a big annual mountain-walking holiday in the French Alps when he saw a bloodstained man staggering towards him. The man was a tourist from Belgium, he had been attacked by a notoriously ferocious breed of mountain dog, Le Chien de Montagne des Pyrénées or the Pyrenean mountain dog. This breed is white and fluffy and looks rather like a large, fat, white cat but anything but. Fearless and ferocious, it can weigh up to 60kg and will fight to the death against wolves and bears to save a flock of sheep. So why are there so many of these dogs around? They've been brought into the French Alps to defend sheep from wolves. Wolves were re-introduced into the Alps in 1992 and there are now about 150 of them. They're protected by European Union law, but Alpine farmers have kept them to defend the 1,000 Pyrenean mountain dogs in the Alps with a sharp fall in the number of sheep deaths.

But it has also brought about an alarming rise in attacks on holidaymakers by these dogs. The attacks are driving tourists away and are further splitting the community, who were already divided over the reintroduction of the wolf in France. The controversy, several sheep farmers have been taken to court by holidaymakers who have been attacked, and 17 dogs have been poisoned in the Maurienne region of the Alps.

6.8 Presenter: And to finish the local news for London today, what's your view on foxes? Are they pests or should they be protected species? There are now approximately 20,000 foxes in London, and park officials and farmers are concerned that the foxes are damaging crops and gardens, and in Hammersmith in North London, the foxes are keeping the residents awake at night. Carol Martin is one such sufferer.

Presenter: What happened to you?

Carol: Well, I came down in the morning after another bad night's sleep. I saw a fox on my lawn, which didn't look very well at all — it had bits of fur hanging off it. I was worried that it might have some infectious disease, so I phoned the local council.

Presenter: And what did they say?

Carol: Well, first I asked for pest control, and they said, 'No, we don't do pest control.' And I said, 'A fox, but the woman from the council told me that foxes aren't pests, and she put me through to the fox project department. The fox project department.

Presenter: The fox project department? So then what happened?

Carol: Well, the man from the fox project asked me to find out if the fox was really ill, and he said that once they knew what was wrong with it, they could supply me with some medicine. So I said that, first of all I didn't speak fox language, and secondly I had no intention of going anywhere near it. I said that I would like the fox dead and the only medicine I was interested in was 'tasty'.

Presenter: I see — and how did they respond to that?

Carol: Well, the fox project got a bit annoyed, and told me that this was not a caring attitude at all, and they couldn't send an ambulance to take the animal to a vet or, if it wasn't seriously ill, to take it to the country and release it back into the wild.

Presenter: What's the man from the council suggested?

Carol: Those were his very words. At this point I couldn't believe what I was hearing. Luckily, when I looked out of the window again, the fox had disappeared, so I hung up. It does seem absolutely ridiculous to me. Camden Council has problems getting ambulances to sick people, because of staff shortages. They can't really provide ambulances to take sick foxes to the vet.

Presenter: Well, thank you Carol. incredible! So, does anyone else have a story about foxes in London? De and in Tierp.

6.9 Interviewer: Why did you decide to come to Spain? Renata: Well, it's a bit complicated. It was a bit of a fluke really. In fact, it was my husband who first came up with the idea of moving here. He's from Peru, and when I met him I was living in Ireland, in a small village by the sea, and he could speak a bit of Polish, but not very well. So it would have been very difficult for him to get a job in Poland. Not to mention the paperwork, which would have been very complicated too. At that time, when we got married in Rome, I'd just finished university, where I'd studied Spanish, and I'd get a job teaching Spanish in a school. So we thought about what we were going to do because we had planned to return to Poland, I would have to be the one that worked. So I spoke Spanish, and of course he did too, so we decided to try living in Spain.

Interviewer: When was this?

Renata: About four years ago. We came with nothing, with just a bit of money and two suitcases — and that was it. But bit by bit, we managed to find jobs and somewhere to live. We were very lucky, the guy who rented us our first flat who was a chef and he gave my husband a job, and I managed to get a job teaching Spanish to Polish immigrants here.

Interviewer: What's the plus side for you about living in Spain?

Renata: What I like best is that if you're prepared to work hard, you can get what you want, you can get a good standard of living quite easily. Then the weather is nice, it's not as cold as in Poland — though actually I really miss the snow. Here in Valencia it never snows. Another good thing here is that you have the sea and mountains quite close by; which we didn't have in Poznan.

Interviewer: What about the downside?

Renata: The traffic. I absolutely hate driving here, nobody obeys the traffic rules, they drive really roughly. And the weather is different — it's OK. My husband would say the noise, the people here are so noisy. In Peru people aren't nearly as noisy — they live in their houses — if you want to see someone, you just shout out, and they only answer if you call them by their name. Here they don't shout, they never shout, they don't shout at all.

And I think people gossip a lot here too. They're always talking about what everyone else is doing, and I don't like that.

Interviewer: There must be things you miss about Poland.

Renata: Of course — loads of things! The food! My family and my friends. I miss the coffee down that I love, my favourite cafés and cinemas. That's what I miss most.

Interviewer: Might you go back to Poland one day?

Renata: I personally would love to go back, but I'm not sure if ever will, it would be very difficult, especially for my husband. But you never know — or maybe we'll end up in Peru.

6.12 I've been living in Milan for just over 15 years now. The reason why I first came here was because I'd always wanted to go and live abroad, I'd always loved this city and the idea of being based in a cafe on some exotic seafront promenade in the South of France or somewhere like that, although I must admit I never imagined staying abroad for so long. Even when I first came I didn't always thought I'd eventually go back to the UK. You see, what I like best about living here is that in some way I'm still living the dream. Even though I have a demanding job with a multinational company, and a young child, both of which have their own stresses, somewhere in my brain there's a little voice that reminds me that I'm living abroad as I always wanted to be. Something which I think is very true is what another Brit said to me some time ago - he said 'Despite everything, it's almost as if you were still on holiday'. And although Milan isn't half as exotic as people might imagine — I mean it's a bit grey and industrial, it's a bit like Manchester in that way — the food is a million times better, and you're only 30 kilometres from the Alps and about 130 kilometres from the Mediterranean. The problems I have here are mainly to do with the bureaucracy, which can be incredibly frustrating. For instance the other day I needed a chest X-ray and just to book the appointment involved the queuing in two different places for an hour and a half. The practicalities of life can be frustrating too. Socially, I have changed a lot. I used to spend a lot of time at local cafes and bars, but they're different here, there are less of them. Even though I've been here for the past 15 years, but the State hasn't realized it yet. Most Italian women work these days, but nursery schools are still only open from 8:30 in the morning till about 4:00 in the afternoon. So who goes to pick your child up when
interviewer: What made you decide to become a vet?

vet: I was always interested in animals and originally when I was at school, I was hoping to become a zoologist. I wanted to study animals and their behaviour. Because my father was working at a university at the time, I could go and talk to the zoologist. Do you know anybody there that I can go and talk to in the zoology department? And for me to meet the professor of zoology, I went to the university and I said I wanted to go and talk to the professor. I don't know if you have any idea.

interviewer: Do you prefer treating farm animals or pets?

vet: Personally, I think I prefer a little bit more with the farm work but I don't mind. I like treating them all. I like being involved with them all. And in general practice, so I don't have a specialization in one particular species or one particular discipline within that.

interviewer: So why do you tend to prefer farm animals?

vet: I quite like meeting the people on the farm. I'm living in the countryside, where we are today. In this surgery, right in the little village in the countryside on the border of England and Wales and if you look around and look out, you understand why it's nice to be able to go round and drive round a bit of that country and see the animals there.

interviewer: What's the most difficult animal to treat?

vet: It's surprising what people turn up in the surgery. So you don't know the animals that we would see belong to a certain group, say, dogs, cats, maybe rabbits, guinea pigs, hamsters, ferrets. But now we're starting to see caged animals. That is llamas - certainly a difficult - and there are members of that sort of group. Those suddenly present a challenge because you're looking at an animal that you haven't really dealt with and it's different because each species is different. Even within a species, we sometimes have variations between breeds. So the most difficult is really just one that you're not used to and you suddenly find yourself thinking, what are the peculiarities, what's the anatomy, what's the anatomical variation, how well-looked medicine react, what's the dosage? And you sincerely hope that either you've got a book or there's something somewhere or somebody you can ring up and find out. But I can assure you that when somebody brought a tamara spider in one day, I did have a moment there where I thought to myself, 'Now what are we going to do with this thing?' It's the dreaded cardboard box. Someone comes in with a little cardboard box and they put it down very proudly on the table and you wonder in expectation and then they open it up and you look at it and go: 'Ah, very interesting. Now what is this?'

interviewer: What do you think is the most intelligent animal?

vet: I suppose when we're dealing with intelligence it's a question that you can have intelligent animals within a particular species. So I've met some extremely intelligent dogs, particularly collies, working collies. They are amazing, how they get the sheep in, how they sort them out or work with the cattle. Marvellous! People always say pigs are very intelligent and I had a professor at college who always maintained that. Why don't you keep pigs and cats and we should keep pigs as pets. He reckoned they were very clean and they were wonderful animals to have as a pet, very highly intelligent.

interviewer: What's the best and worst thing about your job?

vet: I think the best is always the breadth. It doesn't matter what species, what's the blood is brilliant, amazing every time it happens, on to the next. When we start to get testing cosmetics and things that are so ephemeral in the needs of the human population, I'm not sure that's a good use of animals.

interviewer: How do you feel about animals having large dangerous dogs around?

vet: All dogs are dangerous. If you look at what deaths have occurred in babies and small children, it's surprising, sometimes it's very small dogs that have been involved. It hasn't always been the big dogs. Unfortunately, it's not really the dog's problem and fault; it's usually the owner's problem and fault. And so if the owner can't restrain, keep control, have a proper care of that animal, then any dog can become more dangerous. And the principle of leaving children with dogs is one that should not on any occasion occur; no matter how good anybody believes a particular dog is, dogs can be dangerous.

interviewer: Are there any animals or insects that you are afraid of or feel uncomfortable with?

sheila: Snakes. I hate snakes.

interviewer: Have you ever had a frightening experience with an animal?

sarah: A few. The elephant was probably the most frightening. I was on safari with my husband and we were having lunch in the camp and he said, 'Oh, I'm just going to pop up to the office, there's a little office in a hut, because they can charge your batteries at certain times of the day. So he said, I'll just pop out and get my battery for the camera and, off he went. Five minutes later he came running back into the lunch room and said, 'There's an elephant out there. Come on, come, have a look.' So the guy in the restaurant said, 'Just be careful, don't get too close.' He didn't say what he meant by don't get too close, so we went and we walked around the corner and we looked up the path and there was a massive elephant. And it saw us and it just came charging towards us. Thank god, behind us the water had come out and we were just about to turn and run, because the elephant was very close, probably about 10, 15 feet away. We were just about to run and the water said, 'Don't, don't, don't.' So we stopped, all of us, and we just turned around and the elephant swung its trunk a bit and then walked away. But my heart was beating so fast. It was really quite frightening.

interviewer: Are there any particular insects that you are afraid of or feel uncomfortable with?

jerry: I'm afraid of spiders. I must confess. I mean above a certain size I'm afraid of them. Small ones I can cope with, with larger ones I don't like very much. Even piles of spiders in a book, I can't bear it. I just turn a page and see a picture of a spider, I kind of, a little shudder of fear passes through me.

interviewer: Have you always felt like this?

jerry: Yeah, yeah. I mean it's getting better but when I was a child it was quite bad. You know, I'd run screaming from the room. I don't do that any more.

interviewer: Have you ever had a frightening experience with an animal?

jerry: I've had an encounter with a bear in a national park in California, when I was having, camping with a friend and we were sitting up in the tent at night and the bear came and it looked over my shoulder and said, 'Jerry, there's a bear behind you?' and it was standing up on its hind legs about ten feet away so we had to wade through and it ate our dinner and then walked off. So there was no damage done, but it was quite frightening.

speaker: I just after I left drama school, I was cooking supper for my boyfriend and another friend who we were working with in the theatre, and I was going to do spaghetti bolognese and I wanted some green peppers. And I said to him, there was a difference between green peppers and green chilli.
keepers and so I cooked the spaghetti bolognese and I didn’t want to try the dress that day. No. Underneath my nails was burning so terribly, but I just kept washing my hands and ignored it. And then we sat down to eat and Jeff, the friend who ate, took one mouthful of the dish and said, ‘Hey, before either of us did and fell off his chair onto the floor. And I’m afraid the whole lot had to go into the bin, it was the most heinous experience.

Interviewer Have you had any awful, memorable disasters in the kitchen?

Speaker 2 One particular time when I’d just bought a new oven, and I’d invited some friends round and I was to cook a piece of roast meat, and put it in my new oven, and turned it on and left it for an hour to cook. And when I opened the oven door, I realized that I’d put the grill on, not the oven, so that the top of the meat was completely charred, and underneath it was completely raw, so the meal was completely ruined. So I had to send out for a takeaway.

Interviewer Ah, that’s a shame.

Interviewer Katie have you had a bad cooking experience?

Speaker 3 Well, it didn’t really involve cooking as such, but it was certainly a bad, preparing food experience. My family, we went to Italy, and everybody in my family enjoyed the antipasti, the bruschetta, so I thought when I came home that I would re-invent this, so it is very basic, basically it’s like a sandwich of bread with mozzarella cheese and it’s baked, and I’d asked an Italian waiter and my Italian isn’t very good, so I thought that I’d interpreted well what he said. However, you’re supposed to rub garlic on the bread, the sort of slightly toasted bread, just a little on one side. However, I went mad and was rubbing for a minute on both sides of the bread, and I put the tomato sauce on and handed it to my family, and they all sat down and it was terrible.

Interviewer So did you, did you recycle it or did you throw it away?

Speaker 3 I think we threw it away.

26 "Interviewer There’s a deep belief in the sport that teaches us valuable lessons about life and ultimately makes us better people. In your view, is there any justification for that? Mike Some, it can do, Sport involves, well, there are two types of sport, there’s team sport and individual sport, and team sport most clearly involves both competition and cooperation and the advantages of cooperation, you can’t do well without the support of other people. The football striker can’t score goals if he’s always looking to take the ball on his own and rely on others, and he can’t be a good goalkeeper if he has goals, you have to have persistence, you have to overcome difficulties, loss, bad form, injury, you have to overcome or deal with your fear of success and your fear of failure. So there’s a terrific number of qualities there, that people in general would respect and would like to develop in themselves. And sport, it seems to me does develop those.

Interviewer On balance would you say that sport brings about more happiness or unhappiness in the world?

Mike I saw a picture in The Observer some years ago of someone scoring a goal, and the picture was taken so that the netting you could see the crowd, and there must have been a hundred faces in this crowd, and even people one of them was totally intently observing the point where the ball was, which, I don’t know if it was in the picture, I can’t remember, and it seems to me that that kind of intensity of attention and something that the crowd shares with the players, and has a passion for and I would say that, it may not increase happiness, I mean happiness is a very difficult concept anyway, but it certainly increases living and its influence, it is a way of living one’s life to the full in the moment. And I would say that sport is like a mass form of art, certainly of culture. Sport has its ways of bringing unhappiness too. Some people can become too depressed at losing, or not doing well, or losing their form, some people find it very hard to move on from sport, say they’re Professionals, into another form of life. But nevertheless, I would say that it increases happiness, it increases living in the moment, it increases, it develops a passion. It is an increasing interest which goes beyond success and failure.

Interviewer Do you think there is a sense that sport has replaced religion in modern society?

Mike It can become a sense for people, and it can become, as it were, the thing that gives meaning to life, and it is the only thing that gives meaning to life. It is the only thing that gives meaning to life. It can become a religion in the sense of a sort of tribal, partisanship, which the worst forms of religion have. Religion has been the source of many disastrous conflicts but it’s also brought out the best in people and I’d say a similar thing is true of sport.

Interviewer Do you think there is any difference between using new technology to gain an advantage for example to help swimming suits and doping, are you mean taking performance-enhancing drugs?

Mike It seems to me there is a radical difference between, say, having a good diet, training better, getting better, getting better, the use of the mind and taking performance-enhancing drugs on the other. Which seems like a form of cheating, it seems like a form of way, the word ‘artificial’, artificial transformation of the body through different techniques, but without the necessary work that usually goes into it. If you’re going to build muscles, you have to work at it. If you build muscles by steroids, you don’t work at it, it’s sort of magical and it’s, it’s something that goes against the idea, which is entirely natural, but in sport, the idea that success is related to hard work, and you don’t achieve anything without hard work.

Interviewer We seem to have lost sensitivity to be positive role models in society, is there any reason that we should?

Mike We hope that they’re going to be role models on the field of play, that’s what they’re especially gifted at. Now as to off the field, if they play for England or Manchester United, they are going to be in the public eye, and if they do something that an ordinary person does at the same age, stupider, gets drunk, is late out at a night club, is found to be gambling, you know those kinds of things, the focus on him’s going to be much higher than it is on most people. And that’s something that they have to learn to accept. They get the benefits of being celebrities but there are disadvantages too. And it seems to me that it is hard to expect them to be much better than the rest of us, but we do have to be a bit more aware of the price they’ve caught. So I think it’s part of the coach’s job, or the senior players’ job, to warn people, to guide people, to encourage them, but you again can’t expect them to be always perfect.

Interviewer I’ve noticed that the results of last night’s football match are all over the front pages of the newspapers as well as the back pages. Does that suggest that we may have lost a sense of proportion when it comes to sport?

Mike You have to think that sport actually, whether you like it or not, matters a very great deal to a lot of people today and it gets a great deal of publicity and it’s a talking point for many, many people. People will be talking about that match at work today, the Manchester United versus Arsenal is the most important thing, it’s the thing we’re talking about, it’s the thing that we’re interested in. They’ll be talking about whether Arsenal are going to win, whether the weather is going to play a stronger role. And in a way, they’ll be talking in another way its inevitable, if people are so passionately involved, then it reflected by the newspapers.

710 "Interviewer What was the purpose of Professor Wiseman’s research? Was it simply to find the funniest joke?

Journalist No, it was much more than that. He wanted to take what he calls a ‘scientific look’ at what makes us laugh and this included finding answers to some questions like ‘Do people from different countries find the same things funny? Do men and women laugh at different types of jokes?’

Interviewer And could you tell us something about the results of his research?

Journalist Well, the first thing that came out clearly was that the jokes which people generally found the funniest had one thing in common – they create a sense of superiority in the person hearing or reading the joke, usually because the joke is about something the person hearing it appears to be stupid. This is clearly illustrated in the Sherlock Holmes joke, where Watson is the one who is shown to be stupid. Generally speaking, the more superior a joke makes us feel, the more we laugh. And it seems that we especially enjoy jokes where people in authority are made to look stupid, which is why there are so many jokes all over the world about policemen.

Interviewer And is there an explanation for this?

Journalist Yes, there is. According to Professor Wiseman, telling this kind of joke is simply our way of getting our own back on people in authority, people who have power and authority over us. That’s why we make fun of them. We make ourselves feel good at the expense of another, by laughing about how stupid they are.

Interviewer I think it was Sigmund Freud who said that we laugh at things which are subconsciously making us feel anxious. Is this true?

Journalist Well, Professor Wiseman’s research definitely supported this theory. For example, older people tend to find jokes about the problems of getting old much funnier than young people do. Everybody worries to a greater or lesser extent about getting an incurable illness, which is why we laugh at the joke about the man who has an incurable disease, which of course in reality is not a laughing matter. And for the same reason there are many many jokes about loneliness, marriages, family problems, and even death.

Interviewer Why do we laugh at jokes about death?

Journalist Professor Wiseman’s research found that wordplay was enjoyed by many nationalities. The joke about the ‘cereal killer’ is an example of the most basic kind of joke, where a play on words is made of a common word and a word, words which have different meanings, or different words which are pronounced the same. It seems that we find puns funny because the first line of the joke usually sets up a situation; then the second line (the punchline) if it’s strange seems, but then suddenly we get the joke, we understand it, and this feeling of surprise makes us laugh. Surprise is a very important element in humour.

Interviewer Do men and women laugh at the same things?

Journalist Apparently not. Generally speaking, women find jokes with wordplay more amusing, whereas men often prefer jokes which involve some element of aggression or sex. Perhaps not surprisingly, women find jokes about men being stupid far funnier than jokes about women behaving badly. And of course the opposite is true. So for example a woman will probably find the joke about the man doing the jigsaw far funnier than the man does. It’s that superiority theory in action again.

Interviewer Do different nationalities find the same kind of jokes funny?

Journalist Well, the answer seems to be no. Professor Wiseman’s research found clear differences between different countries and for example, for example, people from Britain, Ireland, and Australia enjoyed jokes based on wordplay. While the Australians and Canadians preferred jokes
Interviewer 2.1: What was the recipe for the dish that you cooked?  
Chef: The dish I cooked was a classic French recipe for Coq au Vin, which is a chicken stew with wine and vegetables. I used a good quality red wine and sautéed the chicken until it was golden brown before adding the vegetables and wine to the pan.  
Interviewer 2.2: How did you come up with the idea for this dish?  
Chef: I was inspired by a recipe I found in a French cookbook I was reading at the time. I wanted to make a dish that was both comforting and elegant, and I thought Coq au Vin would be perfect.  
Interviewer 2.3: What is your favorite ingredient to work with?  
Chef: I love working with fresh herbs, especially rosemary and thyme. They add a nice flavor and aroma to dishes.  
Interviewer 2.4: What is your secret to making a perfect Coq au Vin?  
Chef: The key to making a perfect Coq au Vin is to use high-quality ingredients and to let the flavors meld together slowly over low heat. I also make sure to deglaze the pan properly to get all the flavor from the bottom.  
Interviewer 2.5: How do you think your dish compares to other versions of Coq au Vin you've seen or tried?  
Chef: I think my version of Coq au Vin is rich and flavorful, with a nice balance of sweetness from the wine and acidity from the vegetables. It's definitely one of my favorites!  
Interviewer 2.6: What is your advice for a home cook who wants to make this dish?  
Chef: My advice would be to take your time and use high-quality ingredients. Don't rush the cooking process, and deglaze the pan properly to get all the flavor. It's definitely worth the effort!
Discourse Markers 1: Linkers

Result
1. It was freezing cold, so I wore a thick coat.
2. It snowed hard all night. As a result the airport was closed the following morning. We regret that you do not have the necessary qualifications, and therefore / consequently we are unable to offer you the job.

Reason
1. So is the most common way of introducing a clause of result.
2. As a result, therefore, and consequently (more formal than so) are often used at the beginning of a sentence or clause.
   • When the marker is at the beginning of a clause, it is usually preceded by a comma or comma and.
   • Therefore and consequently can also be used before a main verb, e.g. We have therefore / consequently decided not to offer you the job.

Purpose
1. I have stopped writing to her. because / as / since she never answers me.
2. The plane was late because of the fog. Flight 341 has been delayed due to / owing to adverse weather conditions.

Due to and Owing To
1. Because, as, and since (more formal) are used to introduce clauses giving a reason and are synonyms. As is often used at the beginning of a sentence, e.g. As the weather is so awful, we've decided not to go out.
2. Because of, due to, and owing to also express the reason for something. They are usually followed by a noun.
   • Due to and owing to are more formal than because of.

Contrast
1. We enjoyed the concert, but we didn't have very good seats.
   Agnes was attracted to the stranger, yet something in her head was telling her not to get close to him.
   We enjoyed the concert. However, we didn't have very good seats.
   Agnes was attracted to the stranger. Nevertheless, something in her head was telling her not to get close to him.
2. We enjoyed the concert although / even though / though we didn't have very good seats.
3. In spite of being attracted to the stranger, something in Agnes's head was telling her not to get close to him.
   Despite her attraction to the stranger...
   Despite the fact that she was attracted to the stranger...

But is the most common and informal way of introducing contrast, and is normally used to link two contrasting points within a sentence. Yet is used in the same way, but is more formal / literary. However and nevertheless are normally used at the beginning of the sentence, to connect it to the previous one. They are usually followed by a comma.

- Nevertheless (or nonetheless) is more formal / literary than however.
- Even though is more emphatic than although. Though is more common in informal speech.

A. Though can also be used at the end of a phrase as a comment adverb, e.g. He's very friendly - a bit mean, though.
3. After in spite of and despite you must use a gerund, a noun, or the fact that + clause.

Study Link MultiROM www.oup.com/elt/englishfile/advanced
have

1. They have a large, rather dilapidated country house in Norfolk.
2. He doesn't have lunch at home. Are you having lunch?
3. They've been married for 15 years.
4. How long has Anna been going out with James?
5. Do we really have to spend Christmas with your parents again?
6. We're going to have the kitchen repainted next week.
7. I had my eyes tested when I got my new glasses.

1. Use have as a main verb for possession.
   - Have with this meaning is a stative (non-action) verb and is not used in continuous tenses. Use auxiliaries do / did to make questions and negatives.
2. Use have + object as a main verb for actions, e.g. have a bath, a drink, a chat, etc.
   - Have with this meaning is a dynamic (action) verb and can be used in continuous tenses.
3. Use have as the auxiliary verb to form the present perfect simple and continuous. Make questions by inverting have and the subject, and negatives with haven't / hasn't.
   - We also use have for other perfect forms, e.g. the future perfect, the perfect infinitive, etc.
4. Use have to to express obligation, especially obligation imposed by others, and rules and regulations. Have to is a main verb.
5. Use have + object + past participle to say that you ask or pay another person to do something for you.
   - Have here is a main verb, not an auxiliary verb, e.g. Where do you have your hair cut?

have got

1. How many children have you got? I've got three, two boys and a girl.
2. I've got to go now - I'm meeting my girlfriend for lunch.

You can also use have got for possession. The meaning is exactly the same as have.
- Have here is an auxiliary verb so make questions by inverting have and the subject and negatives with haven't / hasn't.
- Have got has a present meaning. We use had for the past, NOT had got.
- Have got is very common in informal spoken and written English.
2. Use have got to to express obligation, especially in informal spoken and written English.
   - Have got to is normally used for a specific obligation rather than a general or repeated obligation. Compare: I've got to make a quick phone call (specific) and I have to wear a suit to work (general).

See 5A permission, obligation, and necessity on page 148 for more information on have to and have got to.

a. Right (✔) or wrong (✗)? Correct the mistakes in the highlighted phrases.
   - A You look exhausted.
   - B Yes, I've been having meetings all day with the marketing people.
   - C Are you going to have your nails done when you go to the hairdresser's?
   - D Why don't you want to come?
   - E I haven't got any money.
   - F Has your husband to work tomorrow or is he taking the day off too?
   - G The staff don't have to dress formally in this company - they can wear what they like.
   - H How long have you been having your flat in London?
   - I What time are we having dinner tonight?
   - J My parents had got many problems with my sister when she was a teenager.
   - K I don't have a holiday for 18 months. I really need a break.
   - L Have we got to do this exercise now, or can we do it later for homework?

b. Rewrite the sentences using a form of have or have got.
   - I started working for Microsoft in 2001 and I still work there.
   - I've been working for Microsoft since 2001.
   - 1 She's an only child.
     She ___
   - 2 We used to pay someone to take a family photograph every year.
     We used ___
   - 3 Wearing a hard hat is obligatory for all visitors to this site.
     All ___
   - 4 He last saw his father in 2009.
     He ___
   - 5 He lacks the right qualifications for this job.
     He ___
   - 6 It's not necessary for us to do it now. We can do it later.
     We ___
   - 7 The sea water was amazingly clear and warm - we swam every morning.
     The sea water was amazingly clear and warm - we ___
   - 8 When did you start to get on badly?
     How long ___
   - 9 I need someone to fix the central heating. I think the thermostat is broken.
     I ___
     I think the thermostat is broken.
generic pronouns

1 You can learn a language faster if you go to live in a country where it is spoken.
2 One should never criticize without being sure of the facts.
3 When we talk about an accent, we must not confuse this with pronunciation.
4 They always say that it’s never too late to learn a new language.
   They should make it compulsory for people to learn two foreign languages at school.
5 If someone goes to live in a foreign country, they will have to get used to a different way of life.
   Could the person who left their bag in the library please come and see me?

1 We often use you to mean people in general.
2 We can also use one + 3rd person singular of the verb to mean people in general.
   One is more formal than you and is rarely used in spoken English.
3 We can also be used to make a general statement which includes the reader/listener.
4 In informal English, we also often use they to talk about other people in general, or people in authority, e.g. They always say... (they = people in general). They should make it compulsory... (they = the government).
5 We often use they, them, and their to refer to one person who may be male or female, instead of using he or she, his or her, etc.

reflexive and reciprocal pronouns

1 You need to look after yourself with that cold.
   He’s very egocentric. He always talks about himself.
2 I managed to complete the crossword! I was really pleased with myself.
3 We decorated the house ourselves.
   There’s no way I’m going to do it for you. Do it yourself!
4 I don’t feel very comfortable going to the cinema by myself.
5 My ex-Husband and I don’t talk to each other any more.
   My mother and sister don’t understand one another at all.

1 We often use reflexive pronouns when the subject and object of a verb are the same person.
   We don’t usually use reflexive pronouns with wash, shave, feel, relax, concentrate
   NOT relax yourself.
2 We also use reflexive pronouns after prepositions when the complement is
   the same as the subject.

After prepositions of place, we use object pronouns, not reflexive pronouns, e.g. She put the bag next to her on the seat NOT next to herself.

3 We can also use reflexive pronouns to emphasize the subject, e.g. We decorated
   the house ourselves (=we did it, not professional decorators).
4 By + reflexive pronoun = alone, on your own,
5 We use each other or one another for reciprocal actions, i.e. A does the action to
   B and B does the action to A.
   • Compare They bought themselves some new shoes (= A bought some for A, and B
   bought some for B).
   • They bought each other some new shoes (= A bought some for B and B bought some for A).

it and there

1 It’s five miles to London. It’s 10 o’clock.
2 It was great to hear that you and Martina are getting married!
   It used to be difficult to buy fresh pasta in the UK, but now you can get it everywhere.
3 There’s a big crowd of people in the town centre.
   There used to be a cinema in that street, but there isn’t one any more.
   There are three meetings this week.

1 We use it + be to talk about time, temperature, and distance.
2 We also use it + be as a ‘preparatory’ subject before adjectives. It was great to hear
   from you is more natural than To hear from you was great.
3 We use there + be + noun to say if people and things are present or exist (or not).
   You cannot use It... here. NOT It used to be a cinema in that street.

a Circle the right pronoun. Tick if you think both are possible.
   They hurt one another (themselves) quite badly when they fell off their motorbike.
1 One / You can often tell where people are from by the way they dress.
2 You can put my case on the rack above yourself / you.
3 Marga and her sister look incredibly like each other / one another. Are they twins?
4 Anna is very selfish – she never puts her / herself first.
5 Either Suzie or Mark has lost her / their bag behind, because there’s only one in the back of the car.
6 When a person goes to live abroad, it may take them / him a while to pick up the language.
7 They / One say that eating tomatoes can help protect the body against certain diseases.

b Complete the sentence with a pronoun where necessary.
   In most circumstances you should address people by their title and surname.
1 If anyone has not yet paid _____ course fees, he/she should go to registration immediately.
2 Isabel is very quick tempered. She finds it very hard to control _____.
3 I wouldn’t stay in that hotel. _____ say the rooms are tiny and the service is awful.
4 There is a total lack of communication. They don’t understand _____ at all.
5 Mila gets distracted too easily. She doesn’t concentrate _____ very well.
6 Are you going to have the flat repainted or will you do it _____?
7 There are loads of bookshelves in the flat, which is great as _____ can never have too many books!

c Complete the sentences with it or there.
   There was a very interesting article about modern lifestyle in The Times yesterday.
1 Nowadays _____’s illegal to text from your mobile while you’re driving. _____ have been a lot of accidents caused by this.
2 Look. _____’s a spelling mistake in this word. It should be J, not G.
3 How many miles is _____ to Manchester from here?
4 _____’s scorching today. _____ must be at least 35 degrees.
5 _____’s no need to hurry. The train doesn’t leave for ages.
6 _____’s not worth buying the paper today. _____’s absolutely nothing interesting in it.
the past: narrative tenses, used to and would

**GRAMMAR BANK**

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

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

- When we describe specific incidents in the past, we use narrative tenses, i.e. the past simple, past continuous, and past perfect simple or continuous.
- Use the past simple to talk about the main actions in a story (We went to bed... I woke up... I screamed).
- Use the past continuous to set the scene (We were sleeping in my parents’ bedroom) and to describe actions in progress in the past (Somebody was standing at the end of my bed).
- Use the past perfect and the past perfect continuous to talk about the earlier past, i.e. things which happened before the main events (My father had gone away... I had been reading a story).

**used to and would: describing repeated actions in the past**

1. Every summer my family rented an old house in the South of France. My sister and I used to walk to the harbour every morning and watch the fishermen cleaning their nets.
2. Every night before we went to bed my mother would tell us a story, but she would never read from a book. She would always make them up herself.
3. When I was a teenager, my friends were always teasing me because of my red hair.

1. We often use *used to* + infinitive as an alternative to the past simple to talk about things that we did repeatedly in the past.
2. We can also use *used to* + infinitive to talk about situations or states which have changed, e.g. *I used to have much longer hair when I was younger.*
3. We also use *would* + infinitive as an alternative to *used to* to talk about things that we did repeatedly in the past.
4. However, we don’t use *would* with stative verbs, i.e. to talk about situations or states which have changed NOT *I would have much longer hair when I was younger.*
5. We can also use *always* + past continuous for things that happened repeatedly, especially when they were irritating habits.

**a** Circle the right form. Tick if both are correct.

Corinne and I *used to be* / *would be* very close, but recently we’ve grown apart.

1. When I came into the room, my aunt sat / was sitting with her back to me. When she turned round, I could see that her eyes were rather red and I was sure that she had been crying / had cried.
2. Our grandmother always used to have / would always have a little surprise waiting for us when we visited.
3. My uncle lived / used to live on his own because his wife died / had died several years earlier.
4. When my brother was a child, he didn’t use to look / he wouldn’t look at all like my father, but the older he gets the more he looks like him.
5. When I was small, I was always getting / I always used to get into trouble at school and my parents used to punish / would punish me by not letting me play with my friends at the weekend.
6. Suddenly we heard a tremendous crash and we saw that a car crashed / had crashed into a tree and petrol poured / was pouring out of the car onto the road.

**b** Put the verbs in the right form, using a narrative tense or would / used to.

**My earliest memory**

When I was about four or five, my grandmother, who was Polish, was living (live) in London, and we children often ___ (spend) weekends at her flat. My grandfather ___ (die) a couple of years earlier, so I suppose she was in need of company. We loved going there, as my grandmother ___ (cook) special meals for us and ___ (take) us for lovely walks in Regent’s Park, which was quite nearby. One occasion that I remember really well was when I ___ (invite) to stay with her on my own, without my brothers and sisters. On the first day, after lunch, my grandfather ___ (tell) me that she ___ (go) to have a rest, and that I should have a rest too. ___ (try) to sleep but I couldn’t, so after a while I ___ (get) up and ___ (decide) to explore the flat. Everything was very quiet so I was convinced that my grandmother ___ (sleep). The room I most ___ (want) to explore was my grandfather’s study. I imagine, precisely because I ___ (tell) not to go in there. I opened the door and went in, and was immediately drawn to his large old desk. ___ (climb) onto the chair, and ___ (see) on the desk a green pen in a kind of stand, with a bottle of ink. ___ (ask) my parents for a real pen for a long time, but they ___ (refuse), foreseeing the mess that I was almost bound to make with the ink. I picked up the pen and then tried to open the bottle of ink. At that moment I ___ (hear) my grandmother’s voice saying ‘Christina? Where are you? What are you doing?’ To my horror I ___ (realize) that my grandmother ___ (get up) out of bed and ___ (come) towards the study. Two seconds later she ___ (open) the door. I will never forget the awful feeling of shame that she ___ (catch) me doing something that she ___ (forbid) me to do.
2B distancing

seem / appear

1 It seems / appears (that) there is a direct relation between your position in the family and your personality.
   The new head of department seems / appears to be quite friendly.
   Excuse me. There seems to be a mistake with the bill.
2 It would seem / appear (that) Mr Young had been using the company’s assets to pay off his private debts.

1 We often use seem and appear to give information without stating that we definitely know it is true, and in this way distancing ourselves from the information.
   We can use It seems / appears + that + clause, or subject + seem / appear + infinitive.
2 We use It would seem / appear + that + clause to distance us even further from the information, and to make it sound less sure. This is more formal than It seems / appears...

The passive with verbs of saying and reporting

1 It is said that using a washing machine saves people on average 47 minutes a day.
2 It has been announced by a White House spokesman that the President has been taken to hospital.
3 The company director is expected to resign in the next few days.
4 The missing couple are understood to have been living in Panama for the last five years.
5 There are thought to be over a thousand species in danger of extinction.

Another way of distancing ourselves from the facts, especially in formal written English, is to use the passive forms of verbs like say, think, etc., to introduce them. We can use:

1 It + passive verb + that + clause.
2 Verbs commonly used in this pattern are agree, announce, believe, expect, hope, report, say, suggest, think, and understand.
3 subject + passive verb + to + infinitive.
4 Verbs commonly used in this pattern are believe, expect, report, say, think, and understand.
5 There can also be used + passive verb + to + infinitive.

Compare:
It is said that there are more than five million people living in poverty in this country.
There are said to be more than five million people living in poverty in this country.

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

1 Apparently, Maurice and Yvette have separated.
2 According to new research, the idea that we have to drink two litres of water a day is a myth.
3 Dinosaurs may have died out due to extremely rapid climate change.
4 There are rumours that the band, who disbanded in the late 80s, might be planning to re-form and record a new album.

1 We can use apparently (usually either at the beginning or the end of a phrase) to mean that we have heard / read something, but that it may not be true. This is very common in informal conversation.
2 We can use according to to specify where information has come from. We use it to attribute opinions to somebody else (NOT According to me...).
3 Using may / might also suggests that something is a possibility, but not necessarily true.

Complete the sentences with one word to distance the speaker from the information. Sometimes there is more than one possibility.

1 It _______ that the less children sleep, the more likely they are to behave badly.
2 It _______ appear that someone has been stealing personal items from the changing rooms.
3 Mark _______ to have aged a lot over the last year.
4 He may not look it, but he is _______ to be one of the wealthiest people in the country.
5 _______ to some sources, the latest research is seriously flawed.
6 Despite the fact that there will be an autopsy, his death _______ have been from natural causes.
7 _______ are thought to be several reasons why the species died out.
8 The missing couple are believed _______ have had financial difficulties.
9 It is understood _______ the minister will be resigning in the near future.

Rewrite the second sentence so that it means the same as the first.

People say that eating garlic stops you catching colds.
It is said that eating garlic stops you catching colds.

1 Apparently, people who work night shifts die younger.
   It would _______
2 It is possible that the prisoners escaped to France.
   The prisoners may _______
3 We expect that the Prime Minister will make a statement this afternoon.
   The Prime Minister is _______
4 The company has announced that the new drug will go on sale shortly.
   It _______
5 People believe that improvements in diet and lifestyle are responsible for the rise in life expectancy.
   Improvements in diet and lifestyle _______
6 The manual says you have to charge the phone for at least 12 hours.
   According _______
7 It appears that the government is intending to lower interest rates.
   The government _______
8 People have suggested that the painting is a fake.
   It _______
9 It seems that there are more cyclists around than there used to be.
   There _______
get

1 I got an email from Marc today.
   If you're going to the post office, could you get me some stamps?
   When do you think we'll get to Paris?
2 Well better go home. It's getting dark.
   I seem to have got very forgetful recently.
   The traffic gets worse in the city centre every day.
   I don't think my mother will ever get used to living on her own.
3 We need to get someone to fix the central heating - it's not working properly.
   Could you get Jane to finish the report? I'm too busy to do it this afternoon.
4 I'm going to get my hair cut next week.
   I need to get my passport renewed - it runs out in a couple of months.
5 Did you know Dan got sacked last week?
   My husband got caught driving at 150 km/h. He got three points on his licence.

Get is one of the most common verbs in English and can be used in many different ways.
1 Get + noun / pronoun can mean 'receive', 'bring', 'fetch', 'obtain', 'buy', or 'catch', and with to + a place it means 'arrive at / in'.
2 We use get + adjective or comparative adjective to mean 'become'.
   - Compare be + adjective and get + adjective.
   - It's dark. It's getting dark.
   - I'm used to the climate in England now. I'm getting used to the climate in England.
3 We can use get + object + infinitive to mean 'make somebody do something' or 'persuade somebody to do something'.
4 In informal spoken English we sometimes use get (+ object + past participle) instead of have (+ object + past participle) to say that you ask or pay another person to do something for you.
See 1B have on page 137.
5 We can use get (+ past participle) instead of be to make a passive structure. This is more informal than using be.

a Replace get with another verb so that the sentence means the same.
1 I got fined yesterday for breaking the speed limit. was
   I ______ fined yesterday for breaking the speed limit.
2 My father is getting increasingly forgetful in his old age.
   My father is ______ increasingly forgetful in his old age.
3 Do you know anywhere near here where I can get a newspaper?
   Do you know anywhere near here where I can ______ a newspaper?
4 We had to get the roof repaired, as it was damaged in the storm.
   We had to ______ the roof repaired, as it was damaged in the storm.
5 I got an email out of the blue today from an old school friend.
   ______ an email out of the blue today from an old school friend.
6 If I get the 7.30 train, would you be able to pick me up at the station?
   ______ the 7.30 train, would you be able to pick me up at the station?
7 Do you think they'll get here in time for lunch?
   ______ here in time for lunch?
8 If you're going upstairs, could you get me my jacket, which is on my bed?
   ______ me my jacket, which is on my bed?
9 She's going to get caught if she's not careful.
   ______ if she's not careful.
10 How can I get you to change your mind?
   ______ you to change your mind?

b Complete the sentence with the right form of get and the word in brackets. You may need to change the form of the verbs in brackets.
1 I always get lost (always / lose) when I'm driving. I think I'm going to get a satnav.
2 I only just ______ in time. It was about to run out. (my work permit / renew)
3 My husband has only been in the UK for two months and he just can't ______ on the left. He gets very confused at roundabouts. (used / drive)
4 Monica's fiancé ______ in a car crash. He was lucky to survive. (nearly / kill)
5 I can ______ tomorrow night so we can go out. (my sister / babysit)
6 If you can't find your keys, we'll have to ______. (all the locks / change)
7 We ______ by the police just before we crossed the bridge. They were looking for a stolen car. (stop)
8 A What happened to your eye?
   B ______ by a mosquito last night. (bite)
speculation and deduction

modal verbs: must / may / might / must / can’t / should

1. Mel and Trudy must be very well off—they’ve got an enormous house.
   You must have seen him—he was standing right in front of you.
2. They can’t be playing very well—they’re losing 0-3.
   You can’t/couldn’t have spent very long on this essay—you’ve only written 100 words.
3. I haven’t seen the sales manager today: He may/might/could be off sick.
   The keys of the store cupboard have disappeared. Do you think someone may/might/could have taken them?
   He may/might not have heard the message I left on his voicemail.
4. If I post the letter today, it should arrive on Friday.
   I posted the letter a week ago. It should have arrived by now.

1. As well as for obligation, we also use must + infinitive to say that we are almost sure something is true about the present, and must have + past participle to say that we are almost sure something was true or happened in the past.
2. We use can’t and couldn’t + perfect infinitive (NOT mustn’t/mustn’t have) to say that we are almost sure that something isn’t true in the present or didn’t happen/wasn’t true in the past.
3. We use may/might/could and may/might/could + perfect infinitive to say that we think it’s possible that something is true in the present or was true happened in the past.
   • Compare:
     He might not have done it. (= Maybe he didn’t do it.)
     He couldn’t have done it. (= It is impossible that he did it.)
4. Use should + infinitive (or should have + participle) to describe a situation you expect to happen (or would expect to have happened in the past).

adjectives and adverbs for speculation

1. He’s bound/sure to be here in a minute. He left an hour ago.
   She’s sure to know. She’s an expert on the subject.
2. I think she’s likely to agree to our proposal—we’ve given her some very good reasons.
   The doctors say that at his age he’s unlikely to recover.
   I think it’s very likely that the meeting will be over by 6.00.
   It’s unlikely that the government will raise interest rates this year.
3. She’ll definitely pass the exam. She’s worked really hard.
   She definitely won’t pass the exam. She hasn’t done any work at all.
   He’ll probably be here around 8.00. He usually leaves work at 7.30.
   He probably won’t be here until about 8.15. He’s stuck in a traffic jam.

1. Bound and sure are adjectives. We use be bound or be sure + infinitive to say that you think something is certain to be true or to happen.
2. Likely/unlikely are also adjectives (not adverbs). We can use subject + be likely/unlikely + infinitive, or it is likely/unlikely + that + clause.
3. Definitely and probably are adverbs. They go before a main verb and after the auxiliary (if there is one) in sentences and before the auxiliary verb in sentences.
   • With be they go after the verb in sentences and before it in sentences, e.g. He’s probably British. The painting definitely isn’t genuine.

a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.
   A When’s Jim arriving?
   B I’m not sure, but he won’t likely be here before 7.00.
   C isn’t likely to be here
   1 My glasses aren’t in their usual place. Someone must move them.
   2 A Do you know where Ann is?
   B She should be in the library. That’s where she said she was going.
   3 A What’s that noise in the garage?
   B I think it can be the neighbour’s cat.
   4 I’m sure Barcelona will win tonight. They’re unlikely to lose three times running.
   5 I don’t think we should use that photo of Tina in the brochure. She won’t definitely like it.
   6 Julian is bound be late—he always is.
   7 No one’s answering the phone at the shop. They’ve probably gone home.
   8 I don’t think Marta has gone to bed yet. I think she must still study.
   9 It’s quite likely that the boss will retire in a year or two.

b Rewrite the sentences using the bold word.
   Perhaps Luke has got lost. He has no sense of direction.
   MIGHT
   Luke might have got lost. He has no sense of direction.
   1 I don’t think he’ll have time to call in and see us.
   He’s got a very tight schedule.
   PROBABLY
   He __________. He has a very tight schedule.
   2 I’m not sure she’ll ever get over the break-up.
   MAY
   She __________ the break-up.
   3 They will probably have heard the news by now.
   SHOULD
   They __________ now.
   4 I’m sure I didn’t leave my credit card in the restaurant. I remember putting it in my wallet.
   CAN’T
   I __________. I remember putting it in my wallet.
   5 I’m sure your sister will like the scarf. It’s just her style.
   BOUND
   Your sister __________. It’s just her style.
   6 The company director probably won’t resign, despite the disastrous sales figures.
   UNLIKELY
   The company director __________, despite the disastrous sales figures.
   7 I’m sure he was in love with her otherwise he wouldn’t have married her.
   MUST
   He __________ otherwise he wouldn’t have married her.
   8 Are you sure you locked the back door?
   DEFINITELY
   Did __________ the back door?
   9 According to press reports, the couple will probably get divorced soon.
   LIKELY
   According to press reports, it’s __________ soon.
1. Not only is my brother lazy, (but) he's also very selfish.
   Not until you can behave like an adult will we treat you like an adult.
   Never have I heard such a ridiculous argument.
   No sooner had the football match started than it began to snow heavily.

2. Not only did you forget to shut the window, (but) you also forgot to lock the door!
   Not until you become a parent yourself do you understand what it really means.

3. The train began to move. Only then was I able to relax.
   Only when you leave home do you realize how expensive everything is.
   Hardly had I sat down when the train began to move.
   Rarely have I met a more irritating person.

In formal English, especially in writing, we sometimes change the normal word order to make the sentence more emphatic or dramatic.

1. This structure is common with negative adverbial expressions such as Not only.... Not until.... Never.... and No sooner... than (= a formal way of saying as soon as)
   - When we use inversion after the above expressions, we change the order of the subject and auxiliary verb
     NOT only my brother is lazy...

Compare:

My brother is not only lazy, but he's also very selfish.
(= normal word order)

Not only is my brother lazy, but he's also very selfish.
(= inversion to make sentence more emphatic)

2. In the present simple and past simple tense, rather than simply inverting the subject and verb we use do / does / did + subject + main verb NOT Not only forgot you to shut the window.

3. Inversion is also used after the expressions Only then.... Only when.... Hardly / Scarcely... when, and Rarely...

⚠️ Inversion should only be used occasionally for dramatic effect. Overusing it will make your English sound unnatural.

Rewrite the sentences to make them more emphatic.

1. I had just sat down when the train left.
   No sooner had I sat down than the train left.

2. I didn't realize my mistake until years later.
   Not until

3. We had never seen such magnificent scenery.
   Never

4. They not only disliked her, but they also hated her family.
   Not only

5. We only understood what he had really suffered when we read his autobiography.
   Only when

6. We had just started to eat when we heard someone knocking at the door.
   Hardly

7. I have rarely read such a badly written novel.
   Rarely

8. We did not put down our tools and rest until the sun set.
   Not until

9. The hotel room was not only depressing, but it was cold as well.
   Not only

10. They only lit the fire when it was unusually cold.
    Only when

11. Shortly after he had gone to sleep there was a knock on the door.
    No sooner

12. I only realized the full scale of the disaster when I watched the six o'clock news.
    I watched the six o'clock news. Only then

13. I had only just destroyed the evidence when the police arrived.
    Scarcely

14. He has never regretted the decision he took on that day.
    Never

15. I spoke to the manager and the problem was sorted out.
    Only when
unreal uses of the past tenses

1. It's a difficult problem. I wish I knew the answer to it! I wish I hadn't spoken to Jane like that - you know how sensitive she is.
2. If only I knew the answer! If only you hadn't forgotten the map, we'd be there by now.
3. I'd rather you left your dog outside - I'm allergic to animals. Are you sure this is a good time to talk? Would you rather I called back later?
4. Don't you think it's time you found a job? It's six months since you finished university! It's (high) time the government did something about unemployment.

We use wish + past simple to talk about things we would like to be different in the present / future (but which are impossible or unlikely).

- We use wish + past perfect to talk about things which happened / didn't happen in the past and which we now regret.
- We sometimes use that after wish, e.g. I wish that I knew the answer.
- You can also use if only... instead of wish with the past simple and past perfect. This can be used by itself (if only I knew!) or with another clause.
- If only is more emphatic than wish.

A: When we want to talk about things we want to happen or stop happening because they annoy us, we use wish or if only + person / thing + would + infinitive, e.g. I wish the bus would come! If only he wouldn't keep whistling when I'm working!

3. We use would rather + subject + past tense to express a preference.
- We can also use would rather + infinitive without to when there is no change of subject, e.g. I'd rather not talk about it. However, we cannot use this structure when the subject changes after would rather, e.g. I'd rather you didn't talk about it NOT I'd rather your not-talk about it.
- We use the past simple after it's time + subject to say that something has to be done now or in the near future.
- We can also use it's time + to + infinitive when we don't want to specify the subject, e.g. It's time to go now.
- We sometimes use high before time for emphasis.

Put the verbs in brackets in the right form.

I wish I hadn't lent Gary that money now. Who knows when he'll pay it back? (not lend)
1. It's time the government ______ that interest rates are far too high. (realize)
2. My wife would rather we ______ nearer the city centre. (live)
3. I wish you ______ to stay a bit longer - we're having such a good time! (be able)
4. Would you rather we ______ the subject now? (not discuss)
5. I think it's time the company ______ expecting us to do so much overtime for no extra pay. (stop)
6. If only I ______ a bit more when I was earning a regular salary, I wouldn't be so hard up now. (save)
7. I'd rather you ______ me in cash, if you don't mind. (pay)
8. If only we ______ the name of the shop, we could Google it and see where it is. (know)
9. Do you wish you ______ to university or do you think you made the right decision to leave school and start work? (go)

Rewrite the sentences using the bold word(s).

The children ought to go to bed. It's nearly nine o'clock.

TIME
It's time the children went to bed. It's nearly nine o'clock.

1. I'd prefer you not to smoke in here, if you don't mind.
   RATHER
   ______, if you don't mind.
2. I would like to be able to afford to travel more.
   WISH
   ______ travel more.
3. We shouldn't have painted the room blue - it looks awful.
   IF ONLY
   ______ - it looks awful.
4. Don't you think you should start to look for a job?
   TIME
   Don't you think ______ for a job?
5. He should be less tight-fisted! Then he'd enjoy life more.
   IF ONLY
   ______, he'd enjoy life more.
6. Would you prefer us to come another day?
   RATHER
   ______ another day?
7. I should have bought the maroon sweater and not the beige one.
   WISH
   ______ the maroon sweater and not the beige one.
**Discourse markers (2): adverbs and adverbial expressions**

**Grammar Bank**

- **A** I really like your shirt. **Hasn't** Harry got one just like it?
- **B** **Talking of** Harry, did he get the job he applied for?

So let's meet at five o'clock then. **By the way** / **Incidentally**, could you possibly lend me some money until the weekend?

- **A** Did you see the match last night?
- **B** No, I didn't. **Actually** / **In fact** / **As a matter of fact** I don't really like football.

We didn't go away at the weekend because I had too much work. **In any case** / **Anyway** the weather was awful, so we didn't miss anything.

Yes, it was a bad accident. **At least** nobody was killed, though. Tom's coming to the meeting, or **at least** he said he was.

As I was saying, if Mark gets the job we'll have to reorganize the department.

**On the whole**, I think that women make better journalists than men.

I like both flats, but **in all** I prefer the one next to the cathedral.

I think we should buy them. **After all**, we'll never find them anywhere cheaper than this.

I don't think I'll come to Nick's party. It will finish very late. **Besides**, I won't know many people there.

**Basically**, my job involves computer skills and people skills.

Obviously you can't get a real idea of life in Japan unless you can speak the language.

She's very selfish. **Mean**, she never thinks about other people at all.

A lot of people booed, and some people even left early. **In other words**, it was a complete disaster.

Please try not to make a mess when you make the cake. **Otherwise** I'm going to have to clean the kitchen again.

That's all you need to know about the travel arrangements.

**As far as** accommodation is concerned, **as regards** / **Regarding** accommodation, the options are living with a family or living in a hall of residence.

The government are going to help first-time buyers. **That is to say**, they are going to make mortgages more easily available.

**On (the) one hand**, more young people today carry knives. **On (the) other hand**, the total number of violent crimes has dropped.

- **a** Circle the appropriate discourse markers in the dialogue.

  - **A** What a good film! I really enjoyed it. Didn't you?
  - **B** **Actually** / **Incidentally**, I didn't like it very much.
  - **A** Why not?
  - **B** **Basically** / **After all** I thought it was incredibly far-fetched. I couldn't believe in the characters at all, and the plot was totally implausible.
  - **A** I wouldn't call it far-fetched. **At least** / **In any case** it wasn't supposed to be a true story.
  - **B** I know, but it was set in a very specific historical period. **Otherwise** / **Obviously** you can't expect the dialogue to be totally authentic, **I mean** / **on the other hand** nobody knows exactly how people spoke in the 17th century, but **at least** / **anyway** the period details should be right. There was a clock in the king's palace and they didn't have clocks until the eighteenth century! **All in all** / **That is to say** I thought it was a pretty awful film.
  - **A** We'll have to agree to disagree then. **By the way** / **As a matter of fact**, do you know what time the last train leaves? I don't want to miss it. **Otherwise** / **In any case** I'll have to get a taxi home.

  - **B** 11.40. Don't worry, we've got plenty of time. **In fact** / **Besides**, I think we've even got time to have something to eat. Do you fancy a quick pizza? There's a good Italian restaurant just round the corner.
  - **A** Yes, let's go. **As I was saying** / **Talking of** Italian food I made a wonderful risotto with mushrooms last night...

- **b** Complete the sentences with appropriate discourse markers.

  Sometimes more than one answer may be possible.

  - The food was delicious and the service was excellent. **All in all** the meal was a great success.

    1. Jason is an excellent teacher, although **mean** I think female teachers are usually better with four- and five-year-olds.

    2. **A** Did you buy the shoes in the end?
       **B** No, they were too expensive. And **mean** I decided that I didn't really like them that much.

    3. I really think you ought to apply for the post of head of department. **If you have got** nothing to lose, and you might just get it, who knows?

    4. **A** I've just read a brilliant book that Simon lent me.
       **B** **If you have got** Simon, did you know he's moving to New York?

    5. **A** How was your day?
       **B** Fine. I finished work a bit earlier than usual, **mean** did you remember to get a birthday present for your mum?

    6. It was a very grey, overcast day, but **mean** it didn't rain.

    7. **A** Do your wife's parents live near you then?
       **B** **If you have got** they live in the flat below us. It's not ideal but it does have some advantages.

    8. They've employed me as a kind of troubleshooter - **mean** somebody who sorts out problems whenever they occur.

    9. **A** My salary, **mean** you will be paid on the 30th or 31st of each month, with a bonus in December and in July.

    10. **You'll** better hurry up with your homework. **If you have got** you won't be able to watch TV tonight.

    11. I'm not sure what the best solution is. **If you have got** buying our own place would mean not having to waste money paying rent, **but** I'm not sure we can really afford a mortgage.
verb + object + infinitive or gerund

verb + object + to + infinitive

1. We expect the flight to arrive at 19:50.
   It took me ages to get there.
   She advised him not to travel by train.
2. I would hate you to think that I don't appreciate your offer of help.
   I'd like you to send me the bill.
3. I'm waiting for my friend to arrive.
   We've arranged for a taxi to come at 6:30.

We often use the following verbs + object + to + infinitive: ask, advise, allow, beg, cause, enable, encourage, expect, force, help, intend, invite, mean, order, persuade, recommend, remind, take (time), teach, tell, warn.

- After advise, persuade, remind, teach, tell, and warn you can also use an object + that clause, e.g. He advised me that I should stay off work for two weeks.

⚠️ After recommend you can use
  - object + to + infinitive, e.g. He recommended me to take some cash.
  - a that clause, e.g. He recommended that I took some cash.
  You can't use recommend + object + that clause, e.g. NOT
  He recommended me that I took some cash.

2. We also often use object + infinitive with want, would like, would love, would prefer, would hate.

- After these verbs a that clause is impossible. NOT I would hate that you think.

3. After some verbs including arrange, ask, plan, and wait we put for immediately after the verb before the object + to + infinitive.

verb + object + infinitive without to

Please let me explain!
He made me feel really guilty.
Can you help me do the washing up?

We can use object + infinitive without to after let, make, and help.

- Help can be followed by object + infinitive with or without to, e.g. She helped me (to) make the dinner.

⚠️ When make sb do sth is used in the passive, it is followed by the infinitive with to, e.g. We were made to clean our rooms every morning.

verb + object + gerund

Please don't keep me waiting!
I dislike people telling me what to do.
I don't mind you smoking in the garden, but please don't smoke in the house.

Complete the second sentence so that it means the same as the first:

'...special care because of the snow and ice,' the police told motorists.

The police warned motorists to take special care because of the snow and ice.

1. I don't like it when people answer their mobiles in restaurants.
   I dislike people talking in restaurants.
2. I felt uncomfortable because of the situation at work.
   The situation at work made me uncomfortable.
3. You are going to stay with a British family. We have made the arrangements.
   We have arranged to stay with a British family.
4. I don't have a problem if Jane comes, but I'd rather her boyfriend didn't.
   I don't mind her boyfriend coming, but I'd rather her boyfriend didn't come.
5. Please don't think I didn't enjoy myself, because I did!
   I didn't expect everything.
6. You paid for everything, which wasn't what I expected.
   I didn't expect to pay for everything.
7. It would be wonderful if you stayed for a few days.
   I would love you to stay for a few days.
8. If you get this job, you will have to travel a lot.
   This job will involve a lot of travel.
9. I told Hannah not to forget to do the washing up.
   I reminded her to do the washing up.
10. Did you really use to be shy? I can't imagine it!
    I can't imagine you being shy!
11. We were able to buy a bigger flat thanks to the money my uncle left me.
    The money my uncle left me enabled us to buy a bigger flat.
12. The guards wouldn't let us cross the border.
    The guards prevented us from crossing the border.
13. I could call back later if you're busy now.
    Would you prefer me to call back later?
14. The car might break down on holiday. We don't want to take the risk.
    We don't want to risk the car breaking down while we're on holiday.
**4C conditional sentences**

**real and unreal**

1. They *wouldn’t* get a table unless they’d already *booked*.

   *Can I borrow* your dictionary a moment if you’re *not using* it?

   If it *stops* raining, I’m *going* to walk into town.

2. *How would you know* if he *wasn’t* telling the truth?

3. If we *had a bit* more time here, we *could go* on an all-day river trip.

4. *I would have picked* you up if I *had known* what time your flight arrived.

   If I’d *been looking* where I was going, I *would have seen* the hole in the road.

1. This kind of conditional sentence (Type 1) is used to talk about a possible present or future situation and its result.

2. You can use any present tense in the *if* clause and any form of the future in the other clause.

3. Type 2 conditional sentences are used to talk about hypothetical or improbable situations in the present or future.

   You can use the past tense (simple or continuous) in the *if* clause and *would* + infinitive (or *could / might*) in the other clause.

4. Type 3 conditional sentences are used to talk about a hypothetical situation in the past.

   You can use the past perfect (simple or continuous) in the *if* clause and *would have* + infinitive (or *could / might have*) in the other clause.

**mixed conditionals**

- I *wouldn’t be* in this mess if I *had listened* to your advice.

- Jane *would have left* Mike by now if she *didn’t still* love him.

If we want to refer to the present and the past in the same sentence, we can mix tenses from two different types of conditional, e.g.

I *wouldn’t be* in this mess (type 2) … if I *had listened* to your advice (type 3).

Jane *would have left* Mike by now (type 3) if she *didn’t still* love him (type 2).

**alternatives to if in conditional sentences**

1. I’ll tell you what happened *as long as / so long as* you promise not to tell anyone else.

2. Provided / Providing (that) the bank lends us all the money we need, we’re going to buy that flat we liked.

3. They agreed to lend us the car *on condition* (that) we returned it by the weekend.

4. I’m going to sell the car *whether* you agree with me or not.

5. Even if I get the job, I’m going to carry on living with my parents for a while.

6. Supposing you lost your job, what would you do?

7. Had I known that you were coming, I would have bought a bottle of wine.

**Grammar Bank**

a Right (√) or wrong (X)? Correct the mistakes in the highlighted phrases.

   If you hadn’t been here last night, I don’t know what I would do, what I would have done.

   1. They wouldn’t have made you Marketing Manager if they didn’t think you were right for the job.

   2. The government would accept more refugees if the camp isn’t so crowded.

   3. If you’ve done all your homework, you can go out this evening.

   4. We wouldn’t be living in Singapore now if my company hadn’t been taken over by a multinational.

   5. Hannah would be in the first team if she didn’t get injured last month.

   6. If you’ve ever been to New York, you will know exactly what I’m talking about.

   7. They would get divorced ages ago if they didn’t have young children.

   8. If the storm wasn’t at night, more people would have died.

   9. If their flight hasn’t been delayed, they will have arrived by now.

b Complete the sentences with one word. Don’t use if.

   Supposing we missed the last train, how would we get home?

   1. My father has agreed to lend me the money I pay back by the end of the year.

   2. *If* I had played my best, I still wouldn’t have beaten him.

   3. I’ll tell you exactly what happened as you promise not to tell anyone.

   4. *When* the rebels not surrendered, there would have been a lot more casualties.

   5. The company will only employ me on *that* I sign a two-year contract.

   6. We’ve decided we’re going to go ahead with the event we sell all the tickets or not.

   7. I’m convinced Amy won’t go back with her boyfriend, *if* he apologizes.

   8. You can go to the party as long as you are home by midnight at the latest.

   9. *If* we do buy a dog, who’s going to take it for walks?

   10. I’m going to make an appointment for you at the doctor’s you like it or not.

   11. If the plane not caught fire, there would have been more survivors.
permission, obligation, and necessity

can, must, should, ought to, had better

1. I couldn't take any photos in the gallery, so I bought some postcards of the paintings. Passengers on the bus mustn't distract the driver. We should / ought to go home on the motorway - it's much quicker.
2. We should have / ought to have gone home on the motorway - it would have been quicker.
3. You'd better post the parcels today or they won't get there in time.

The most common modal verbs for talking about permission and obligation are can / could, must, should / ought to.

2. We can use should have or ought to have + past participle to talk about past events which did not happen and which we regret.
3. Had better is stronger and more urgent than should / ought to and is often used to give strong advice or a warning. It normally refers to the immediate future.

- The negative is had better not NOT hadn't better.

have to / have got to

1. All passengers will have to fill in an immigration form on arrival. You don't have to tip here unless you think the service was especially good.
2. I've got to buy a birthday present for my brother.

We also use have to to express obligations. It can be used in any tense.

2. We can also use have got to to express obligation, but it is normally used for specific occasions rather than repeated or general obligations.

need

1. You usually need to check in at least two hours before a flight leaves.
2. I don't need to take a jacket. It's going to be hot today.
3. You needn't lock the car. Nobody will steal it in this village.
4. We needn't have booked / didn't need to book a table. The restaurant is empty!
5. We had plenty of petrol so we didn't need to stop, which saved time.

We use need / don't need + to + infinitive to say that something is necessary / unnecessary. You can use these forms for habitual, general, and specific necessity.

2. When we want to say that something is unnecessary on a specific occasion, we can also use needn't + infinitive without to.

- We use don't need to (NOT needn't) for habitual or general necessity, e.g. I don't need to wear glasses. My eyesight is still good. I needn't wear glasses.

3. When something was not necessary, but you did it, we can use either needn't have + past participle or didn't need to + infinitive.

4. When something was not necessary, so you did not do it, you must use didn't need to NOT We had plenty of petrol so we didn't need to stop, which saved time.

be able to, be allowed to, be permitted to, be supposed to

1. From tomorrow we won't be able to park in this street.
2. You're not allowed to smoke in any public buildings in our country.
3. It is not permitted to take mobiles into the exam room.
4. We are supposed to check in at 3.30. What's the time now? You aren't supposed to park here - it's a hospital area.

We often use be able to or be allowed to + infinitive to talk about what is possible or permitted instead of can, particularly when we want to use a form which can does not have.

2. be permitted to + infinitive is used in formal situations, e.g. notices and announcements, to say what can / can't be done according to the law or to rules and regulations.

We do not use it followed by be allowed to NOT It isn't allowed to take mobiles into the exam room:

3. We can also use be supposed to + infinitive to say what people should or shouldn't do, often because of rules. There is often a suggestion that the rules are not necessarily obeyed, e.g. Students are not supposed to have guests after 12.00, but everyone does.

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a Complete the second sentence so that it means the same as the first.

1. We couldn't go out at night when we were at boarding school.
2. We weren't allowed to go out at night when we were at boarding school.
3. Officially you mustn't park here - but everyone does.
4. You aren't allowed here.
5. Put that cigarette out. This is a no-smoking area.
6. You'd better. This is a no-smoking area.
7. I regret losing my temper last night.
8. I shouldn't last night.
9. You can't take flash photographs in this museum.
10. Flash photography is in this museum.
11. Wearing a seat belt in the back seat of the car is compulsory.
12. You in the back seat of the car.
13. Swimming in the lake is strictly prohibited.
14. You aren't in the lake.
15. Wearing a tie is optional in this restaurant.
16. You don't in this restaurant.
17. The best thing to do would be to get specialist advice.
18. You really specialist advice.
19. I must finish the sales report by Friday.
20. I've by Friday.
21. You don't have to bring your car - we can go in mine.
22. You in mine.

b Complete the sentences with three words.

If you don't finish your homework, you won't be able to watch TV.

1. You don't to go into the art gallery.
2. Smoking anywhere on the aircraft.
3. You'd late - you know what Jane is like about punctuality!
4. You back before next month. I'm in no hurry for the money.
5. You you didn't like the pasta. You know how sensitive he is about his cooking.
6. It was a difficult journey because we three times.
7. A lot of people think that governments to protect young people's health.
8. You aren't phone mobile when you are driving.
9. We sweaters after all - it's really warm!
10. Am a suit to the wedding or is it quite informal?
verbs of the senses

**hear, see, smell, feel, taste**

I can hear a noise downstairs.
Can you see the blue circle at the top of the painting?
I can smell burning. Are you sure you turned the gas off?
I can feel a draught. Is there a window open?
I can't taste the garlic in the soup.

- The five basic verbs of the senses, hear, see, smell, feel, and taste are stative (non action) verbs. We normally use can with these verbs to refer to something happening at the moment.
- We don't usually use verbs of the senses in the continuous form NOT I am hearing a noise. I'm feeling a pain behind my eye.
- hear and see can also be dynamic verbs and used in the continuous form, but with a different meaning: I've been hearing good things about you recently. I have been receiving information. I'm seeing James tonight. I have arranged to meet him.

**see / hear + infinitive or gerund**

1. I heard the girl play a piece by Chopin.
2. I saw the man hit his dog.
3. I heard the girl playing a piece by Chopin.
4. I saw the man hitting his dog.

- We often use see / hear + an object + verb in the infinitive or gerund. The meaning is slightly different:
  1. see / hear + object + verb in infinitive = you saw or heard the whole action.
  2. see / hear + object + verb in gerund = you saw or heard an action in progress or a repeated action.
- The same distinction also applies to verbs after watch and notice.

**look, feel, smell, sound, taste + adjective / noun**

1. You look tired. That smells delicious. This music sounds awful.
2. These shoes feel uncomfortable. The soup tastes a bit salty.
3. You look like your mother. It sounds like thunder. This tastes like tea, not coffee.
4. She looked as if / as though she had been crying.
5. It sounds as if / as though someone is trying to open the door.
6. This smells / tastes of garlic. This smells / tastes like garlic.

When we talk about the impression something or someone gives us through the senses, we use look, feel, smell, sound, and taste.

- After these verbs we can use
  1. an adjective.
  2. like + a noun.
  3. as if / as though + a clause.
- Compare smell / taste of and smell / taste like.
  - It tastes / smells of garlic (= it has the taste / smell of garlic).
  - It tastes / smells like garlic (= it has a similar taste / smell to garlic, but it probably isn't garlic).

**seem**

1. You seem worried. Is something wrong?
2. You seem to be a bit down today. Are you OK?
   The waiter seems to have made a mistake with the bill.
3. It seemed like a good idea at the time, but in fact it wasn't.
   It seems as if / as though every time I clean the car it rains.

- We use seem when something / somebody gives us an impression of being or doing something through a combination of the senses and what we know, but not purely through one sense, e.g. the visual sense. Compare seem and look:
  - You look worried. = I get this impression from your face.
  - You seem worried. = I get this impression from the way you are behaving in general, e.g. voice, actions, etc.
- After seem we can use
  1. an adjective.
  2. an infinitive (simple or perfect or continuous).
  3. like + noun or as if / as though + a verb phrase.
- seem is not used in the continuous form.

**GRAMMAR BANK**

a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

I'm smelling something funny in here. What on earth is it? ✓ I can smell something funny.
1. Kerry says she hasn't been feeling very well recently - do you know what's the matter with her?
2. We could hardly sleep at all, as we could hear the wind howling in the trees all night.
3. I was very near where it happened. I actually heard the bomb exploding.
4. Do you know what this piece is? It sounds of Beethoven's 7th, but I'm not quite sure.
5. I think we should send the wine back. It tastes like vinegar.
6. They said this bag was leather, but it's feeling more like plastic.
7. You and Raquel seemed to be getting on very well last night. What did you think of her?

b Circle the right form. Tick if both are possible.

The shop assistant looks / seems very angry about something.
1. He looked / seemed very angry about something.
2. It looks / seems as if children today are only interested in playing with gadgets.
3. It doesn't look / seem possible that ten years have past since we last met.
4. Jane is looking / is seeming very tired, don't you think?
5. You look / seem much more like your father than your mother.

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complex gerunds and infinitives

1. She loves being told how pretty she is. I’m tired of being lied to. I want the truth. It’s very difficult to get promoted in this company. My car needs to be serviced.
2. He thanked them for having helped him. Having studied one language before makes it easier to learn another. How wonderful to have finished all our exams! By the time I’m 30, I hope to have started a family.
3. I would like to have seen your face when they told you you’d won the competition! We would rather have stayed in a more central hotel, but they were all full.
4. I’d like to be lying on the beach right now. She seems to be coughing a lot – do you think she’s OK?

1. We use a passive gerund (being done) or a passive infinitive (to be done) to describe actions which are done to the subject.
2. We use a perfect gerund (having done) or a perfect infinitive (to have done) if we want to emphasize that an action is completed or in the past.
   - Often there is no difference between using a simple gerund or infinitive and a perfect gerund or infinitive, e.g.
     He denied stealing / having stolen the money.
     It was our fault. We were silly not to lock / not to have locked the car.
3. We use the perfect infinitive after would like, would love, would hate, would prefer, and would rather to talk about an earlier action.
   Compare:
   I would like to see the Eiffel Tower. = when I go to Paris in the future.
   I would like to have seen the Eiffel Tower. = I was in Paris, but I didn’t see it.
4. We use a continuous infinitive (to be + verb + -ing) to say that an action / event is in progress around the time we are talking about.

other uses of gerunds and infinitives

1. It’s no use worrying. There’s nothing you can do.
   Is there any point (in) asking him? He never has anything useful to say.
   It’s no good talking to my dad because he doesn’t listen to me.
2. We had an agreement to share the costs. Our plan is to leave on Saturday.
3. You can visit the Louvre in a day – there’s too much to see.
   There wasn’t enough snow for us to ski.
4. Is there anything to eat? There’s nowhere to go at night.
5. I don’t know where to go or what to do.
6. He’s the youngest player ever to play for England.

1. We use the gerund after certain expressions with it or there, e.g. It’s no use, There’s no point, It’s not worth, etc.
We use the infinitive with:
2. after nouns formed from verbs which take the infinitive, e.g. agree, plan, hope, etc.
3. after expressions with quantifiers, e.g. enough, too much, a lot, plenty of, etc.
   - When we want to refer to the subject of the infinitive verb we use for + person or object pronoun before the infinitive. This can be used before any infinitive structure, e.g. after adjectives.
   It’s very difficult for me to decide.
4. after something, anywhere, etc.
5. after question words (except why).
6. after superlatives and first, second, last, etc., e.g. Who was the first person to walk on the moon?

a. Put the verbs in brackets in the correct form of the gerund or infinitive.
   I hate being told (tell) what to do. I prefer to take my own decisions.
   1. I was really stupid _________ (follow) my mother’s advice. She was totally wrong.
   2. I’d love _________ (be) there when you told him you were leaving.
   3. If I had a serious illness, I would prefer _________ (tell) the truth.
   4. It’s no use _________ (run). The train will have left by now.
   5. Mark seems _________ (work) too hard at the moment. He looks very tired.
   6. By the time I’m 55, I expect _________ (save) enough to be able to just work part-time.
   7. The man denied _________ (commit) the crime.
   8. There will be plenty of time to have something _________ (eat) at the airport.
   9. It’s no good _________ (phone) him because he didn’t take his mobile with him.
   10. Who was the second man _________ (walk) on the moon? There wasn’t enough room for us _________ (sit down).

b. Rewrite the sentences with the bold word.
Don’t get angry. That won’t help.

POINT
There’s no point getting angry.

1. We haven’t got many eggs so we can’t make an omelette.
   ENOUGH
   We _________ (make) an omelette.
2. I hate it when people wake me up from a siesta.
   WOKEN
   I _________ (woken) from a siesta.
3. Are you sorry you didn’t have more children?
   REGRET
   I _________ (regret) more children?
4. It’s amazing what she’s managed to achieve considering she didn’t finish school.
   WITHOUT
   It’s amazing what she’s managed to achieve _________
5. I really wish I’d been able to go to your birthday party.
   LOVE
   I _________ (love) to your birthday party.
6. The children look as if they’re having a good time, don’t you think?
   SEEM
   They _________ (seem) very happy.
7. We’re not planning to redecorate the kitchen until we’ve finished the rest of the house.
   PLAN
   Our _________ until we’ve finished the rest of the house.
expressing future plans and arrangements

**present and future forms**

1. I'm seeing Sarah tomorrow. We're having lunch together.
2. I'm going to have my hair cut tomorrow.
3. I'm meeting Cathy this evening. I'm going to tell her that it's all over.
4. I'll be going to the supermarket later - do you want anything? Will we be having dinner at the usual time? I'm going to see a film and it starts at 8.00.
5. The train leaves in five minutes. Our classes start next Tuesday.

The present continuous is the most common way to talk about arrangements, i.e. fixed plans for the future, when the time and place have been decided.

be going to is the most common way to express future plans and intentions, and to imply that a decision has been made.

In most cases you can use either 'going to' or the present continuous, but there is a subtle change of emphasis. The present continuous emphasizes that a time and place to do something has been decided; 'going to' emphasizes the intention. Compare: I'm meeting Cathy. (= We've arranged to meet.) I'm going to meet Cathy. (= It's my intention, but arrangements may or may not have been made.)

We do not use the present continuous when it is clear that something is just an intention, not something that has been arranged. NOT I'm telling her that it's all over.

The future continuous can often be used instead of the present continuous to refer to future arrangements.

- We sometimes use it to emphasize that we are talking about something that will happen anyway rather than something we have arranged. Compare: I'm seeing Sarah tomorrow. (= I have arranged it.) I'll be seeing Sarah at the party tomorrow. (= It will happen anyway, but I didn't arrange it.)
- It is often used to make polite enquiries about arrangements, e.g. Will you be meeting us at the airport?
- It can also be used in informal speaking to talk about future events which are part of a timetable or a regular schedule.

**other ways of expressing future arrangements**

1. My sister is due to arrive at 7.30. Can you meet her at the station?
2. My sister is due to have a baby, so I need to keep my mobile switched on.
   It is believed that the chancellor is on the point of resigning.
3. It has been announced that the Prime Minister is to visit Malaysia next month.

be due to + infinitive can be used to say that something is arranged or expected.

- We also use due on its own to mean 'expected', e.g. The next train is due in five minutes.
- We use be about to + infinitive to say that something is going to happen very soon.
- We can also use be on the point of + gerund with a similar meaning, but this is slightly more formal and implies something is more imminent.
- We can use be to + infinitive in a formal style to talk about official plans and arrangements.

**GRAMMAR BANK**

a. Circle the right form. Tick if both are possible.

   I see / (I'm seeing) some friends after class tonight.
   The train is going to leave soon / is about to leave.
   Don't call me between 5.00 and 6.00 as I'll be having / I'll have a massage.
   A. What are you going to do this evening?
   B. I'm not sure. I'm probably going to watch / watching the match.
   When are you going to pay me / paying me back the money I lent you?
   My dad is retiring / will be retiring at the end of this year.
   My flight is due to arrive / arrives at 6.00.
   You'll easily recognize me. I'll be wearing / I wear a white suit.
   The King is to open / is going to open the new gallery on Saturday.
   I'll be seeing / I'm going to see John at work tomorrow. I can give him your message then.

b. Look at the sentences you have ticked. Is there any difference in meaning or register between the two forms?

c. Rewrite the sentences with the **bold** word.

   I'm meeting Myriam tonight.

   GOING

   I'm going to meet Myriam tonight.

1. We're going to go out in a minute. Could you ring me back later?

   ABOUT

   Can you ring me back later?

2. Our head of department is going to be promoted in the next few months.

   DUE

3. Are you going to the canteen at lunchtime? If so, could you get me a sandwich?

   WILL

4. The ministers are about to sign a new agreement.

   POINT

5. James will be at the meeting so I'll see him there.

   SEEING
ellipses and substitution

ellipses: leaving out subjects and auxiliaries

1. He got up and (he) had a shower.
   She came to the meeting but (she) didn’t say anything.
   We should phone him or (we should) send him an email.
   We usually have dinner at 10:00, and then (we) watch TV.
2. They locked the door and windows before they left.
   We’ll have a look at the photos after we finish dinner.
   He’s stressed because he has too much work.
   She was horrified when she saw the mess he had left.
   I met Sam while I was working in Italy.

1. After and, but, and or we often leave out a repeated subject or a repeated subject and auxiliary verb, especially when the clauses are short.
2. After then we can also leave out a repeated subject pronoun.
3. You cannot leave out the subject pronoun after before, after, because, when, and while.

ellipses: leaving out verb phrases or adjectives

1. Laura has never been to the States, but her sister has.
   Gary thinks he’s right, but he isn’t.
   I didn’t like the film, but Mike did.
   They said I would love the film, but I don’t think I would.
2. I thought I would be able to come tonight, but in fact I can’t.
   I know you’ve never learned to drive, but I really think you should have.
3. A You must see his latest film!
   B I already have.
4. I haven’t been to Egypt, but I’d love to.
   The students cheated in the exam, even though I told them not to.

1. We often leave out a repeated verb phrase or adjective, and just repeat the auxiliary or modal verb, or the verb be, e.g. Laura has never been to the States but her sister has been there.
2. Gary thinks he’s right, but he isn’t right.
   If the verb we don’t want to repeat is the present or past simple, we substitute the verb with do / does / did.
3. We can use a different auxiliary or modal verb from that used in the first part of the sentence.
4. We can also leave out a repeated verb phrase after the infinitive with to. This is called a reduced infinitive, e.g. I haven’t been to Egypt, but I’d love to (go).

substitution: so and not

1. I’ll have finished the work by Friday, or at least I hope so.
   A Will you be working on Saturday?
   B I suppose so, unless we get everything done tomorrow.
   Mark loves animals, and his sister even more so.
2. A Do you think it’ll rain tonight?
   B I hope not.
   A She’s not very likely to pass, is she?
   B No, I’m afraid not.
   The children may be back, but I don’t think so.
   I know she liked the present, even though she didn’t say so.

1. We often use so instead of repeating a whole clause after verbs of thinking (assume, believe, expect, guess, hope, imagine, presume, suppose, think) and also after be afraid, appear / seem and say.
2. With negative clauses we use verb + not (e.g. I hope not) with be afraid, assume, guess, hope, imagine, presume, and suspect.
   - We normally use [verb + so (e.g. I don’t think so)] with believe, expect, imagine, and think.

a Cross out the words / phrases which could be left out.
   They look happy, but they aren’t really happy.
   1. Everyone else loved the hotel we stayed in, but I didn’t like it.
   2. Nobody expects us to win, but you never know, we might win.
   3. I didn’t take the job in the end, but now I think that I should have taken it.
   4. I got into the car and I turned the radio on.
   5. A Would you like to come for dinner tomorrow night?
      B I’d love to come to dinner, but I’m afraid I can’t come.
   6. We don’t go to the theatre very often now but we used to go before we had children.
   7. I won’t be able to go to the exhibition, but my wife will be able to go.
   8. We met in 2009 and then we got married in 2010.

b Complete the sentences with a modal or an auxiliary verb in the right form.
   I’d like to help you this week, but I can’t.
   1. I’m not vegetarian, but my wife ____________.
   2. I would love to fly a plane, but I know that I never ____________.
   3. Nobody believes me when I say that I’m going to resign, but I ____________.
   4. We thought that Karen would get the job, but she ____________.
   5. In the end they didn’t come, even though they had promised that they ____________.
   6. If you haven’t seen the film yet, you ____________.
   It’s absolutely fantastic!
   7. If I could help you, I would, but I’m afraid I ____________.
   8. I don’t speak French, but my friend ____________.

c Write the responses using the right form of the verb in brackets and a reduced infinitive or adding so or not.
   A Would you like to come round for dinner tomorrow?
   B I’d love to. (love)
   1. A The weather forecast said it would snow at the weekend.
      B I ____________, I was planning to do some gardening.
      (hope)
   2. A Do you smoke?
      B I ____________, but I gave up last month. (use)
   3. A If you think she’s coming down with flu, you shouldn’t send her to school tomorrow.
      B I ____________, she might infect the other children.
      (suppose)
   4. A Have you spoken to Martin yet?
      B No, but I ____________ after the meeting. (try)
   5. A Do you think we should leave early to miss the traffic?
      B I ____________, though I’m really enjoying myself. (guess)
   6. A Why are you going to do a parachute jump?
      B I don’t know, I ____________ (always / want)
emphasize (2): cleft sentences

When we want to focus attention on or emphasize one part of a sentence, we can do this by adding certain words or phrases to the beginning of the sentence. This is sometimes called a ‘cleft sentence’.

More emphatic sentence

1 beginning with What or All

<table>
<thead>
<tr>
<th>I need a coffee.</th>
<th>What I need is a coffee.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't like the weather here.</td>
<td>What I don't like here is the weather.</td>
</tr>
<tr>
<td>I just want to travel.</td>
<td>All I want is to travel.</td>
</tr>
<tr>
<td>I only touched it!</td>
<td>All I did was touch it.</td>
</tr>
</tbody>
</table>

2 beginning with What happens is... / What happened was...

<table>
<thead>
<tr>
<th>You do a test and then you have an interview.</th>
<th>What happens is (that) you do a test and then you have an interview.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We left our passports at home.</td>
<td>What happened was (that) we left our passports at home.</td>
</tr>
</tbody>
</table>

3 beginning with The person who..., The place where..., The first / last time..., The reason why..., etc.

<table>
<thead>
<tr>
<th>I spoke to the manager.</th>
<th>The person (who / that) I spoke to was the manager.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We stayed in a five-star hotel.</td>
<td>The place where we stayed was a five-star hotel.</td>
</tr>
<tr>
<td>I last saw him on Saturday.</td>
<td>The last time I saw him was on Saturday.</td>
</tr>
<tr>
<td>I bought it because it was cheap.</td>
<td>The reason (why / that) I bought it was that / because it was cheap.</td>
</tr>
</tbody>
</table>

4 beginning with It

<table>
<thead>
<tr>
<th>A boy in my class won the prize.</th>
<th>It was a boy in my class who won the prize.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We had the meeting last Friday.</td>
<td>It was last Friday when we had the meeting.</td>
</tr>
<tr>
<td>They charged us extra for the wine.</td>
<td>It was the wine (that) they charged us extra for.</td>
</tr>
</tbody>
</table>

1 We can make some kinds of sentences more emphatic by beginning with What (= the thing) or All (= the only thing) + clause + be, and then the part of the sentence we want to emphasize.

2 To emphasize an event or sequence of events, we can begin with What happens is (that) + What happened was (that)...

3 We can also make part of a sentence more emphatic by beginning with an expression like The person who..., The place where..., The first / last time..., The reason why..., etc. + clause + be, with the emphasized part of the sentence at the end.

4 We can also use It is / was + the emphasized part of the sentence + a relative clause.

If the emphasized part is a pronoun, we normally use the object pronoun after It is / was, e.g. It was me who paid the bill. NOT It was I who paid the bill.

---

a Complete the sentences with one word.

1 ________ was my father who told me not to marry him.
2 ________ I hate about Sundays is knowing you have to work the next day.
3 The ________ why I want you to come early is so that we can have some time on our own before the others arrive.
4 After you’ve sent in your CV, what ________ next is that you get called for an interview.
5 It’s not my fault you can’t find them! ________ I did was tidy up your desk a bit.
6 The ________ where we’re going to have lunch is a sort of artist’s café near the theatre.
7 ________ happened was that I lost the piece of paper with my flight details on it.
8 It was ________ who told Angela about the party. I’m terribly sorry, I didn’t know you hadn’t invited her.

b Rewrite the sentences with the bold word.

I only need a small piece of paper.

ALL

1 She left her husband because he cheated on her.

REASON

2 We stopped in an absolutely beautiful place for lunch.

PLACE

3 We got stuck in an enormous traffic jam.

HAPPENED

4 They didn’t apologize for arriving late, which really annoyed me.

WHAT

5 A girl from my town won the silver medal.

IT

6 I only said that I didn’t like her dress.

ALL

7 I like my Aunt Emily best of all my relatives.

PERSON

8 You pick up your tickets at the box office.

HAPPENS

9 Right now you need to sit down and put your feet up.

WHAT

10 I first met Serena at a conference in Berlin.

TIME
nouns: compound and possessive forms

apostrophes

1. I borrowed my father's car. I trod on the cat's tail.
   The company's head office is in New York.
   The government's decision to raise taxes has not been well received.
   Zalacaín is one of Madrid's most famous restaurants.
2. It's Chris's book.
   It's my friends' wedding.
   That's the children's room.
   The blonde girl is Alex and Maria's daughter.
3. We had dinner at Tom's last night. My mother is at the hairdresser's.

Possessive nouns express the idea of 'having' (in a very general sense) which exists between two nouns.

1. We normally use a possessive (+ ') when something belongs to a particular person or thing, e.g. a person, an animal, an organization, group of people, or a place.
   With places we can also say, e.g. Zalacaín is one of the most famous restaurants in Madrid.
2. If a name (or singular noun) finishes in s, we either add s, e.g. Chris's book or put an apostrophe at the end of the word, e.g. Chris' book.
   With plural nouns we put the apostrophe after the s, e.g. friends'.
   With irregular plurals which don't end in s (people, children, men, etc.) we add 's.
   • If there are two people, we put the 's on the second name.
   • When's refers to 'the house of' or 'the shop of', we often omit the word house or shop.

using of (instead of apostrophe's)

1. Can you remember the name of the film?
   My brother lives at the end of the road.
   The problems of old age are many and varied.
2. Helen is the sister of my cousin in Rome I told you about.
3. Jim is a friend of my brother's.

We normally use an of phrase, not 's, with things or abstract nouns, especially when one thing is part of another.

2. We use of to express possession with a long phrase.
   e.g. NOT my cousin in Rome I told you about her sister.
3. With friend, we often say a friend of + name / noun + 's.

compound nouns

1. I need the tin opener. Do you know where it is?
   I bought a huge flower pot in a garden centre near my house.
   My brother is a company director and my sister is a history teacher.
   I opened the car door, got in, and put on my seat belt.
   There was a wine bottle on the table and two empty wine glasses.

We use compound nouns, not possessive forms, to refer to people or things in terms of what they are for, what they are made of, what work they do, or what kind they are. The second noun is the main thing or person, and can be singular or plural. The first noun gives more information about the second noun. It is usually singular, unless it has no singular form, e.g. clothes shop.

tin opener = an opener for tins, history teacher = a teacher of history

Compound nouns are usually two separate words, but they are occasionally joined together as one word, e.g. sunglasses, bathroom or hyphenated, e.g. house-husband, letter-box.

2. With containers, a compound noun (a wine bottle) focuses on the container (usually empty), whereas the container + a possessive noun (a bottle of wine) focuses on the contents (the container is usually full).
   • Other common examples are a wine glass / a glass of wine, a jam jar / a jar of jam, a petrol can / a can of petrol, a matchbox / a box of matches, etc.

a. Circle the right phrase. Tick if both are possible.
   Shall I make chicken soup / soup of chicken for dinner tonight?
1. I enjoy spending time with my friend's children / my friends' children.
2. Didn't I meet you at Jenny's / at Jenny's house one night?
3. The hero dies at the end of the film / the film's end.
4. She's the wife of my friend's who lives in Australia / my friend who lives in Australia's wife.
5. I want to introduce you to Kate. Kate's a colleague of my friend's / Kate's colleague of my friend's.
6. When you go to the supermarket, can you buy me a milk bottle / a bottle of milk?
7. The photo of the house / house's photo made me want to buy it.
8. I'm looking for a stories book / story book that would be right for an eight-year-old.
9. We bought a beautiful table of glass / glass table for the living room.
10. The Tower of London is London's most popular tourist attraction / the most popular tourist attraction in London.
11. There's a wine glass / a glass of wine on the table. Did you leave it there?

b. What difference, if any, is there between the two phrases in the sentence(s) you have ticked?

c. Combine a word from each list to make compound or possessive nouns to fill the gaps, adding 's or ' where necessary.
   Alice and James bottle cats children garage government marketing sea wine woman
   bedroom bowls door film list manager opener proposal view wedding

I always leave the light on in the children's bedroom - my youngest child is a bit scared of the dark.
1. I can't find the ___________. It's usually in this drawer, but it's not there now.
2. It's ___________ next week and I don't have anything to wear yet.
3. We'd like to order something to drink. Could we see the ___________ please?
4. My husband refused to go and see Bridget Jones' Diary with me. He said it was a ___________.
5. Can I introduce you to Jenny White, our ___________? She's been with the company for six years.
6. Don't forget to lock the ___________ when you go out.
7. We would like a room with a ___________, if that's possible.
8. The ___________ to freeze MPs' salaries has been met with criticism by the opposition.
9. Make sure you fill the ___________ with water every day.
so and such

1. It was so cold (that) we decided not to play tennis.
   Agatha plays so well now (that) it's very difficult to beat her.
2. There was so much noise (that) the players couldn't concentrate.
   There were so many people outside the stadium (that) we couldn't find each other. I had such a lot of work / such a lot of things to do (that) I had to stay at the office late.
3. It was such an exciting match (that) I didn't want it to end.
   It was such awful weather (that) the match had to be cancelled.
   They were both such great players (that) everyone wanted to see the final.
4. It was such a lovely day!
   She's so mean!
   They're such nice people!

We often use so and such followed by a that clause to talk about a consequence or an effect. We often omit that in informal situations.

1. We use so before an adjective or adverb.
2. We use so much with uncountable nouns and so many with plural nouns.
3. We can also use such a lot of instead of so much / many.
4. We use such a / an + adjective + a singular countable noun, and such + adjective + an uncountable or plural noun.
5. We often use so + adjective and such + noun or noun phrase without the that clause as exclamations.

We can use so + adjective / adverb at the beginning of a clause for emphasis. When we do this the subject and verb are inverted.

So successful was the first night that people flocked to see the play.
This is much more formal than saying The first night was so successful that...

\textbf{such as} = 'for example'.

He loves winter sports, such as skiing and skating.

a. Complete the sentences with so, so much / many, or such (a / an).
   Nico is such an inspiring personal trainer that there is a waiting list to be with him.
   1. She eats _______ healthily and does _______ exercise that she never puts on any weight.
   2. The stadium is _______ near our house you can hear the roar of the crowd.
   3. We made _______ mistakes in the second half that we didn't deserve to win.
   4. They're both _______ fantastic players that the final should be a classic.
   5. There was _______ snow on the pitch that the match was postponed.
   6. It was _______ shock to find out that I wasn't in the team for the next match!
   7. I'm _______ exhausted! I don't think I can do any more press-ups today.
   8. Squash is _______ intensive sport that people don't usually play for more than half an hour.
   9. There are _______ sports channels on TV now that you could be watching sport 24 hours a day if you wanted to.

b. Rewrite the sentences using the bold word.
   There was a lot of traffic and we were late for training.
   SO
   \textbf{There was so much traffic} that we were late for training.
   1. It was so windy that we couldn't play tennis.
      \textbf{Such} _______ that we couldn't play tennis.
   2. I have so many things to do that I don't have time to do exercise.
      \textbf{Such} _______ that I don't have time to do exercise.
   3. It was such dirty water that we couldn't drink it.
      \textbf{So} _______ that we couldn't drink it.
   4. My colleagues are fantastic, so I really enjoy going to work.
      \textbf{Such} _______ that I really enjoy going to work.
   5. It was such a gripping match that the crowd were on the edge of their seats.
      \textbf{So} _______ that the crowd were on the edge of their seats.
   6. There was such a lot of noise that we couldn't have a proper conversation.
      \textbf{Much} _______ that we couldn't have a proper conversation.
   7. He does a lot of water sports, for example sailing and windsurfing.
      \textbf{Such} He does a lot of water sports, _______.
   8. He's such a dangerous driver that no one ever wants to go in the car with him.
      \textbf{So} _______ that no one ever wants to go in the car with him.
modifiers with as...as...

My sister’s almost as tall as me / almost as tall as I am.
She’s just as bossy now as when she was a child.
Their house is nearly as big as yours.
His latest film isn’t half as good as his previous one.
Our new flat is twice as big as our old one.
The holiday cost three times as much as I’d expected.

We often use the modifiers almost, just, and nearly, and half, twice, three times, etc. with as...as...
- You can use so instead of the first as in negative sentences, e.g. She’s not nearly so difficult as people say.
- After as...as we can either use a subject pronoun + auxiliary verb, or an object pronoun, e.g. She drives as fast as I do OR She drives as fast as me.

Twice can only be used before as...as NOT Our new flat is twice bigger than our old one.
However three times, four times, etc. can be used with as...as or with a comparative adjective or adverb, e.g. The holiday cost three times more than I’d expected.

modifiers with comparative adjectives or adverbs

1. The French wine is far more expensive than the South African one.
   The play was much better than I’d expected.
   He’s driving a lot more carefully since he got points on his licence.
   She earns much more money than I do.
   Women today have many more opportunities than they used to.
   She’s a little better than she was yesterday.
   The later train is slightly cheaper than the earlier one.
   Could you talk a bit more quietly, please? I’m trying to concentrate.

A. Would you like some more coffee?  B. Just a little more, please.
   We’ve only got a few more minutes before the show starts.
   The taxi driver drove faster and faster.
   It’s getting more and more difficult to make ends meet nowadays.

1. We use far, much, or a lot (informal) + comparative adjective or adverb for a big difference.
2. When we use more + noun for big differences we use much / far / a lot more + an uncountable noun and many / far / a lot more + a plural countable noun.
3. We use slightly, a little, or a bit (informal) + comparative adjective or adverb for a small difference.
4. When we use more + noun for small differences, we use a little / slightly / a bit more + an uncountable noun and a few / slightly / a bit more + a plural countable noun.
5. We sometimes repeat a comparative adjective or adverb for emphasis. When the comparative is formed with more, the adjective / adverb is only used after the second more (NOT it’s getting more difficult and more difficult).

modifiers with superlatives

It was by far the nicest of all the hotels we stayed at.
She’s much the prettiest of the three children.
That was easily the best fish I’ve had for ages.
I’m nearly the oldest in my class.

- We often use by far / much / easily, and nearly / almost to modify superlative adjectives or adverbs.

the...the... + comparatives

The more dangerous a sport is, the more exciting it is to watch.
The bigger the car is, the more expensive it is to run.
The faster I speak in English, the more mistakes I make.

A. When do you want me to do it?  B. The sooner the better.

We can use comparatives with the...the to say that things change or vary together.

- When the verb in the first part is be, it can be left out, e.g. The more dangerous a sport is, the more people seem to be attracted to it.
- We often use more + noun in this structure, e.g. The more coffee you drink, the less well you sleep.
- When the second comparative is better, a reduced structure can be used, e.g. the bigger the better, etc. and also in set phrases like the more the merrier.

a Add one word to make the sentence correct.
My new broadband server is twice as fast as the old one.
1. You’re terrible – the ruder the joke, more you laugh!
2. That was far the best meal I have ever had at any restaurant.
3. It’s just good a player as he used to be.
4. The book you lent me is lot funnier than I expected it to be.
5. This morning I was almost late for work as I was yesterday.
6. Generally speaking, the earlier you book the flight, the cheaper is.
7. Fortunately, our new boss is far laid-back about punctuality than our previous one.
8. Your slice is bit bigger than mine – I don’t think that’s fair!
9. He’s easily most intelligent in the class, in fact maybe he should move into a more advanced group.

b Circle the right word or phrase. Tick if both are possible.
That hotel is much more expensive / far more expensive than ours.  ✓
1. There are twice as many cars on the road than / as there used to be.
2. I think our kitchen is slightly bigger / a bit bigger than yours.
3. I think her new film was by far / by much her best one.
4. A. When do you need it by?  B. The sooner better / The sooner the better.
5. Their flat cost twice as much as / twice more than ours.
6. The harder I try the worse I do it / I do it worse.
7. It’s getting easier and easier / every time easier to do all your shopping online.
8. We need a few more / a little more days to think about what we’re going to do.
9. There were many more / much more people at the concert than we had expected.
1 Adjectives describing a job

Match sentences 1–6 with A–F.

1 My job is very **challenging**.  
A Everything takes a long time and it's boring.
2 I'm a cashier in a supermarket. I quite enjoy my job, but it can be a bit **monotonous / repetitive**.  
B I have to do exactly the same thing every day.
3 I'm a primary school teacher. I think working with young children is very **rewarding**.  
C It makes me happy because I think it's useful and important.
4 I work in a small graphic design company, and I find my job really **motivating**.  
D It tests my abilities and keeps me motivated.
5 Being a surgeon is very **demanding**.  
E It's very high pressure, requires a lot of skill and you have to work long hours.
6 I work in the Passport Office. My job is incredibly **tedious**.  
F The kind of work I do and the people I work with make me want to work harder / do better.

2 Nouns that are often confused

Complete the noun column with the best word from each group. Sometimes you need to use a word twice.

<table>
<thead>
<tr>
<th>career / post / profession</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>My sister has applied for the <strong>job</strong> of head of human resources at a multinational company based in Berlin.</td>
<td></td>
</tr>
<tr>
<td>Nursing is a <strong>rewarding</strong> job, but one which is not usually very highly paid.</td>
<td></td>
</tr>
<tr>
<td>It's difficult for a woman to have a successful <strong>career</strong> and bring up young children at the same time.</td>
<td></td>
</tr>
<tr>
<td><strong>wages / salary / bonus / perks</strong></td>
<td></td>
</tr>
<tr>
<td>The <strong>money</strong> (informal The <strong>money</strong>) isn't fantastic – about 20,000 a year but the work is rewarding.</td>
<td></td>
</tr>
<tr>
<td>I'm a waiter and I get paid every Friday. The <strong>wages</strong> aren't very high but you can earn a lot in tips if you do your job well.</td>
<td></td>
</tr>
<tr>
<td>The company made a huge profit this year and so all the <strong>staff</strong> were given a <strong>bonus</strong>.</td>
<td></td>
</tr>
<tr>
<td>One of the <strong>benefits</strong> (formal benefits) of this job is that I get free health insurance.</td>
<td></td>
</tr>
<tr>
<td><strong>staff / employer / employee</strong></td>
<td></td>
</tr>
<tr>
<td>The company has a <strong>staff</strong> of nearly 600.</td>
<td></td>
</tr>
<tr>
<td>I wouldn't describe the factory owner as a very generous <strong>employer</strong>.</td>
<td></td>
</tr>
<tr>
<td>It's a great hotel and the <strong>staff</strong> are very friendly.</td>
<td></td>
</tr>
<tr>
<td><strong>skills / training / qualifications</strong></td>
<td></td>
</tr>
<tr>
<td>All the managers were sent on a three-week <strong>course</strong>.</td>
<td></td>
</tr>
<tr>
<td>He left school without any <strong>qualifications</strong> at all. He failed all his exams.</td>
<td></td>
</tr>
<tr>
<td>There are certain <strong>skills</strong> you need to be a web designer, for example you need to be able to use words effectively.</td>
<td></td>
</tr>
<tr>
<td><strong>hours / timetable</strong></td>
<td></td>
</tr>
<tr>
<td>A What <strong>do</strong> you do? B It depends on the day but usually 8.30 to 6.00.</td>
<td></td>
</tr>
<tr>
<td>My husband is a university lecturer and he has a very easy <strong>schedule</strong> – he only has eight classes a week.</td>
<td></td>
</tr>
</tbody>
</table>

3 Collocations

Complete the phrases with the missing words.

1 I'm a manager. I'm in **charge** of the sales department. I have to do **difficult** with some very difficult clients. I'm also **responsible** for publicity. I'm **on** work at the moment. I'm on **maternity leave**.

2 I'm part of a **team**. I always work with other people. I have the **opportunity** to travel, which is something I appreciate. I have good **opportunities** in this job. I think I can go far. I'm hoping to get **promotion** to head of department next year.

3 I'm hoping to get a **regular** job. I think my salary is very low. It's a **temporary** job. I'm only **on a short-term** contract, so I have no job **security**.

4 I was **sacked / fired** from my last job. My boss didn't like the way I worked. Now I'm **self-employed**. I run my own business and I'm much happier. I only **work part-time**. I only work from 10.00 to 2.00, and in the afternoon I'm doing an Open University course.

Can you remember the words on this page? Test yourself or a partner. 🔄 p.7

Study Link MultiROM www.oup.com/elt/englishfile/advanced
1 21st century families in the UK

Read the information about 21st century families in the UK. What do the bold expressions mean? With a partner, say if the same is true in your country.

The nuclear family is no longer the norm. Because of divorce and people remarrying, many children live with step-parents and have half-brothers or half-sisters, or stepbrothers and stepsisters.

Members of extended families no longer live close to each other in the same town, but are very often spread out around the country or even abroad, so many people rarely see their relatives.

One in four families is a single-parent family. According to a recent survey, 91% of single parents are women. As a result many children grow up today without a father figure.

Due to the fact that people are living longer, many more children have great-grandparents, or even great-great-grandparents.

2 Describing families

Circle the right word or expression from the pair on the right. Tick the two sentences where both options are possible.

1. He is his mother. They have exactly the same sense of humour.
   1a. His 1b. He's

2. Jack is a relative. He's my father's second cousin.
   2a. His 2b. His

3. She's a child. She has no brothers or sisters.
   3a. She's 3b. She's

4. My sister and I are very. We're both cheerful and hard-working.
   4a. Close 4b. Close

5. They are a very family. They enjoy spending time together.
   5a. Good 5b. Good

6. After their parents died, they rarely met.
   6a. had met 6b. had met

7. His mother died when he was young. He was by his father.
   7a. raised 7b. raised

8. My father was a farmer so I grew up in the country, surrounded by animals.
   8a. grew up 8b. grew up

9. My niece has a lot recently. She's now almost as tall as I am.
   9a. educated 9b. educated

10. I have a very good with my cousins. We see a lot of each other.
    10a. relation 10b. relation

11. It's going to be a small wedding. Only a few friends and have been invited.
    11a. been invited 11b. been invited

12. My originally came from Ireland.
    12a. ancestors 12b. ancestors

3 Family idioms

Match to the idioms 1–8 to their meaning A–H.

1. My sister is the black sheep of the family.
   1a. having very different opinions on the matter

2. My father doesn't see eye to eye with my brother about politics.
   2a. making the decisions and telling her husband what to do

3. My aunt and I are not on speaking terms.
   3a. not talking to each other

4. We usually have a family get-together at Christmas.
   4a. something happened in the past that they would prefer to keep secret

5. My sister-in-law wears the trousers in that marriage!
   5a. you are related to each other

6. Red hair runs in the family.
   6a. different from the rest of the family who don't approve of them

7. Most families have a skeleton in the cupboard.
   7a. several people in the family have it

8. He's your brother! How can you say that about your own flesh and blood?
   8a. we all meet in someone's house for a meal

Can you remember the words on this page? Test yourself or a partner.
1 Verbs with time

Complete the sentences with the right verb from the list.

give  have  kill  make up for  run out of  save  spare  take (x2)  take up  waste

1. I _________ a lot of time playing solitaire on my computer instead of studying.
2. If you go on the motorway, you'll _________ time – it's much quicker than going on the country roads.
3. I had three hours to wait for my flight, so I sat there doing sudoku puzzles to _________ time.
4. There's no hurry so _________ your time.
5. When my mother was young she never had the chance to travel. Now she has retired she wants to _________ lost time and she has booked a round-the-world tour.
6. The novel is 700 pages long and I'm a slow reader. It's going to _________ me a long time to finish it.
7. I'd better go home now. If I'm late again, my dad will _________ me a hard time.
8. I would like to go camping with my friends this weekend but my exams are next week so I can't _________ the time.
9. My children _________ all my time – I never seem to get to read a book or watch a film!
10. New York's such a fantastic city! You're going to _________ the time of your life there.
11. Don't let's spend too long at the museum or we'll _________ time. We have to get the train back at 10.30 and there are lots of other things I want to see.

2 Prepositional phrases with time

Complete the prepositions column with a preposition from the list.

at (x2)  before  by  for  from  in (x2)  off  on  to

1. I'm really punctual, so I hate it when other people aren't _________ time.
2. I've never heard of that singer. He must have been _________ my time.
3. _________ the time we got to our hotel, it was nearly midnight.
4. I'm very excited. I'm going to New Zealand _________ four days' time.
5. I missed the birth of my first child. I was on a plane _________ the time.
6. He's been working too hard recently. He needs some time _________.
7. If we don't take a taxi, we won't get to the airport _________ the flight.
8. I don't eat out very often, but I do get a takeaway _________ time _________.
9. He suffers from back pain and it makes him a bit irritable _________ times.

3 Expressions with time

Match sentences 1–10 with A–J.

1. The referee's looking at his watch.
2. He hardly spoke to me at lunch.
3. I'm really looking forward to my holidays.
4. I'm sorry, I can't help you this week.
5. I can't afford a new computer.
6. She's sure to find a job in the end.
7. I think I need to take up a hobby.
8. Stop writing, please.
9. I really thought I was going to be late.
10. You look very young in that photo.

A. But in the end I got to the airport _________ time to spare.
B. He spent _________ time talking on his mobile.
C. _________ up. The exam is over.
D. I'm a bit _________ time _________ pushed for time).
E. _________ time _________ my hands since I retired.
F. I'll have to carry on with this one _________ the time being.
G. It's only a _________ of time.
H. It must have been taken _________ time ago.
I. _________ isn't much time left.
J. _________ time next week I'll be lying on the beach.

Can you remember the expressions on this page? Test yourself or a partner.

p.27

Study Link MultiROM www.oup.com/elt/englishfile/advanced
1 Expressions with get

a Complete the sentences with an expression from the list.

- get a shock
- get hold of
- get into trouble
- get out of the way
- get rid of
- get the change
- get the impression
- get the joke
- get to know
- get your own back on

1. I __________ you're a bit annoyed with me. Have I done something wrong?
2. You'll __________ when you see him. He looks at least ten years older.
3. Since we stopped working together we hardly ever __________ to see each other.
4. I didn't laugh because I didn't __________.
5. When you __________ him, I think you'll really like him.
6. I need to speak to Sarah urgently, but I just can't __________ her.
7. I want to __________ that awful painting, but I can't because it was a wedding present from my mother-in-law.
8. I'm going to __________ my brother for telling my parents I got back late. Next time he asks to borrow my bike, I won't lend it to him.
9. He's going to __________ with his wife if she finds out that he's been emailing his ex-girlfriend.
10. I tried to walk past him but he wouldn't __________. He just stood there, blocking the path.

b With a partner, say what you think the expressions mean.

2 Idioms with get

a Match the sentence halves.

1. Get real!
2. Get a life!
3. I'm not getting anywhere with this crossword.
4. She really gets on my nerves.
5. She really needs to get her act together.
6. They get on like a house on fire.
7. When we spoke on the phone I got the wrong end of the stick.
8. You grandfather must be getting on a bit, isn't he?
9. My boyfriend just never gets the message.
10. She always gets her own way.

b With a partner, say what you think the idioms mean.

3 Phrasal verbs with get

Match the phrasal verbs to their meaning.

1. Shall we try to get together for dinner next weekend?
2. I hope my brother gets over his break-up soon. He's very depressed.
3. I can't help you now, I need to get on with the cooking.
4. I've tried to talk about it, but I just can't get through to him.
5. How did you get into journalism?
6. The best way to get around the city is by taxi – they're very cheap here.
7. She's cheated in exams several times but she always gets away with it.
8. My wife is out of work so we'll just have to get by on less money.
9. I've got a bit behind with my work – I may have to do some at the weekend.
10. This terrible weather is really getting me down.
11. I want to get out of going to Ann's party. Can you think of a good excuse?
12. Thanks for your email. I'll get back to you as soon as possible.

A. It's just too difficult for me.
B. Is he in his eighties now?
C. They seem to have exactly the same tastes and interests.
D. Her exam is in two weeks and she hasn't even started studying.
E. I thought the party was at their house, but it isn't – it's at Mike and Jane's.
F. Everything about her irritates me, her voice, her smile – everything!
G. He just does whatever she tells him to.
H. I keep dropping hints about his awful cooking but he takes no notice.
I. There's no way you can afford that car!
J. You're 35 and you're still living with your parents!
K. recover from
L. start a career or profession
M. move from place to place
N. make someone understand
O. manage with what you have
P. fail to make enough progress
Q. depress
R. write or speak to sb again later
S. avoid a responsibility or obligation
T. meet socially
U. continue doing
V. do something wrong without getting caught or punished

Can you remember the expressions on this page? Test yourself or a partner.

p.29
1 Sounds

a. 3.2 All the words in the list can be both nouns and regular verbs, and they describe sounds. Many of the words are onomatopoeic, (i.e. they sound like the sound they describe). Listen to the sounds and the words.

<table>
<thead>
<tr>
<th>bang</th>
<th>buzz</th>
<th>click</th>
<th>crash</th>
<th>creak</th>
<th>crunch</th>
<th>drip</th>
<th>hiss</th>
</tr>
</thead>
<tbody>
<tr>
<td>hoot</td>
<td>hum</td>
<td>rattle</td>
<td>roar</td>
<td>screech</td>
<td>slam</td>
<td>slurp</td>
<td>sniff</td>
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<td>snore</td>
<td>splash</td>
<td>tap</td>
<td>tick</td>
<td>whistle</td>
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</tbody>
</table>

b. Now complete the Sounds column with a word from the list.

1. This clock has a very loud __________.
2. Don’t __________! Get a handkerchief and blow your nose.
3. To download the new software just __________ the ‘download’ icon.
4. There was a __________ as he jumped into the swimming pool.
5. Did you hear that __________? It sounded like a gun.
6. I heard a __________ and I knew somebody had come into the room.
7. I lay there hearing the __________ of a mosquito but I couldn’t see it anywhere.
8. I hate people who __________ at me when I slow down at an amber light.
9. When I’m nervous I often __________ my fingers on the table.
10. Don’t __________ your soup! Eat it quietly.
11. The snake reared its head and gave an __________.
12. Please turn the tap off properly otherwise it’ll __________.
13. We could hear the __________ of the crowd in the football stadium from our hotel.
14. Some of the players carried on playing because they hadn’t heard the __________.
15. I don’t remember the words of the song, but I can __________ the tune.
16. Please don’t __________ the door. Close it gently.
17. I heard the __________ of their feet walking through the crisp snow.
18. I can’t share a room with you if you __________ – I won’t be able to sleep.
19. Every time a bus or lorry goes past, the windows __________.
20. I heard the __________ of brakes as the driver tried to stop and then a loud __________.

2 The human voice

a. Match the verbs and definitions.

<table>
<thead>
<tr>
<th>giggle</th>
<th>groan</th>
<th>mumble</th>
<th>scream</th>
<th>sob</th>
<th>sigh</th>
<th>stammer</th>
<th>whisper</th>
<th>yell</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________ to make a loud high cry because you are hurt, frightened or excited</td>
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<td>2. __________ (at sb) to shout loudly, e.g. because you are angry</td>
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<td>3. __________ (at sth) to laugh in a silly way</td>
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<tr>
<td>4. __________ (to sb) to speak very quietly so that other people can’t hear what you are saying</td>
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<tr>
<td>5. __________ to speak or say sth in a quiet voice in a way that is not clear</td>
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<tr>
<td>6. __________ to make a long deep sound because you are in pain or annoyed</td>
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<td>7. __________ to speak with difficulty, often repeating sounds or words</td>
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<tr>
<td>8. __________ to cry noisily, taking sudden sharp breaths</td>
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<tr>
<td>9. __________ to take in and then let out a long deep breath that can be heard, e.g. to show that you are disappointed</td>
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</table>

b. Answer the questions using one of the verbs above.

What do people do...?
- when they are nervous
- when they are terrified
- when they lose their temper
- when they are not supposed to be making a noise
- when they speak without opening their mouth enough
- when they are relieved
- when a player in their team misses a penalty
- when they are very unhappy about something

Can you remember the words on this page?
Test yourself or a partner.

p.36
Money

1 Nouns for money or payments

Match the words and definitions.

- budget charge deposit donation fare fees fine grant instalment loan lump sum overdraft savings will

1 ______ the money that is available to a person or organization
2 ______ a sum of money that is given by the government or another organization to be used for a particular purpose, e.g. education
3 ______ money that a bank lends and somebody borrows
4 ______ an amount of money you pay for professional advice or services, e.g. to a lawyer or architect
5 ______ the money you pay to travel by bus, plane, taxi, etc.
6 ______ the amount of money sb asks for goods and services, etc.
7 ______ money that you keep in the bank and don’t spend
8 ______ money that you give to an organization such as a charity in order to help them
9 ______ a sum of money that must be paid as punishment for breaking a law or a rule
10 ______ one of a number of payments that are paid regularly until sth has been paid for
11 ______ a sum of money that is given as the first part of a larger payment
12 ______ a legal document that says what is to happen to sb’s money and property after they die
13 ______ the amount of money that you owe to a bank when you have spent more than is in your bank account
14 ______ an amount of money that is paid at one time and not on separate occasions

2 Money in today’s society

a With a partner, say what you think the bold phrases mean.
1 We live in a consumer society, which is dominated by spending money and buying material possessions.
2 The standard of living has risen a lot over the last ten years.
3 People’s income has gone up, but inflation is high, so the cost of living has also risen.
4 House prices are rising and many young people can’t afford to buy somewhere to live.
5 People who have mortgages or loans have to pay high interest rates.
6 A lot of people are in debt, and have problems paying their mortgages, and selling shares on the stock market.
7 Some people make money by buying and selling shares on the stock market.
8 Our currency is unstable and exchange rates fluctuate a lot.

b Which aspects of the sentences above are true in your country?

3 Adjectives related to money

Look at the Oxford Learner’s Thesaurus entries for rich and poor. Match the synonyms to their definitions.

rich adj. rich, affluent, loaded, wealthy, well-off
1 ______/_______ having a lot of money, property or valuable possessions
2 ______ (rather formal) rich and with a good standard of living.

The ~ Western countries are better equipped to face the problems of global warming.
3 ______ (often used in negative sentences) rich: His parents are not very ~.
4 ______ [not before noun] (very informal) very rich: Let her pay. She’s ~.

poor adj. poor, broke, hard up, penniless,
1 ______ having very little money; not having enough money for basic needs
2 ______ (literary) having no money; very poor: She arrived in 1978 as a virtually ~
3 ______ (informal) having very little money, especially for a short period of time:
   After he lost his job he was so ~ he couldn’t afford the price of a beer.
4 ______ [not before noun] (informal) having no money: I’m always ~ by the end of the month.

4 Idioms related to money

a Match sentences 1–8 with A–H.
1 They’ve got a ten-bedroomed house. A He’s got more money than sense.
2 Jack’s broke again. B No way. He’s really tight-fisted.
3 That restaurant has good food at a reasonable price. C I’m in the red (up in the black).
4 Their income doesn’t cover their basic expenses. D It must have cost a fortune.
5 I have an overdraft at the bank. E It’s good value for money.
6 Do you think Mark will lend me the money? F I’m not surprised. He spends money like water.
7 Dan has bought two sports cars. G They’re living beyond their means.
8 They have a luxurious lifestyle which they can’t really afford. H They can’t make ends meet.

b With a partner say what you think the bold idioms mean.

Can you remember the words and expressions on this page?
Test yourself or a partner.

p.45

Study Link MultiROM www.oup.com/elt/englishfile/advanced
1 Weapons
Match the words and pictures.

- arrow
- bow /bəʊ/ shield /ʃild/ spear
- bullet
- cannon sword /sɔːrd/
- machine gun

2 People and events
a. Match the nouns with the definitions for people.

ally /ˈæli/ casualties civilians forces refugees snipers survivors troops the wounded /ˈwʊndid/.

1 ________ people who are forced to leave their country or home because there is a war, or for political or religious reasons
2 ________ people who have been killed or wounded in a war, e.g. Both sides suffered heavy...
3 ________ a group of people who have been trained to protect other people, usually by using weapons, e.g. armed..., security..., peace keeping...
4 ________ soldiers especially in large groups
5 ________ people who shoot at someone from a hidden position
6 ________ people who are not members of the armed forces or the police
7 ________ people who have been injured by weapons, e.g. in a war, e.g. They evacuated — from the war zone.
8 ________ people who have managed to stay alive in a war or accident, especially despite being nearly killed
9 ________ a country that has agreed to help and support another country, especially in time of war

b. Match the words with the definitions for events.

ceasefire coup /kɒp/ civil war revolution siege /ˈziːdʒ/ treaty

1 ________ when a very large number of people in a country use violence to try to change the government
2 ________ a sudden, illegal, often violent change of government often forced by a specific group of people, e.g. a military...
3 ________ when two armies agree to stop fighting temporarily
4 ________ a war between groups of people in the same country
5 ________ when an army try to take a town by surrounding it and stopping the food supply
6 ________ a formal agreement between two or more countries, e.g. They signed a peace...

3 Verbs describing warfare
Complete the verb column with the past simple of a verb from the list.

blow up break out capture declare defeat loot overthrow retreat shell surrender withdraw

1. The rebels ________ the government. (They removed them from power using force.)
2. Fighting ________ between the rebels and the army. (It started.)
3. The rebels ________ the government building. (They made it explode.)
4. The army ________ from the city. (They moved back to another position for tactical reasons.)
5. The army ________ the city all night. (They fired shells (explosives) at them.)
6. The rebels ________ . (They moved away from the enemy because they were in danger.)
7. Some of the rebels ________ . (They admitted that they had lost and wanted to stop fighting.)
8. The army ________ the rebels. (They beat them.)
9. They ________ over 300 rebels. (They took them prisoner.)
10. Some soldiers ________ the city. (They stole things from shops and buildings.)
11. The government ________ war on the rebels. (They announced their intention to go to war with them.)

* capture, defeat, overthrow, retreat, and surrender can also be used as nouns.*

Can you remember the words on this page? Test yourself or a partner.

p.53
Place and movement

a Complete the column on the right with one of the words. Sometimes there is more than one possibility.

1 above / over
   a She lives in a flat near a shop.
   b In a few minutes we'll be flying over Paris.
   c Liverpool are three places over Aston Villa in the Premier League.

2 below / under
   a We kept an eye open for speed cameras as we drove under the bridge.
   b She lives on the floor below us.
   c There's a wastepaper basket under the table.

   ▲ beneath (formal) = below, e.g. He considered such jobs beneath him.

3 off / away
   a I fell off my bike and cut my knee.
   b She walked away from me, and didn't look back.
   c The thief ran away with her camera.

4 in / inside / into
   a We decided to eat in because it was cold on the terrace.
   b He poured some wine into his glass, and raised it.
   c Please keep this document in a safe place.

5 on / on top / on top of / onto
   a Don't leave the towel on the floor. Pick it up.
   b I'm going to put your suitcase on top of the wardrobe so it's not in the way.
   c The toddler climbed on to the chair and then stood up.
   d It's a chocolate cake with cream upon.

   ▲ upon (formal) = on, e.g. He lay upon the bed.

6 outside / out / out of
   a Take your hands out of your pockets.
   b Let's meet outside the cinema.
   c He took his wallet out and gave the driver a five-pound note.

7 across / through
   a We walked across a very dense forest until we came out into a clearing.
   b He was walking across the road on a zebra crossing when he was hit by a car.
   c We can go through the park to get to Kate's house. It's a short cut.

8 along / past / round
   a He walked along the corridor until he reached the door.
   b If you go past the supermarket, the church is on your left.
   c She drove round the roundabout twice because she wasn't sure which exit to take.

9 to / towards
   a Jane has gone to the hairdresser's.
   b If you walk to the beach, you'll see the hairdresser's on the right after about 200m.

10 in / at
   a I called David at home but they told me he was at the pub.
   b There are some sofas and armchairs in the pub, so we can relax and read the papers.
   c Turn left at the lights, and you'll see it on your right.

b Test yourself with the words on the page by covering the right-hand column and trying to remember the missing words in the sentences.

▲ p.75
1 Nouns and noun phrases
a Complete the missing words. What do you think they mean?

b Complete each definition with the correct word.

[c] an act of travelling from one place to another, and usually back again: a business - , a school - to France. Tomorrow there will be a boat - to the island. They had to make several - to bring all the equipment over.

[c] an act of travelling from one place to another, especially when they are a long way apart: It was a long and difficult - across the mountains. They continued their - on foot. We broke our - (stopped for a short time) in Madrid.

[a] the activity of going to different places for business or pleasure, especially over long distances: Her interests include music and foreign - . Continued fighting makes - in the area dangerous. air / rail / space - , insurance - , documents - , guide - , sickness.

2 Verb phrases
Match the verbs with their collocates.

<table>
<thead>
<tr>
<th>go</th>
<th>cut short</th>
<th>postpone / put off</th>
<th>go on</th>
<th>take out</th>
<th>set off / set out</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>travel insurance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>on a journey / early</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>a trip / a visit (= finish earlier than planned)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>camping / backpacking / sightseeing</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>an outing (or excursion) / a trip / holiday / a safari / a cruise</td>
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<td></td>
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</tr>
<tr>
<td>6</td>
<td>a trip / a visit (= reschedule it for a later time)</td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>a trip / a flight / a visit (= decide not to go)</td>
<td></td>
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</tbody>
</table>

3 Adjectives and phrases to describe places
Match the adjectives and definitions.

breath-taking | dull | lively | off the beaten track
overcrowded | over-rated | picturesque | spoilt | touristy

| 1 | with a better reputation than it really deserves |
| 2 | boring |
| 3 | designed to attract a lot of tourists |
| 4 | changed for the worse |
| 5 | full of life and energy |
| 6 | far away from other people, houses, etc. |
| 7 | with too many people or things in it |
| 8 | very impressive or surprising, spectacular |
| 9 | pretty, especially in a way which looks old-fashioned |

Can you remember the words on this page? Test yourself or a partner. ☞ p.85
The natural world

1 Animals, birds, and insects

a Match the words and pictures.

- wings 1
- a shell 2
- paws 3
- a beak 4
- horns 5
- a tail 6
- claws 7
- fur 8
- fins 9

b Can you name an animal or insect which can...?

- bite
- sting
- scratch
- kick
- spit

2 Issues relating to animals

a Look at the bold words and phrases with a partner and say what they mean.

In your country are there...?

1 any organizations which protect animals and their environment, or animal charities
2 animal activists, who make violent protests against the use of animals for entertainment, product testing or in medical research
3 national or regional celebrations where animals are treated cruelly
4 national parks or conservation areas where animals live in the wild
5 endangered species /ˈspəːdʒɪz/
6 animals which are hunted for sport
7 animals which are being bred in captivity in order to reintroduce them into the wild
8 animals which are kept or transported in inhumane conditions, e.g. battery hens

b Answer the questions. Give examples.

3 Animal idioms

a Read the sentences and try to guess the meaning of the bold idioms. Then match them to definitions A–O.

1 I did all the donkey work on this project, so I hope I'm going to get the credit for it.
2 I told him what I thought of him but it’s water off a duck's back for him.
3 He was like a fish out of water when he left the village and went to live in London.
4 You think you've passed the exam but don't count your chickens (before they hatch).
5 I decided to take the bull by the horns and went to see my boss.
6 When they divorced, Nick's wife got the lion's share of everything they owned.
7 I think James was married before, but I'm not sure. He's a bit of a dark horse.
8 I'm in the doghouse because I forgot our wedding anniversary.
9 He made a real pig of himself at the dinner. He had second helpings of everything.
10 When my car broke down at the end of such an awful day it was just the last straw (that breaks the camel's back).
11 The company say they're not going to make anyone redundant with the restructuring, but I smell a rat.
12 If we have the meeting in London, we can go and visit my mother at the same time and kill two birds with one stone.
13 My boss can seem quite aggressive but in fact her bark is worse than her bite.
14 After playing so badly he walked off with his tail between his legs.
15 I wouldn't bring up the subject again if I were you. I'd let sleeping dogs lie.

A face a difficult situation directly and with courage
B the hard boring part
C not mention something that happened in the past to avoid arguments or problems
D criticism doesn't affect him
E manage to achieve two things by doing one action
F a person who doesn't tell others much about their life (but sometimes surprises them)
G the largest or best part
H not be too confident that something will be successful
I eat and drink too much, be very greedy
J the last in a series of bad events that makes you unable to accept the situation any longer
K feeling ashamed, embarrassed or unhappy because you have been defeated or punished
L somebody (usually your partner) is annoyed with you about something
M sb whose words are worse than their actions
N think that sb is wrong or that sb is trying to deceive you
O feel uncomfortable or awkward in unfamiliar surroundings

b Do you have the same or similar idioms in your language?

Can you remember the words and phrases on this page? Test yourself or a partner.

p.90

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Match the words and the pictures.
- heat (sth in the microwave)
- beat (eggs)
- stir (a sauce)
- mix (the ingredients)
- drain (the pasta)
- pour
- simmer
- a saucepan /'soʊsēpən/
- a frying pan
- a chopping board
- a baking tray
- an oven

- baked figs
- poached eggs
- melted chocolate
- steamed mussels
- mashed potatoes
- roast lamb
- stuffed peppers
- scrambled eggs
- grated cheese
- chopped onions
- peeled prawns / shrimps
- whipped cream
- sliced bread
- toasted sandwich
- minced beef
- pork ribs
- turkey breast
-shellfish
- herbs
- spices

Can you remember the words and phrases on this page? Test yourself or a partner.
☞ p.100
English sounds

- Short vowels
- Long vowels
- Diphthongs

1. fish /fɪʃ/ 11. egg /ɛɡ/
2. tree /triː/ 12. up /ʌp/
3. cat /kæt/ 13. train /trɛin/ 14. phone /foʊn/
4. car /kær/ 15. bike /baɪk/ 16. owl /aʊl/
5. clock /klɒk/ 17. boy /bɔɪ/ 18. ear /ɪər/
6. horse /hɔːs/ 19. chair /tʃeər/ 20. tourist /ˈtʊərɪst/
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