



third
edition

ENGLISH FILE

Advanced Student's Book

Christina Latham-Koenig
Clive Oxenden
Jerry Lambert

OXFORD

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Jerry Lambert

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Paul Seligson and Clive Oxenden are the original co-authors of
English File 1 and *English File 2*

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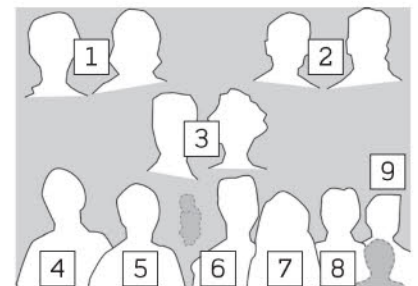
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1A Self-portrait



1 LISTENING

a Look at a painting by Frida Kahlo and answer the questions with a partner, giving your reasons.

- 1 Do you know anything about Frida Kahlo? Which person do you think is her in the painting?
- 2 Do you think the painting is finished? Why (not)?
- 3 Who do you think the people in the ‘cloud’ are, and why do you think they are arranged in that way?
- 4 What do you think the unborn child in the middle represents?
- 5 Who do you think the three people with blank faces in the bottom right-hand corner might be?

b **1 2**) Listen to an audio guide about the painting and check your answers to **a**. Then match the people below to numbers 1–9 in the diagram.

- | | |
|---|--|
| <input type="checkbox"/> Frida | <input type="checkbox"/> her niece Isolda |
| <input type="checkbox"/> her maternal grandparents Antonio and Isabel | <input type="checkbox"/> her nephew Antonio |
| <input type="checkbox"/> her parents Matilde and Guillermo | <input type="checkbox"/> her sister Matilde |
| <input type="checkbox"/> her paternal grandparents | <input type="checkbox"/> her sister Adriana |
| <input checked="" type="checkbox"/> her paternal grandparents | <input type="checkbox"/> her sister Cristina |

c **1 3**) Listen to **Part 1** again, about Frida. Complete Frida’s biography.

Frida Kahlo

She was born in ¹_____ in ²_____. She was the ³_____ of ⁴_____ daughters. She caught ⁵_____ as a child, and when she was ⁶_____ years old, she was in a terrible accident when a ⁷_____ crashed into a ⁸_____. She had previously wanted to study ⁹_____, but after the accident she decided to ¹⁰_____ instead. Frida started work on this painting in ¹¹_____, but never ¹²_____ it. She died in ¹³_____ at the age of ¹⁴_____.

d **1 4**) Listen to **Part 2** again, about the painting. Answer the questions.

- 1 What is the significance of the position of the unborn child?
- 2 Where were her father’s family from?
- 3 Where were her mother’s family from?
- 4 What do we learn from the painting about her parents’ marriage?
- 5 What was Frida’s relationship like with her sister Cristina?

- e Talk to a partner.
- 1 What do you think of the painting?
 - 2 Do you have any photos of your family that you particularly like or dislike? Why?
 - 3 Imagine that your family has been painted in the same way. Draw a quick sketch and tell your partner about the people.

2 SPEAKING

- a Work in small groups. Choose one of the sets of questions below and answer them.

- Do you have any ancestors from a different country? Who were they? Where did they come from? When did they come to live in your country?
- Who are you closest to in your family? Why do you get on well? Is there anyone you don't get on with?
- Who are you most like in your family? Are there any family traits (appearance or personality) that members of your family share?

- b You are going to discuss the statements below. First decide individually if you agree (**A**), half-agree (**HA**), or disagree (**D**) with the statements. Think of reasons and examples to support your opinion.

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

Your 'family' are the people who care about you, not necessarily your blood relatives.

It's better to be an only child than to have brothers and sisters.

Your parents brought you up, so it's your responsibility to take care of them when they're old.

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

The only person who should be allowed to criticize your family is you.

You should always defend members of your family against the police, even if they have done something wrong.

- c 15)) Listen to the expressions in the box. Which words carry extra stress for emphasis? Listen again and repeat the phrases, copying the rhythm and intonation.



Expressions for agreeing and disagreeing

agreeing

- 1 I totally agree.
- 2 That's just what I think, too.
- 3 Absolutely!

half-agreeing

- 4 I see your point, but...
- 5 I see what you mean, but...
- 6 I agree up to a point, but...

disagreeing

- 7 I'm not sure I agree with you.
- 8 I'm afraid I don't really agree.
- 9 I don't really think you're right.

British people tend not to use strong expressions of disagreement, e.g. *I completely disagree*, but try to soften the fact that they disagree by half-agreeing, or by using expressions like 7–9 above.

- d Have a short discussion about the topics in **b**. Use language from **c** to agree, half-agree, or disagree with the other people in your group, and say why.

3 GRAMMAR *have*: auxiliary or main verb?

- a With a partner, look at the groups of sentences 1–4. Answer the three questions for each group.

- Are all the options possible?
- Is there any difference in meaning or register?
- Is *have* a main verb or an auxiliary verb?

1 I **haven't got** time
I **don't have** time
I **haven't** time

to see my family often.

2 I've **been making** loads of food.
I've **made** loads of food.

We're having a family dinner tonight.

3 **Have we got to**
Do we have to

dress up for the party, or is it just family?

4 I've **had** a portrait **painted**
I've **painted** a portrait

of our children.

- b ► p.140 Grammar Bank 1A. Learn more about *have*, and practise it.

- c With a partner, for each of the sentences below say if it's true for you or not, and why.

- I can't stand having my photo taken, and I'd hate to have my portrait painted.
- I've got lots of friends online, but I only have a few close friends that I see regularly face-to-face.
- I've never wanted to leave home. I really like living with my family.
- I'm the most competitive person in my family. Whenever I play a sport or game, I always have to win.
- I've got to try to get out more. I think I spend too much time at home.
- I have a few possessions that are really important to me and that I would hate to lose.
- I've been arguing a lot with my family recently.

4 VOCABULARY personality

- a Look at the adjectives that describe 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?

affectionate assertive bossy curious easy-going
loyal moody outgoing rebellious reliable sensible
sensitive stubborn

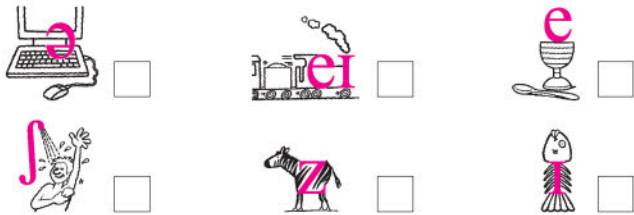
- b ➤ p.160 Vocabulary Bank *Personality*.

5 PRONUNCIATION using a dictionary

- a Underline the stressed syllable in the words below.

1 con|**sci**|en|tious 4 ea|**sy**|-go|ing
2 de|**ter**|mined 5 stea|**dy**
3 tho|**rough** 6 spon|**ta**|ne|ous

- b Look at the pink letters in each word. Match them to the sound pictures below.



- c 19)) Listen and check your answers to a and b.

Checking pronunciation in a dictionary

All good dictionaries, whether paper or online, give the pronunciation of a word in phonetics, with a stress mark (') to show the stressed syllable. Online dictionaries also have an icon you can click on to hear the words, many giving both British and American pronunciation.

needy adjective

/ˈniːdi/ BrE ; /ˈniːdi/ NAmE

(of people) not confident, and needing a lot of love and emotional support from other people

◆ *She is shy and needy.*

- d Look at the phonetics for some more adjectives of personality. With a partner, work out how they are pronounced and spelt, and say what they mean if you know. Check with a dictionary.

1 /ˈæŋkʃəs/ 2 /ˈlaɪvli/ 3 /ˈnəʊzi/ 4 /ˈsəʊfəbl/ 5 /ˈstɪndʒi/

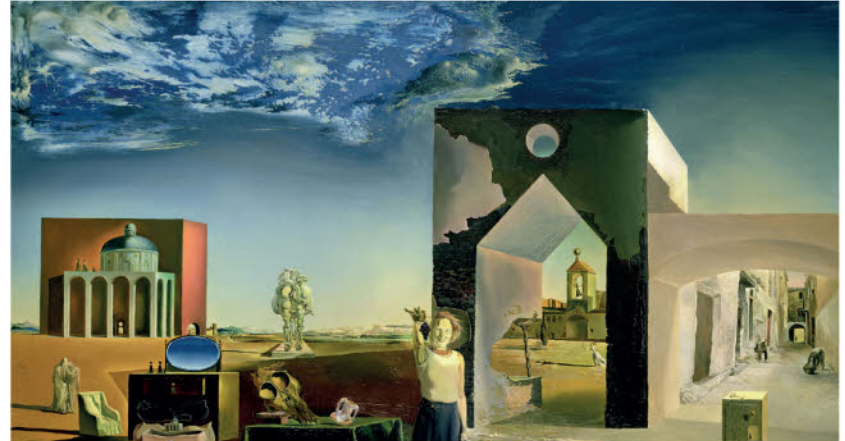
- e Do you normally use a paper dictionary or an online one? What do you think are its main advantages?

6 READING

- a To what extent do you think the following are good ways of predicting personality types?

- online quizzes
- your handwriting
- personality tests
- your star sign

- b You are going to do a well-known personality test. Before you start, look at the following painting for 30 seconds. Write down what you see. You will need this when you do the test.



LEXIS IN CONTEXT

Looking up phrasal verbs and idioms in a dictionary

Phrasal verbs **PHR V**

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

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

Idioms **IDM**

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

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

- c With a partner, look at the test *What's your personality?* Read the questions and possible answers. Try to work out the meaning of the **highlighted** phrasal verbs and idioms, but don't look them up yet.
- d Use a dictionary to check the meaning of the **highlighted** phrases.
- e Now do the test. For each question, decide which answer best describes you and **circle** it.



WHAT'S YOUR PERSONALITY?

A PLANNER OR SPONTANEOUS

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

B FACTS OR IDEAS

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

C HEAD OR HEART

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

D INTROVERT OR EXTROVERT

- 10 You are out with a group of friends. Do you...?
 - a say hardly anything
 - b say a little less than most people
 - c talk a lot
 - d do nearly all the talking
- 11 When you meet a new group of people, do you...?
 - a try to stay with people you already know
 - b have to think hard about how to keep the conversation going
 - c try to get to know as many people as possible
 - d just enjoy yourself
- 12 If your phone rings while you are in the middle of something, do you...?
 - a ignore it and continue 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

From www.bbc.co.uk/science

f Now find out which type you are for each section.

- A** more a and b = **PLANNER**
more c and d = **SPONTANEOUS**
- B** more a and b = **FACTS**
more c and d = **IDEAS**

- C** more a and b = **HEAD**
more c and d = **HEART**
- D** more a and b = **INTROVERT**
more c and d = **EXTROVERT**

g ► **Communication** What's your personality? p.104.
Find out which category you fit into and read the description of your personality. Compare with your partner. How accurate were the descriptions of your personalities?

1B Nice work!

1 READING & SPEAKING

- a Think about people you know who either absolutely hate or really love their jobs. What do they do? Why do they feel that way? How do you know how they feel?
- b *The Guardian* runs a weekly series called *What I'm really thinking*, where people in different jobs or situations reveal their true feelings. Look at the three jobs in the articles. With a partner, say which person you think said the following, and why.

- 1 Although it is not my place to judge, I get frustrated sometimes.
- 2 People assume you're an idiot.
- 3 Your expressions and bodies reveal far more than you know.

- c Read the articles and check. Reading between the lines, do you think on the whole they like or dislike their jobs?

- d Read the articles again and answer A, B, or C. Who...?

- 1 implies that he / she sometimes finds the job boring
- 2 says people seem to think he / she can't see them
- 3 feels misjudged by the people he / she comes in contact with
- 4 has to ask one particular question, to which it is not always easy to get the answer
- 5 would like the opportunity to give feedback on the people he / she works with
- 6 notices a physical change in him / herself when he / she is working
- 7 describes a moment when he / she really loves the job
- 8 suggests he / she won't be doing the job for much longer
- 9 tries to empathize with the people he / she speaks to

LEXIS IN CONTEXT

- e Look at the **highlighted** phrasal verbs and idioms and guess the meaning of the ones you don't know from the context. Then match them to the definitions 1–8.

- 1 _____ **PHR V** think they are better than sb / sth
- 2 _____ **IDM** makes me very upset
- 3 _____ **PHR V** move or make progress at the same rate as sb / sth
- 4 _____ **IDM** (*informal*) makes me annoyed
- 5 _____ **IDM** becomes exhausting
- 6 _____ **IDM** vitally important
- 7 _____ **PHR V** get bigger
- 8 _____ **IDM** can't think what to do or say

What I'm really thinking

A THE CHECKOUT GIRL

Of course I judge you by your shopping. It's the only diversion I have. The work isn't that intellectually demanding – the till does all the maths – and it does become robotic. Having identical conversations every day quickly **gets wearing**.



You get to know types of customers. The stressed-out mum, feeding her kids on the way round and thrusting the empty packet at me to scan. The sweet older couple, carefully packing cat food and biscuits into a trolley. The woman in a suit who buys a bottle of own-brand vodka, then puts it in her handbag. Sometimes I like to channel my inner Sherlock. Dark circles, nappies and aspirin? New baby. Rice cakes and spinach? The diet starts tomorrow.

Older women are very polite and chatty, but watching a queue **build up** as they count out pennies **does my head in**. Usually I take a deep breath and try to treat them as I would my own grandma. And I don't mind when people have to stay on their phone, but it is rude.

People assume you're an idiot. The fact is, I'm studying for a history degree. But that's irrelevant; neither I nor my colleagues are stupid, and people have no right to **look down on** us.

B THE UNIVERSITY LECTURER

I look at the 23 of you in the room – a small group this year – and wonder if you're even aware of me as I teach. Might it be that because you're not talking directly to me, you forget to adjust the expressions on your faces? Or is it that you imagine, in a crowd, you are somehow invisible? Your expressions and bodies reveal far more than you know – sneering, eye-rolling, yawning, you can barely stay awake sometimes.

Your indifference bears no relation to my hours of preparation. The university asks you to comment, anonymously, on the quality of my teaching. I would like the chance to comment on the quality of your listening. When you are really disengaged and disconnected, I see hands reach for phones in bags. You connect, but it's usually to someone outside this room. Sometimes you even pass notes, giggle, and whisper.

Yet I also see you when you laugh at my jokes. When you are concentrating hard, I can almost hear your minds working. Some of you take notes so intensively, fighting to **keep up with** my words, as if it's **life or death** if you miss something. I see your faces light up when you want to say something, the eagerness to comment, to take part. You are relaxed, smiling, enjoying the moment of understanding. We connect. Now I see you and you see me.



C THE 999 OPERATOR

The hardest part of my job is also the simplest – getting the address. Often when someone calls, they **go blank**. Or in the case of a road accident, they don't know exactly where they are. But the most important element is the address, because that's what brings the ambulance. I have to ask for it twice, which infuriates people.

It still surprises me to hear my voice during a call. It changes, becoming deeper, almost authoritative. I have to take control of the situation. I suppose that's why I wear a uniform. I have a script, but I refuse to be a robot; hearing people at their most vulnerable makes me add to it. When the caller is hysterical, telling them, 'I'm going to help you' and 'I know you're frightened' calms them down. But it **breaks my heart** when they're in pain or their loved one is dying; I have to take a 'stress break' after harrowing calls.

Although it is not my place to judge, I get frustrated sometimes. The man who rang

because his toothpaste was burning his mouth; the mother whose baby was afraid of a fly. Don't they realize they're taking up precious time when a life-or-death situation may be needing help? But the moment I call them time-wasters is the moment I should quit my job.



f Look at some extracts from other *What I'm really thinking* articles. Match them to the jobs in the list. What do they imply that the people (sometimes) feel about their jobs?

beauty counter manager dentist driving instructor
IT support worker pizza delivery man taxi driver

- 1 Sometimes what I do is painful, and I'm not a sadist.
- 2 I don't expect to chat, but sometimes my cab becomes a mobile confessional.
- 3 Men are risk-takers. They go too fast and don't like being told what to do.
- 4 I'd like some respect – people who answer the door while they're on the phone really bug me, as do the ones who take ages to find the money.
- 5 It's a cliché, but 'Have you turned it on and off again?' is the first thing that comes to my mind every single time someone calls.
- 6 I work in an industry that convinces people to part with their cash in pursuit of a perfection that does not exist. I am betraying my sisterhood.

g Of all the jobs mentioned in the articles and extracts, which one(s)...?

- would you never do under any circumstances
- might you consider doing if you desperately needed the money
- would you actually quite like to do

2 VOCABULARY work

a Look at three sentences from the articles and complete the missing words.

- 1 The work isn't that intellectually **d**_____.
- 2 ...neither I nor my **c**_____ are stupid, and people have no right to look down on us.
- 3 But the moment I call them time-wasters is the moment I should **qu**_____ my job.

b ➤ **p.161 Vocabulary Bank Work.**

c Complete sentences 1–5 with words or phrases from the list. Then write five sentences for your partner to complete with the other five words.

apply for be fired be laid off clock off
perks quit rewarding skills tedious unpaid

- 1 Can we leave whenever we like or do we have to _____ at a certain time?
- 2 Nursing is often described as a _____ job, even though it may be badly paid.
- 3 The company has decided that around 20% of its workforce will have to _____ until the economic situation improves.
- 4 The only _____ required for this post are a good level of English and the ability to drive.
- 5 If you are prepared to do _____ work, there are several voluntary organizations that are looking for people.

3 SPEAKING & LISTENING

- a Since 2001, the *Sunday Times* has been running an annual survey to find the 100 best companies in the UK to work for. Look at the criteria which they use to assess the companies and complete them with the headings.

Fair deal

Giving something back

Leadership

My company

My manager

My team

Personal growth

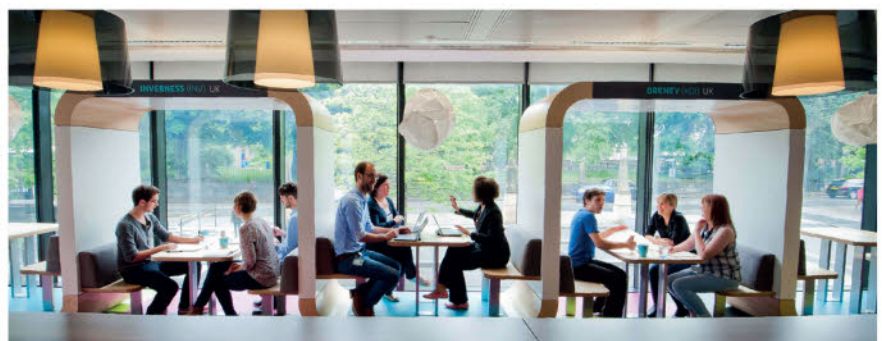
Well-being

- 1 My company: how staff feel about the organization they work for as opposed to the people they work with
 - 2 _____: how staff feel about the pressures of work and the balance between their work and home duties
 - 3 _____: how much companies are thought by their staff to contribute to the local community and society
 - 4 _____: to what extent staff feel they are stretched and challenged by their job
 - 5 _____: how staff feel towards their immediate boss
 - 6 _____: how employees feel about the head of the company and its senior managers
 - 7 _____: how staff feel about their immediate colleagues
 - 8 _____: how happy the workforce is with their pay and benefits
- b Which three criteria do you think are the most important when judging a company you are thinking of working for?
- c Now look at the photos and read about Skyscanner, a travel comparison website, one of the top-rated companies in last year's survey. Does it sound like a company you would like to work for? Why (not)?



Who are they?

AS A KEEN SKIER who regularly escaped to the slopes, maths graduate Gareth Williams became frustrated with the tedious process of searching through a multitude of airline and travel-agency websites to find the cheapest flights. So he and two university friends set about creating a single website that could collect, collate, and compare prices for every commercial flight in the world. Launched in Edinburgh in 2001, Skyscanner, which also provides instant online comparisons for hotels and car hire, gets more than 60 million visitors a month and now operates worldwide – it also has offices in Singapore, Beijing, Miami, and Barcelona. No organization offers as many opportunities to learn and grow as this one does, say its employees. Skyscanner perks include a paid day off to do a social activity, and home-country working, where people who aren't native to the UK can spend up to three weeks a year working in their country of origin. As the staff represent more than 35 different nationalities, this is a particularly popular benefit.



Skyscanner statistics:

Male / female ratio	70:30
Average age	32
Earning £35,000+	36%



- d **13**) Listen to an interview with Lisa Imlach, who works for Skyscanner. What is her position in the company? How positive is she about the company and her job on a scale of 1–5 (5 = very positive)? What makes you think so?

Glossary
PR Public Relations

- e Now listen again and answer the questions.
- 1 How long has Lisa been at Skyscanner?
 - 2 Why did she apply for a job there?
 - 3 Where did she go the day after the interview, and where was she when she heard she'd got the job?
 - 4 What three benefits does she mention about working for Skyscanner?
 - 5 Which benefit does she value most highly and why?
 - 6 What challenge does she say that the company faces?

LEXIS IN CONTEXT

- f **14**) Listen to the phrases in context. What do you think the **highlighted** words and phrases mean?
- 1 ...somewhere that was kind of **travel-focused**...
 - 2 ...it very quickly **becomes the norm** for someone who works here...
 - 3 ...maybe that's the plan, maybe that's **the ploy** that they've gone with!
 - 4 ...it's quite a casual thing...you're in charge, you're the, you're the one who knows your **workload**...
 - 5 ...so I think at some point that will be something that becomes more of **an issue**...I'm pretty confident that Skyscanner will be able to **tackle** that...

- g What do you think of Skyscanner after listening to Lisa's interview? Are you more or less attracted to working there?

4 GRAMMAR discourse markers (1): linkers

...it very quickly becomes the norm for someone who works here, all these amazing benefits we have, _____ when you talk to someone else in another company, you suddenly think 'Wow, we're so lucky'.

- a Look at the extract from Lisa's interview. What do you think the missing word is? What kind of clause does it introduce?
- b With a partner, put two linkers from the list into each column.

as consequently despite due to even though
in order to so as to therefore

a result	a reason	a purpose	a contrast
so	because	to	but

- c **p.141 Grammar Bank 1B.** Learn more about linkers, and practise them.

5 PRONUNCIATION the rhythm of spoken English

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

- a **15**) Listen and repeat the sentences. Try to copy the rhythm as exactly as possible.

London Underground workers were on **strike yesterday**.
As a **result**, it **took people twice** as long to **get to work**.

- b **16**) Listen and write down the beginnings of eight sentences. Compare with a partner, and then decide how you think the sentences might continue.
- c **17**) Now listen and complete the sentences. Are they similar to what you predicted? Practise saying them with a natural rhythm.

6 WRITING

p.112 Writing A job application. Analyse a model email and write a covering email applying for a job at a festival.

7 **1 MP3**) SONG We Work The Black Seam

1

Colloquial English

Talking about...

1 VIDEO THE INTERVIEW Part 1

- a Read the biographical information about Eliza Carthy. Have you ever heard any English, Scottish, or Irish folk music?

Eliza Carthy is an English folk musician known both for singing and playing the violin. She is the daughter of singer / guitarist Martin Carthy and singer Norma Waterson, who are also English folk musicians. In addition to her solo work, she has played and sung with several groups, including as lead vocalist with Blue Murder. She has been nominated twice for the Mercury Music Prize for UK album of the year and has won seven BBC Folk Awards. In 2010 she released an album of collaborations with her mother, entitled *Gift*. A BBC reviewer wrote: 'The gift in question here...is a handing of talent from generation to generation'.



- b (1 19)) Watch or listen to **Part 1** of the interview. What is her overwhelming memory of her childhood?
- c Now listen again. What does she say about...?
- her father in the 50s and 60s
 - The Watersons
 - her mother's grandmother
 - her mother's uncle and father
 - The Spinning Wheel*
 - the farm where she was brought up
 - her parents' friends

Glossary
Bob Dylan (b.1941) an American singer-songwriter, who has influenced popular music and culture for more than five decades
Paul Simon (b.1941) an American singer-songwriter, at one time half of the duo Simon and Garfunkel
Hull /hʌl/ a city in Yorkshire, England
travellers / gypsies people who traditionally travel around and live in caravans
banjo a musical instrument like a guitar, with a long neck, a round body, and four or more strings
The Spinning Wheel an Irish ballad written in the mid-1800s

VIDEO Part 2

- a (1 20)) Now watch or listen to **Part 2**. What do you think Eliza Carthy was like as a child? What do you find out about her as a mother?
- b Listen again and answer the questions.
- Did Eliza Carthy originally want to become a musician?
 - Why did her mother retire?
 - How old was she at her first public performance?
 - How much did she sing during the concert?
 - How has she reorganized her life because of having her own children?
 - What does she feel she's lacking at the moment?



Glossary
the Fylde /faɪld/ an area in western Lancashire, England
Fleetwood a town in the Fylde
the Marine Hall a venue in Fleetwood

VIDEO Part 3

- a (1 21)) Now watch or listen to **Part 3**. How has Eliza Carthy's family influenced her approach to music?
- b Listen again. Mark the sentences **T** (true) or **F** (false). Correct the false sentences.
- Eliza Carthy thinks the reason she doesn't like working alone is because of being brought up surrounded by people.
 - At the moment she has a 30-piece band.
 - Her father understands that working with family members is different.
 - Her father was a blood relation in the group The Watersons.
 - Eliza Carthy's daughter Florence plays three musical instruments and also sings well.
 - She thinks there's a close link between foreign languages and singing.
 - Her younger daughter Isabella is not yet interested in music.
 - She would rather her children didn't become touring musicians.

Glossary
Twinkle, Twinkle a well-known children's song (*Twinkle, twinkle little star, How I wonder what you are...*)

work and family



2 LOOKING AT LANGUAGE

Discourse markers

Eliza Carthy uses several discourse markers when she speaks, that is, adverbs (e.g. *so*, *anyway*) or adverbial expressions (e.g. *in fact*, *after all*) which connect and organize language, and help you to follow what she is saying.

- a 1 22))) Watch or listen to some extracts from the interview and complete the gaps with one or two words.
- 1 'and they were also instrumental in the beginning of the 60s folk revival, the formation of the folk clubs, and the, the beginning of, _____, the professional music scene that I work on now.'
 - 2 **Interviewer:** 'And were your parents both from musical families?'
Eliza: 'Um, _____, both sides of my family are musical...'
 - 3 'My mum retired in 1966 – 65 / 66 from professional touring to raise me. _____, the road is a difficult place...'
 - 4 'But yes, _____ I just – the first song they started up singing, tugged on his leg...'
 - 5 **Interviewer:** 'Has having children yourself changed your approach to your career?'
Eliza: 'Er, yes, _____ a _____, yes, _____ a _____, it has.'
 - 6 'The Watersons was a brother and two sisters, and he joined that, and _____ he was married to my mum, but he wasn't related to her.'
 - 7 'And Isabella, my youngest as well, she's really, she's really showing interest in it, I love it when they do that. _____ whether or not I'd want them to be touring musicians...'
 - 8 'But, you know, I think the – I think the world is changing _____, I don't know how many touring musicians there are going to be in the world in 20 years...'
- b How do the discourse markers affect the meaning of what Eliza says in each extract?

3 IN THE STREET

VIDEO

- a 1 23))) Watch or listen to five people talking about their family trees. Who mentions foreign ancestors? Where were they from?



Tom, English Kent, American Alison, English Marilyn, American Hannah, American

- b Watch or listen again. Who (T, K, A, M, or H)...?

- has an ancestor who died in a famous disaster
- has traced their family tree back almost 1,000 years
- has tried unsuccessfully to contact some distant relatives
- has used www.ancestry.com to research their family tree
- thinks their ancestors worked on the land

- c 1 24))) Watch or listen and complete the Colloquial English phrases. What do you think they mean?

- 1 'Er, my dad's _____ genealogy and the family tree...'
- 2 'Um, 'cause I think they were farmers, I'm not _____...'
- 3 'Um, I know a _____ because, um, my dad's done some research...'
- 4 'Um, well, _____, it's precisely those relatives...'
- 5 '...but it doesn't _____ than that and that's only on my dad's side.'

Glossary

Durham /ˈdʌrəm/ a city in the north of England

Cornwall a county in the south-west of England

Prohibition in the USA, a national ban on alcohol in the 1920s and 30s

4 SPEAKING

Answer the questions with a partner or in small groups.

- How much do you know about your family tree? Have you ever researched it?
- Is there anyone in your family that you'd like to know more about?
- Do you know anyone who works in a family business? How well do the relationships work?
- Would you like to work with your parents or with your siblings? Why (not)?
- Do you think it's easier or more difficult for the children of successful parents to be successful themselves?

2 Changing language

1 SPELLING

a **1 25**) A recent survey found the ten words most commonly misspelt by British people. Listen to sentences 1–10 and complete the missing words. How many did you spell correctly? What do many of the words have in common?

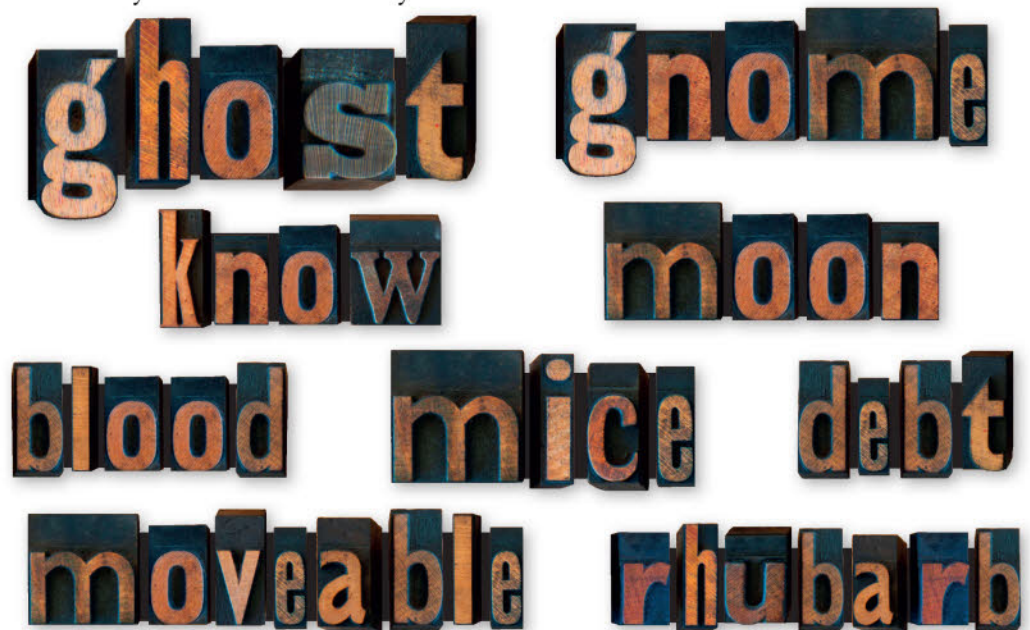
- 1 He always _____ to his father as 'my old man'.
- 2 I like all vegetables except _____.
- 3 The food was _____, but no more than that.
- 4 I think taking the dog with us is an _____ complication.
- 5 There was a _____ of opinion that the article should not be published.
- 6 It was a very strange _____.
- 7 Please don't _____ me by wearing that hat!
- 8 In your driving test you will be asked to perform some standard _____.
- 9 We'll _____ be there by seven.
- 10 They married in 2010, but _____ two years later.

b **1 26**) Now listen to the following poem. Find nine spelling mistakes of a different kind. What is the message of the poem?

I have a spelling checker
It came with my PC
It plainly marks for my revue
Mistakes I cannot sea
I've run this poem threw it
I'm sure your pleased to no
It's letter-perfect in it's weigh
My checker tolled me sew

2 READING & SPEAKING

a With a partner, decide how to pronounce the following words. Do you know what they all mean?



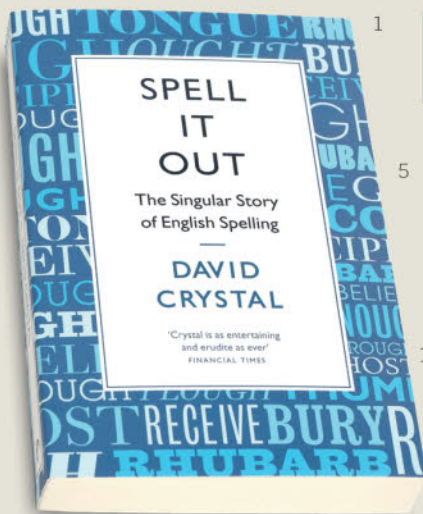
b Read the review on p.15 of *Spell it out*, a book about the story of English spelling. What do you learn about the spelling and pronunciation of the words in a?

LEXIS IN CONTEXT

🔍 Making sense of whole phrases

Even when you understand the individual words in a text, you may still have problems understanding the meaning. When you read, focus on whole phrases or sentences, and refer to the surrounding context to work out what the writer is saying.

- c Read the review again and look at phrases 1–6 in context. In pairs, say what you think the reviewer means.
- 1 he was bewildered by the random nature of English spelling (lines 11–12)
 - 2 Fashion and snobbery have played as big a part in spelling as they have in other parts of English life. (lines 26–27)
 - 3 scribes looked to Latin for guidance (line 29)
 - 4 For a long time, there was no stigma attached to variant spellings. (line 33)
 - 5 Even today, spelling is more fluid than we might think. (line 41)
 - 6 the internet is the ultimate spelling democracy (line 43)
- d Answer the questions in small groups.
- 1 How do you think the reviewer feels towards students of English? Do you agree?
 - 2 What modern example does she give of the damaging effects of bad spelling?
 - 3 Are there any words in your language which people have particular problems spelling? Why (not)?
 - 4 Do you think good spelling matters?



Have you ever wondered why *ghost* is spelt with an *h*? Why isn't it 'gost' or 'goast' to rhyme with 'most' or 'toast'? Other words that begin with a hard *g*, such as 'golf', don't have an *h*. The answer, according to David Crystal's entertaining *Spell it out*, is a result of the whim of a Flemish compositor, a man whose job it was in the late 15th century to arrange type for printing. His English wasn't good, and, like many non-native speakers, he was bewildered by the random nature of English spelling. So when he saw the word 'gost' (spelt 'gheest' in Flemish) he decided to spell it the Flemish way, with an *h*.

The Flemish *h* in *ghost* is one of Crystal's many examples that show that the development of English spelling has been both random and unsystematic. The original monks who tried to write down Anglo-Saxon English in a Latin alphabet, he says, did a pretty good job. Every word was pronounced phonetically – so the *g* in *gnome* would be pronounced, as would the *k* in *know*. But the alphabet they devised didn't have enough letters to represent all the sounds in spoken English and that was where the problems started. Scribes started to double vowels to represent different sounds, such as double *o* for the long /u:/ sound in *moon*, *food*, etc. But then in some words like *blood* and *flood* the pronunciation changed in the south of England, shortening the vowel, so that now, as Crystal puts it, 'these spellings represent the pronunciation of a thousand years ago.'

Fashion and snobbery have played as big a part in spelling as they have in other parts of English life. After the Norman invasion, Anglo-Saxon spellings were replaced by French ones: *servis* became *service*, *mys* became *mice*, for instance. During the Renaissance, scribes looked to Latin for guidance – take the word *debt*. In the 13th century this could be spelt *det*, *dett*, *dette* or *deytt*. But 16th-century writers looked to the Latin word *debitum*, and inserted a silent *b* – linking the word to its Latin counterpart but making it much harder to spell.

For a long time, there was no stigma attached to variant spellings. Shakespeare famously wrote his name several ways (Shaksper, Shakspere, Shakspeare), but, by the 18th century, an English aristocrat was writing to his son that 'orthography...is so absolutely necessary for a man of letters, or a gentleman, that one false spelling may fix a ridicule upon him for the rest of his life.' Dan Quayle, the former US vice-president, never recovered from spelling *potato* with an *e* on the end when he corrected a pupil's writing in front of the cameras at a junior school in 1992.

Even today, spelling is more fluid than we might think. *Moveable*, for example – *The Times* style guide keeps the *e*, *The Guardian* prefers *movable*. And online there are no guides – the internet is the ultimate spelling democracy. Take *rhubarb*, with its pesky silent *h*: in 2006 there were just a few hundred instances of *rubarb* in the Google database; they have now passed the million mark. 'If it carries on like this,' Crystal notes, '*rubarb* will overtake *rhubarb* as the commonest online spelling...And where the online orthographic world goes in one decade, I suspect the offline world will go in the next.'

Reading this book made me thankful that English is my native language; the spelling must make it so fiendishly hard to learn!

By Daisy Goodwin in the Sunday Times

Glossary

Flemish /'flemɪʃ/ from Flanders, the northern part of present-day Belgium
monk /mʌŋk/ a member of a religious group of men who often live apart from other people in a monastery
scribe /skraɪb/ a person who made copies of written documents before printing was invented
the Norman Invasion the occupation of England in 1066 by the Normans, who came from the north of France
orthography /ɔ:'θɒgrəfi/ (formal) the system of spelling in a language

3 PRONUNCIATION

sound–spelling relationships

Learning spelling rules or patterns
 Although many people think that English pronunciation has no rules, especially regarding sounds and spelling, estimates suggest that around 80% of words are pronounced according to a rule or pattern, e.g. the letter *h* before a vowel is almost always pronounced /h/.

- a With a partner, say each group of words aloud. How are the pink letters pronounced? Circle the different word if there is one.
- 1 /h/ hurt dishonest inherit heart himself
 - 2 /əʊ/ throw elbow lower power grow
 - 3 /aɪ/ compromise despite river write quite
 - 4 /w/ whenever why whose where which
 - 5 /dʒ/ jealous journalist reject job enjoy
 - 6 /tʃ/ challenging achieve chorus catch charge
 - 7 /s/ sense seem sympathetic synonym sure
 - 8 /ɔ:/ awful raw flaw drawback law
 - 9 /ɜ:/ work world worse worth reporter
 - 10 /ɜ:/ firm dirty third T-shirt birth
- b 1 27))) Listen and check. What's the pronunciation rule for each spelling? Can you think of any more exceptions?
- c Think about the spelling patterns in a. How do you think these words are probably pronounced? Check their pronunciation and meaning with your teacher or with a dictionary.

chime howl jaw whirl worm

4 GRAMMAR

pronouns

- a 1 28))) Look at the phonetics for a word which is often misspelt, but never corrected by spell checkers. How is it pronounced? Listen and check.

/ðeə/

- b Now complete the gaps with three different spellings of the word in a.
- 1 _____ pronoun + contracted verb
 - 2 _____ adverb
 - 3 _____ possessive adjective
- c ► p.142 Grammar Bank 2A. Learn more about pronouns, and practise them.

5 VOCABULARY learning languages

- a Look at the section headings 1–4 in *Working with words*. With a partner, say what they mean.
- b Do the exercises in *Working with words*. Then compare with a partner.

Working With Words

1 Collocations

Complete with *say, speak, talk, or tell*.

- I can _____ three languages fluently: English, French, and German.
- _____ me the truth. Did you really do this yourself?
- This situation can't go on. We need to _____.
- What did you _____? I couldn't hear you because of the noise.
- Did you _____ Mark about the party next week?
- Hi. Could I _____ to Gill, please? It's Jane here.
- You could learn the basics in, let's _____, six months.
- Sorry, I can't _____ now. I'm in a meeting.



2 Phrasal verbs

Match the phrasal verbs in 1–5 to their meanings A–E.

- I spent a month in Florence and I was able to **pick up** quite a bit of Italian.
- I'll need to **brush up** my Spanish before we go to Mexico. I haven't spoken it since university!
- A** How will you manage in Germany if you don't speak the language?
B I think I'll be able to **get by**. I can speak a bit of German and most people speak some English.
- Your pronunciation is fantastic. You could almost **pass for** a local!
- Even though my English is fluent, I found it hard to **take in** what my boss said in the meeting because he spoke so fast.



- A be accepted as sb / sth
 B to quickly improve a skill, especially when you haven't used it for a long time
 C to absorb, understand
 D to learn a new skill or language by practising it rather than being taught
 E to manage to live or do a particular thing using the money, knowledge, equipment, etc. that you have

3 Synonyms and register



a Match the words or expressions 1–5 to synonyms A–E.

- | | |
|-----------------|-----------------|
| 1 error | A respond to sb |
| 2 answer sb | B language |
| 3 request sb to | C vocabulary |
| 4 tongue | D mistake |
| 5 lexis | E ask sb to |

b Which word is more formal in each pair?

4 Idioms



Match sentences 1–5 to A–E.

- I think we're talking at cross purposes.
- The word's on the tip of my tongue.
- I'm terribly sorry, I got the wrong end of the stick.
- I just can't get my tongue round this word.
- I can't get my head round this definition.

- A I was asking you about your family, but you're telling me about mine!
 B It's really hard for me to pronounce.
 C It's too complicated and I can't understand it.
 D I can't remember it at this moment, but I'm sure I will soon.
 E When you said 'lunch on Sunday' I thought you meant this Sunday, not next Sunday.

6 PRONUNCIATION understanding accents

Received Pronunciation (RP)

There are many different native-speaker accents in English. Received Pronunciation, or RP, is defined in the *Concise Oxford English Dictionary* as 'the standard accent of English as spoken in the south of England, although it can be heard from native speakers throughout England and Wales'. RP is the accent used in dictionaries to indicate the pronunciation of a word. However, it is often claimed that only 2% of the UK population actually speak with this accent.

- a **1 29**) Listen to six people talking with different native-speaker accents. Which one speaks with RP? Write the speaker's number in the 'England' box. Can you match any of the other accents?



Mairi



Diarmuid



Jerry



Andrea



Lily



Paul

- | | |
|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Australia | <input type="checkbox"/> Scotland |
| <input type="checkbox"/> Ireland | <input type="checkbox"/> South Africa |
| <input type="checkbox"/> England (RP) | <input type="checkbox"/> the USA |

- b **1 30**) Listen and check. Are you familiar with any of these accents? Which ones, and why?

7 LISTENING



- a You're going to hear Joanna from Poland, who has lived in the UK for several years, answering some questions about her experiences of being a non-native speaker of English. Before you listen, answer questions 1–3 with a partner.

- Are there any native speaker accents that you find especially difficult to understand?
- How comfortable do you feel with your own accent?
- Do you find it easier to understand native or non-native speakers of English?



Joanna and her son on the beach near Buckie

- b **1 31**) Now listen to Joanna. How does she answer the questions? How easy do you find it to understand her accent?
- c Listen again. What does she say about...?
- No Country for Old Men*
 - a Polish-English phonetics class
 - sounding posh
 - strong regional or foreign accents
- d Answer questions 4–7 with a partner.
- How do you feel about having your English corrected?
 - Is there anything you still find difficult about English?
 - Do you feel in any way a different person when you're speaking English compared to when you're speaking in your own language?
 - Do you have any stories about not understanding someone?
- e **1 32**) Now listen to Joanna. How does she answer the questions?
- f Listen again. What does she say about...?
- being corrected by a person who isn't friendly
 - the word *intrepid*
 - writing emails in Polish
 - the expressions *bairn* and *doon the brae*
- g Were any of Joanna's answers the same as yours? What else did she say that you identified with?

2B Do you remember...?

1 READING

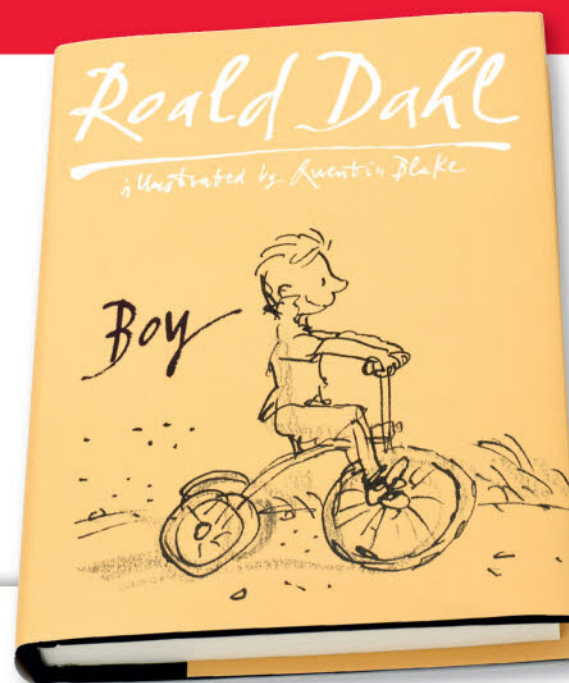
- a Imagine that you were going to write your autobiography. Where would you start? What periods of your childhood or specific incidents would you definitely include?
- b **1 33**) You're going to read and listen to an extract from *Boy*, the autobiography of author Roald Dahl. Read and listen to **Part 1** and answer the questions with a partner.
- 1 Why did the chocolate bars have numbers stamped underneath them?
 - 2 What do you think was the point of the control bar?
 - 3 What exactly did the boys have to do?
 - 4 Why was it clever of Cadbury's to use the boys?
 - 5 How did they behave when they were sampling the products?
- c **1 34**) Now do the same for **Part 2**.
- 1 How did Roald Dahl imagine the 'inventing room' to be?
 - 2 What would he sometimes imagine himself doing?
 - 3 How did he imagine Mr Cadbury reacting to his invention?
 - 4 What effect did the testing of the chocolate bars have on Dahl in later life?

LEXIS IN CONTEXT

Understanding dramatic language

A good writer will often use dramatic verbs to make the action in a scene come alive. In this text, **Part 1** narrates a sequence of events, but in **Part 2** Roald Dahl achieves a more dramatic, imaginative effect, partly through his choice of vocabulary.

- d Read **Part 2** again carefully. Find more dramatic synonyms for the following verbs.
- 1 _____ imagine
 - 2 _____ cook
 - 3 _____ create by mixing together
 - 4 _____ take quickly (in one's hand)
 - 5 _____ run quickly
 - 6 _____ jump
 - 7 _____ hit (with the hand)
- e What kind of child do you get the impression that Roald Dahl was? When you were a child, what did you use to dream of doing?



Part 1

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

- All we were required to do in
- 15 return for this splendid gift was to taste very carefully each bar of chocolate, give it marks, and make an intelligent comment on why we liked or disliked it.
 - 20 It was a clever stunt. Cadbury's were using some of the greatest chocolate-bar experts in the world to test out their new inventions. We were of a
 - 25 sensible age, between thirteen and eighteen, and we knew intimately every chocolate bar in existence, from the Milk Flake to the Lemon Marshmallow. Quite obviously our opinions on anything new would be valuable. All of us entered into this game
 - 30 with great gusto, sitting in our studies and nibbling each bar with the air of connoisseurs, giving our marks and making our comments. 'Too subtle for the common palate' was one note that I remember writing down.



Glossary

House many UK boarding schools are divided into 'Houses' and each student belongs to one; Houses may compete with one another in sports and other activities, thus providing a focus for group loyalty
with great gusto (old-fashioned) with enthusiasm and energy

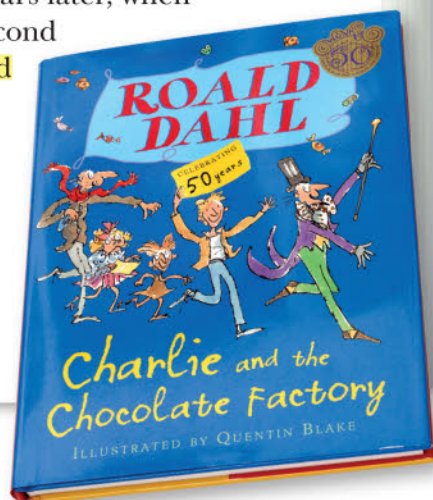


Part 2

For me the importance of all this was that I began to realize that the large chocolate companies actually did possess inventing rooms and they took their inventing very seriously. **I used to picture** a long white room like a laboratory, with pots of chocolate and fudge and all sorts of other delicious fillings bubbling away on the stoves, while men and women in white coats moved between the bubbling pots, tasting and mixing and concocting their wonderful new inventions. **I used to imagine** myself working in one of these labs, and suddenly I would come up with something so unbearably delicious that I would grab it in my hand and go rushing out of the lab and along the corridor and right into the offices of the great Mr Cadbury himself. 'I've got it, Sir,' I would shout, putting the chocolate in front of him. 'It's fantastic! It's fabulous! It's marvellous! It's irresistible!' Slowly the great man would pick up my newly-invented chocolate and he would take a small bite. He would roll it round his mouth. Then all at once he would leap from his chair crying, 'You've got it! You've done it! It's a miracle!' He would slap me on the back and shout, 'We'll sell it by the million! We'll sweep the world with this one! How on earth did you do it? Your salary is doubled.'

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

Glossary
fudge /fʌdʒ/ a type of soft, brown sweet made from sugar, butter, and milk



2 GRAMMAR the past: habitual events and specific incidents

- a Look at the **highlighted** verbs in **Part 2** of the extract from *Boy*. Which ones describe...?
- specific incidents in the past
 - repeated or habitual actions in the past
- b What other verb forms could you use for 1 and 2?
- c ➤ **p.143 Grammar Bank 2B**. Learn more about verb forms for describing habitual events and specific incidents in the past, and practise them.

3 SPEAKING & WRITING

- a (1 35)) Listen to six people talking about their childhood. What are the different expressions they use to say (approximately) how old they were at the time?
- b With a partner, choose two of the topics below and talk about things you habitually did or felt in your childhood.

things I used to be afraid of
 my primary school

places we would go to
 for family holidays

food and drink I used to love (or hate)

Christmas
 being ill

toys and games
 I used to love

birthdays
 nightmares I used to have

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

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

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

- d ➤ **p.114 Writing An article**. Analyse an online article and write an article about how life has changed over the last 30 years.

4 VOCABULARY & PRONUNCIATION

word building: abstract nouns; word stress with suffixes

Abstract nouns

An abstract noun is one that is used to express an idea, a concept, an experience, or a quality rather than an object, e.g. *childhood* and *fear* are abstract nouns, whereas *bed* and *trousers* are not.

Abstract nouns are formed:

- by adding a suffix to nouns, verbs, or adjectives, e.g. *child* – *childhood*.
nouns can add *-hood*, *-ship*, or *-dom*
verbs can add *-ment* or *-tion*
adjectives can add *-ness*, *-ity*, or *-dom*
- with a new word, e.g. *afraid* – *fear*.

- a Make abstract nouns by adding a suffix to the words below and making any other changes necessary, and write them in the correct columns.

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

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

- b 1 36))) Listen to each group and check.

- c 1 37))) Underline the stressed syllable in these words. Listen and check. Which endings often cause a change in stress?

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

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

abstract noun	adjective
1 anger	<u>angry</u>
2 shame	_____
3 death	_____
4 danger	_____
abstract noun	verb
5 belief	_____
6 hatred	_____
7 loss	_____
8 memory	_____

- e 1 38))) Listen and check.

Collocations

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

- f Complete the **highlighted** phrases below with an abstract noun from **a** or **d** which collocates in the phrase.
- I'm writing to express my sympathy for **your terrible** _____. John's death was a shock to us all...
 - To my complete** _____, I realized I'd won first prize.
 - I've been seeing my girlfriend for about six months now. It's quite **a serious** _____.
 - There's **a strong** _____ that I'll be offered the manager's job in the next few weeks.
 - I could smell gas in my kitchen, but the plumber decided there was **no immediate** _____.
 - When I heard I'd failed the exam, **it was a huge** _____. I'd been expecting to pass.
 - Contrary to popular** _____, for many children, schooldays are not the happiest of times.
 - My eldest daughter has **a very vivid** _____ – I think she'll end up becoming a writer.

5 LISTENING

- a **1 39**) Listen to three people talking about their earliest childhood memory and answer the questions for each speaker.
- How old was he / she?
 - What event was his / her memory of?
 - What emotion(s) did he / she feel?
- b What is your earliest memory? Answer questions 1–3 about it with a partner.
- c You're going to listen to a radio programme about some research that has been done on first memories. Before you listen, discuss the following questions with a partner.
- How far back in our lives can we usually remember things?
 - Why can't we remember things before that age?
 - What kinds of a) feelings and b) events might people be more likely to remember?
 - Are our first memories mostly visual or of sounds and smells?
 - Why might some people's first memories be unreliable?
- d **1 40**) Listen to what the speaker says and compare your answers. Were you surprised by anything? How reliable do you think your first memory is?



- e **1 41**) Now listen to the speaker talk about psychologist Jean Piaget's first memory. 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 retell the story together.



6 SPEAKING

- a Do you have any childhood memories of the feelings or events below? Do you know roughly how old you were at the time? Choose one feeling and one event to talk about.



Talking about memories
 When we're talking about a memory of the past, we use *remember (sb or sth) + verb + -ing*:
...I remember standing in the back garden...
I remember arriving, and it was dark...
He remembered his nanny fighting the kidnapper.

- b In small groups, tell each other about your memories. Try to use the expressions in the box.

7 **1 MP3**) **SONG** *The Best Day* 🎵

1&2 Revise and Check

GRAMMAR

a Complete the sentences with one word.

- 1 We need to _____ the central heating repaired soon, before it starts getting cold.
- 2 The Chinese economy is growing and _____ a result the standard of living is rising.
- 3 We were very late _____ of a traffic accident on the motorway.
- 4 Everybody seemed to enjoy the barbecue even _____ the weather wasn't very warm.
- 5 She wore a loose-fitting dress _____ people wouldn't notice that she'd put on weight.
- 6 Will the person who left _____ boarding pass at Security please go back and collect it?
- 7 If we lived closer to _____ another, we'd probably spend more time together.
- 8 Joe is quite reserved – he never talks about _____.
- 9 When I was young, my family _____ spend every summer holiday at the seaside.
- 10 This street looks different from when I was a child. Didn't _____ use to be a sweet shop on the corner?

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

- 1 I need to pay someone to repair my glasses. **have**
I need _____.
- 2 If we buy a dishwasher, it won't be necessary to do the washing-up. **have**
If we buy a dishwasher, _____.
- 3 The last time I saw him was in 2010. **seen**
I _____ 2010.
- 4 They managed to get here even though the traffic was heavy. **despite**
They managed to get here _____.
- 5 It was foggy, so the flight was cancelled. **due**
The flight _____.
- 6 She wore dark glasses so that she wouldn't be recognized. **so as**
She wore dark glasses _____.
- 7 If you learn a few phrases, the local people really appreciate it. **one**
_____, the local people really appreciate it.
- 8 Jane sees Martha once a month. **each**
Jane and Martha _____ once a month.
- 9 The children wrapped the present on their own. **by**
The children wrapped the present _____.
- 10 My aunt always used to bake biscuits for us. **would**
My aunt _____ for us.

VOCABULARY

a Complete the missing words.

- 1 He's quite an unadventurous person – he doesn't like **ta** _____ **ri** _____.
- 2 They suddenly got married on holiday in Las Vegas – they're very **sp** _____.
- 3 She never asks for anyone's help. She's completely **se** _____ **-su** _____.
- 4 He won't listen to me, but he might **ch** _____ his **mi** _____ if you talk to him.
- 5 My brother wasn't very **sy** _____ when I failed my driving test – in fact, he just laughed!
- 6 He was **de** _____ to be a musician even as a boy.
- 7 He always finds a solution to problems – he's very **re** _____.
- 8 He seems tough, but **de** _____ **do** _____ he's quite sensitive.

b Complete the idioms with one word.

- 1 My kids can be a real _____ **in the neck** when we eat out – they're so fussy!
- 2 My grandfather's always had a **quick** _____. We were quite scared of him when we were young.
- 3 He can be a bit bad-tempered, but he's got a _____ **of gold**.
- 4 My boss is very **down to** _____; you can talk to him about anything.
- 5 I've read the instructions three times, but I still can't **get my** _____ **round** them.
- 6 What's that actor's name? It's **on the tip of my** _____!
- 7 She got completely **the wrong end of the** _____. I was offering her a promotion and she thought she was getting fired!

c **Circle** the right word or phrase.

- 1 She's been *off* / *out of* work for three days with the flu.
- 2 I won't get that job; I don't have the *qualifications* / *benefits*.
- 3 He resigned before they could *quit* / *sack* him.
- 4 I'm hoping to get *promoted* / *a rise* to a more senior post.
- 5 I must have applied *for* / *to* dozens of jobs.
- 6 *Job-searching* / *Job-hunting* can be really demoralizing.
- 7 Factory work is usually very *monotonous* / *motivating*.
- 8 The manager is in charge of 400 *staff* / *workforce*.

- d Complete the sentences with the noun form of the **bold** word.
- 1 I wish there were more good restaurants in our _____. **neighbour**
 - 2 There are training courses available for people who have a _____ of flying. **afraid**
 - 3 Don't let this misunderstanding get in the way of our _____. **friend**
 - 4 The _____ of his job affected him very badly. **lose**
 - 5 _____ of speech is a basic human right. **free**
 - 6 The news of their engagement caused great _____. **excite**
 - 7 My _____ is getting worse as I get older. **remember**

Learning a second language in adulthood can slow brain ageing

Learning a second language can slow cognitive ageing, that is, the speed at which the mental activity of the brain ages, even if it is learnt in adulthood, according to new research. Previous studies have shown that being bilingual could delay **the onset** of dementia by several years. The latest research sought to answer the question of whether people improve their brain function through learning new languages, or whether those with better brain function are more likely to become bilingual.

Dr Thomas Bak of the University of Edinburgh, who led the research, said that his study was the first to examine whether learning a second language affects the performance of the brain later in life. His team **assessed** data from 835 native English speakers. The participants had been given an intelligence test in 1947, at the age of 11, and were retested in their early seventies, between 2008 and 2010. Of the participants, 262 said they were able to communicate in at least one language other than English. Of those, 195 learnt the second language before the age of 18, while 67 learnt the language after this age.

Researchers found that those who spoke two or more languages had significantly better cognitive abilities in later life compared to what would be predicted from their performance in the intelligence tests at age 11. The strongest effects were seen in general intelligence and reading ability, though **verbal fluency** also improved. Researchers said the effects were present in those who acquired their second language later in life, as well as early. No negative effects of bilingualism were observed.

Dr Bak said the improvements in brain performance could not be explained by the participants' original levels of intelligence. He added: 'These findings are of considerable practical relevance. Millions of people around the world acquire their second language later in life. Our study shows that bilingualism, even when acquired in adulthood, may benefit the ageing brain.' But he admitted that the study also **raised many questions**, such as whether learning two or more additional languages could also have the same positive effect on cognitive ageing, and whether actively speaking a second language is better than just knowing how to speak it.

Caroline Abrahams, charity director at Age UK, which supported the research, said: 'Over one million people in the UK aged 65 and over are estimated to have some degree of cognitive **impairment**. We urgently need to understand what influences cognitive ageing so that we can give people better advice about protecting their cognitive health. This latest breakthrough is another **stride** forward in finding out how thinking skills can be preserved in later life.'

By Lucy Kinder in The Telegraph

CAN YOU UNDERSTAND THIS TEXT?

- a Read the article once. What main advantage of learning a second language does it describe?
- b Read the article again and mark the sentences **T** (true) or **F** (false).
- 1 There had been other studies into bilingualism and the brain before Dr Bak's.
 - 2 Not all the participants in the study spoke a second language when they were young.
 - 3 People who speak more than one language become more confused as they get older.
 - 4 Learning a second language as a child protects the brain more than learning it as an adult.
 - 5 It isn't known whether speaking three languages would protect the brain more than speaking two.
 - 6 The charity Age UK will start advising elderly people to learn a second language.
- c Look at the **highlighted** words and phrases and work out their meaning. Check with your teacher or with a dictionary.

VIDEO CAN YOU UNDERSTAND THIS FILM?

1 MP3))) Watch or listen to a short film on the history of English and mark the sentences **T** (true) or **F** (false).

- 1 English has been changing for more than a thousand years.
- 2 The Latin-speaking Romans conquered the native Celts in AD 43.
- 3 The Anglo-Saxons came to Britain from northern France after the Romans left.
- 4 The Anglo-Saxons rejected the monks who wanted to convert them to Christianity.
- 5 The arrival of the Vikings gave English about 2,000 new words.
- 6 King Harold defeated the Vikings and then the Normans in just three weeks.
- 7 The Normans didn't introduce many French words.
- 8 Shakespeare gave English as many new words as the Vikings.
- 9 In the 20th century British English 'borrowed words' from American, but not vice versa.
- 10 Today there are more native than non-native speakers of English.



3A Don't get mad, get even

1 READING & SPEAKING

- a Read the ten top break-up lines from a website. Which one do you think is the least hurtful way of explaining to someone that you want to break up with them?

It's not you, it's me.

I love you, but I'm not in love with you.

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.

I think I'm just too young to settle down.

We're at very different points in our lives now.

I think we rushed into this relationship too fast.

- b Now read an article about how a French artist replied to the break-up email from her former partner. What do you think her motivation was?

- 1 She wanted to humiliate him.
- 2 She wanted them to get back together.
- 3 She wanted to help herself get over the break-up.
- 4 She wanted to make art.

- c Choose the right word for gaps 1–10 in the article.

- | | | |
|----------------|----------------|--------------|
| 1 a turned out | b turned off | c turned up |
| 2 a fear | b pain | c joy |
| 3 a getting | b sending | c writing |
| 4 a included | b involved | c covered |
| 5 a instead of | b according to | c because of |
| 6 a praised | b blamed | c ridiculed |
| 7 a married | b arrested | c avoided |
| 8 a get back | b get over | c get rid of |
| 9 a returned | b revived | c replaced |
| 10 a Though | b Because | c Despite |

- d Read the article again and answer in groups.

- 1 Why do you think the exhibition was so successful?
- 2 Do you think Sophie Calle was justified in making the man's email public?
- 3 How do you think he felt about the exhibition?
- 4 Do you think men enjoyed it as much as women?
- 5 What do you think the moral of the story is?



Getting your own back

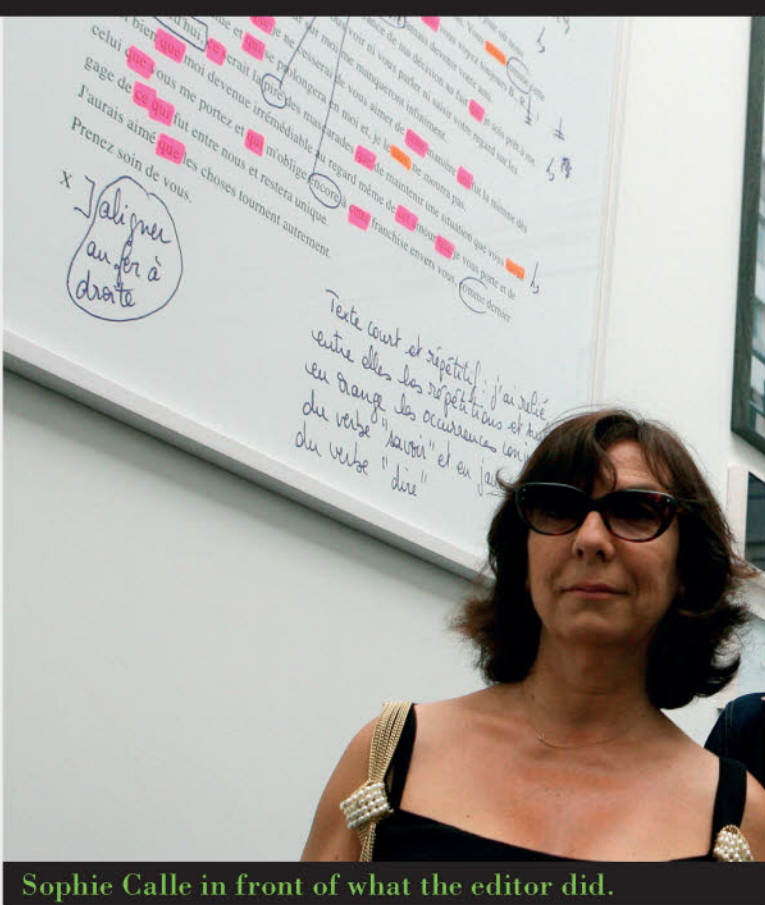
The exhibition *Prenez soin de vous* (“Take care of yourself”) was first a huge success at the Venice Biennale and then at the Bibliothèque Nationale in Paris. It has since toured in Europe and the Americas, and has been published as a book with the same title.

One day, Sophie Calle’s mobile beeped. It was an email from her boyfriend. He was dumping her electronically, adding that it hurt him more than it hurt her. 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 ¹_____ differently. Take care of yourself...

Sophie was heartbroken. But she is one of France’s best-known avant-garde artists, specializing in turning private ²_____ into public art, and two days after ³_____ the email she started a new project:

I received an email telling me it was over.
 I didn’t know how to respond.
 It was almost as if it hadn’t been meant for me.
 It ended with the words, ‘Take care of yourself’.
 And so I did.
 I asked 107 women, chosen for their profession or skills,
 to interpret this letter.
 To analyse it, comment on it, dance it, sing it.
 Dissect it. Exhaust it. Understand it for me.
 Answer for me.
 It was a way of taking the time to break up.
 A way of taking care of myself.



Sophie Calle in front of what the editor did.

The women Sophie sent the email to ⁴ _____ an actress, an editor, an opera singer, a criminologist, a linguist, a lyricist, and her mother. She asked them to read the email and to analyse it or interpret it ⁵ _____ their job, while she filmed or photographed the result. Sophie's mother, who clearly knows her well, wrote:

You leave, you get left, that's the name of the game, and for you this break-up could be the wellspring of a new piece of art - am I wrong?

The editor ⁶ _____ the boyfriend's grammar, the lyricist wrote a song, and the criminologist had this to say about the email writer:

He is proud, narcissistic, and egotistical (he says 'I' more than 30 times in a letter with 23 sentences). It is possible that he studied literature. He probably prefers jazz to rock. I can imagine him wearing polo-neck sweaters rather than a suit and tie. He must have a small kitchen and cook up tasty little meals. He must have charm, but not be classically handsome. He is an authentic manipulator, perverse, psychologically dangerous, and / or a great writer. To be ⁷ _____ at all costs.

It was therapy for Sophie, and she quickly began to ⁸ _____ the end of her relationship. 'After a month I felt better. There was no suffering. It worked. The project had ⁹ _____ the man.'

With hindsight, Sophie's ex 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*).

¹⁰ _____ he isn't named in the exhibition, it's a sure bet that when he dumps his partners in the future, he'll never again say, 'Take care of yourself.'

2 PRONUNCIATION

words and phrases of French origin

- a (2 2))) Look at the extract from the text. How do you pronounce the **bold** word? Listen and check.

Sophie was heartbroken. But she is one of France's best-known **avant-garde** artists...

Fine-tuning your pronunciation: French words used in English

A number of French words and phrases are commonly used in English, e.g. *café* /'kæfeɪ/, *ballet* /'bæleɪ/, *coup* /kuː/. They are usually said in a way that is close to their French pronunciation, so they do not necessarily follow normal English pronunciation patterns.

- b Underline a French word or expression in each sentence below. What do you think they mean? Do you use any of them in your language?

- I made a real faux pas when I mentioned his ex-wife.
- When we were introduced I had a sense of déjà vu, though I knew we'd never met before.
- We used to have a secret rendezvous every Thursday in the National Gallery.
- She's engaged to a well-known local entrepreneur.
- I know it's a cliché, but it really was love at first sight.
- On our anniversary, he always buys me a huge bouquet of flowers!
- I met Jane's fiancé last night. They're getting married next year.
- They knew their parents wouldn't want them to get married, so they did it anyway and presented them with a fait accompli.

- c (2 3))) Listen and focus on how the French expressions are pronounced. Then practise saying the sentences.

3 VOCABULARY phrases with get

- a With a partner, try to remember these expressions with *get* from the article.

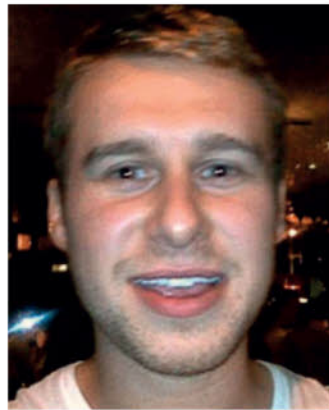
- get _____ on someone (= take revenge on someone)
- get _____ a break-up (= recover from a break-up with someone)
- get _____ (*informal*) (= to cause somebody the same amount of trouble or harm as they have caused you)
- get _____ (= to start a romantic relationship with somebody again, after having finished a previous relationship with the person)

- b  p.162 Vocabulary Bank Phrases with *get*.

4 (2 MP3))) SONG 50 Ways to Say Goodbye

5 SPEAKING & LISTENING

- a Have you ever been on a blind date or a date set up by friends? If yes, how did it go? If no, would you consider going on one?



Blind Date

The Guardian has a weekly feature called *Blind Date*, where two readers are matched and a date is organized at a restaurant. Stef and Graham met in London at Miss Q's, an American restaurant with pool tables and a dance floor.

- b Read the introduction about Stef and Graham's date. Who do you think said the following – Stef about Graham, or Graham about Stef?
- 1 First impressions: 'Effortlessly beautiful and unforgivably late.'
 - 2 Table manners: 'Impeccable even though it was burgers.'
 - 3 Best thing about them: 'Really genuine and friendly.'
- c ► **Communication** *Blind date* A p.105 B p.109. Check your answers to b and find out what else they said about each other.
- d You're going to listen to a radio programme about first dates. Before you listen, guess what the missing words are in tips 1–6.

Dos

- 1 Choose the _____ carefully.
- 2 Make an effort with your _____.
- 3 Be _____, even if you think the date is going nowhere.

Don'ts

- 4 Don't forget your _____.
- 5 Don't _____ to be anything you're not.
- 6 Don't make an instant _____.

- e (28)) Listen to the programme and check. Were your answers exactly the same? If not, did they mean the same thing?
- f Listen again. Answer questions 1–6 with a partner.
- What do the tips say about...?
- 1 the best place for a first date
 - 2 looking good
 - 3 lying
 - 4 politeness
 - 5 exaggeration
 - 6 first impressions
- g Which do you think are the top two dating tips? Are there any you don't think are important?

LEXIS IN CONTEXT

- h (29)) Listen to some extracts and complete the phrasal verbs and idioms. What do you think they mean?
- 1 The advantage of keeping the first date _____ ... is that if you don't like each other, you don't have to make it through a seven-course meal together.
 - 2 ...if you turn up with unwashed hair, wearing yesterday's clothes, you aren't likely to _____ anyone _____.
 - 3 Don't tell someone that you'll phone and that you can't wait to see them again if you have absolutely no intention of _____!
 - 4 Turn off your phone, and if the other person is _____ the _____, do remember to say 'thank you'.
 - 5 It can be very tempting to exaggerate, or to _____ the truth, or just to plain lie...
 - 6 Many of us _____ our _____ whether we like someone in the first few seconds or minutes of meeting them.
 - 7 Try not to _____ someone _____ straightaway.
 - 8 If you make a snap decision, you may risk _____ on the love of your life.



6 GRAMMAR *get*

a Look at some sentences from the listening script which contain phrases with *get*. Answer the questions with a partner.

- A By **getting your hair done**, say, or wearing something you know you look good in, those kinds of things show that you care.
- B Try not to yawn even if you're **getting a bit tired**.
- C It can be very tempting to exaggerate, or to dress up the truth, or just to plain lie to try to **get your date interested**.

In which phrase...?

- 1 does *get* mean *make*
- 2 does *get* mean *become*
- 3 could you replace *get* with *have* with no change in meaning

b ► p.144 Grammar Bank 3A. Learn more about *get*, and practise it.

c Work in pairs. Read the *get* questionnaire and tick (✓) eight questions you'd like to ask your partner. Then ask and answer the questions. Explain your answers.

get questionnaire

- Are you the kind of person who regularly **gets rid of** old clothes, or do you tend to keep things forever?
- 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?
- How often and where do you usually **get your hair cut**?
- If an electrical appliance doesn't work, do you try to sort it out yourself or do you immediately **get an expert to come** and fix it?
- 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 plane crash, would you cancel it?
- Is there anyone in your family or group of friends who really **gets on your nerves**?
- What kinds of things do / did your parents **get you to do** around the house?



3B History in the making

1 READING & VOCABULARY conflict and warfare

a Look at the stills from three films. Have you seen any of them? If yes, are there any scenes you particularly remember?

The scenes you'll never forget

Three film critics choose their most memorable moments



A *Gladiator* directed by Ridley Scott, 2000



B *The Great Escape* directed by John Sturges, 1963

Gladiator, which won five Oscars, tells the story of a Roman general, Maximus Decimus Meridius, a favourite of the Emperor, Marcus Aurelius. The Emperor wants Maximus (Russell Crowe at his best) to **succeed him**, but Commodus, the Emperor's weak and treacherous son (wonderfully played by Joaquin Phoenix), has other plans. Commodus kills his father and becomes Emperor himself, and arranges for Maximus and his wife and child to be **executed**. Maximus escapes, but cannot save his family. He is captured and sold as a gladiator, and eventually makes his way to the Colosseum in Rome, where he becomes a hero by engineering a spectacular victory **against overwhelming odds**. In this gripping scene Emperor Commodus descends to the arena to congratulate him – not knowing his true identity. Maximus removes his **helmet** and confronts the Emperor in one of the most stirring speeches in modern cinema: 'My name is Maximus Decimus Meridius, **commander** of the armies of the north, general of the Felix Legions, loyal servant to the true Emperor, Marcus Aurelius, father to a murdered son, husband to a murdered wife, and I will have my vengeance in this life or the next.' And somehow, we just know he's going to get it!

The Great Escape is set in a **prisoner-of-war camp** in Germany during the Second World War. The camp is supposedly 'escape-proof', but the British and American prisoners (played by an all-star cast) are determined to get out. They dig three tunnels and forge identity documents in preparation for a large-scale escape attempt. 76 prisoners manage to crawl through a tunnel and get away. Most are quickly **recaptured**, but in this legendary scene, Captain Virgil Hilts (played by Steve McQueen) steals a motorbike and a German uniform and tries to get over the Swiss border. Coming to a roadblock, he breaks through and gets away, despite being **shot** at, but is immediately pursued by German **troops**. He rides across open countryside in a desperate bid to reach safety, and eventually gets to the border. But two high fences separate him from Switzerland and freedom. He jumps the first, but becomes hopelessly trapped in the second, and is forced to **surrender**. *The Great Escape* is always shown in the UK at Christmas, and however many times you've seen it before, you still hope he might just make it over the second fence.

b Read some film critics' descriptions of three memorable scenes. What information does each extract give?

Tick (✓) the boxes as you read each one.

- 1 prizes the film won A B C
- 2 the book the film is based on A B C
- 3 where and when the film is set A B C
- 4 who the main characters are
and who they are played by A B C

- 5 what the film is about A B C
- 6 one of the most memorable scenes A B C
- 7 how the director's decisions
affect the scene A B C
- 8 how it makes you feel A B C



C *12 Years a Slave* directed by Steve McQueen, 2013

12 Years a Slave, which won the Oscar for Best Picture in 2014, is based on the memoir by Solomon Northup in which he describes how, despite being free-born, he was **kidnapped** in Washington D.C. in 1841 and sold as a slave. Northup worked on plantations in Louisiana for 12 years before his release. The book was written in 1853, eight years before the American **Civil War** began. It was this war that led to the abolition of slavery in the USA. One of the most famous scenes is the hanging scene. It comes after Solomon (Chiwetel Ejiofor) gets pushed too far by his slave master and attacks him. He is punished by being **hanged** from a tree in such a way that the rope around his neck is always choking him, but his toes can touch the ground just enough to keep him from being strangled. As it goes on, and director Steve McQueen refuses to let you look away, you start to realize that all the other slaves have gone back to their normal lives. Work starts up again, children go back to playing, and you realize how common excruciating experiences like this must have been for slaves, and how thoroughly they must have been separated from their own sense of humanity.

c Which of the three descriptions created the most vivid image of the scene in your mind?

LEXIS IN CONTEXT

d Look at the **highlighted** words related to conflict and warfare. With a partner, say what you think they mean. Check their meaning and pronunciation with your teacher or a dictionary.

e ➤ p.163 Vocabulary Bank *Conflict and warfare*.

2 PRONUNCIATION stress in word families

Fine-tuning your pronunciation: changing stress in word families
It is useful to learn words in 'families', e.g. *capture* (noun) – *a captive* (person), *revolutionary* (adjective) – *to revolt* (verb), etc. However, you should check whether the stressed syllable changes within the 'family'.

a Complete the chart. Underline the stressed syllable in all the multi-syllable words.

noun	person	adjective	verb
cap ture	cap tive / cap tor	cap tive	_____
co mmand	_____	com mand ing	co mmand
ex e cu tion	_____	_____	_____
_____	his to ri an	his to ric / _____	_____
loo ting	loo ter	_____	_____
_____	_____	re bel lious	_____
_____	_____	re vo lu tion ary	re volt
siege	_____	be sieged	_____
sur vi val	_____	sur vi ving	_____
_____	_____	vic to ri ous	_____

b **2 13**) Listen and check.

c Practise saying the sentences.

- 1 The rebels were captured and executed.
- 2 All the captives survived the siege.
- 3 It was a historic victory.
- 4 In the end, the revolutionaries were victorious.
- 5 The troops rebelled against their commander.
- 6 Historians disagree on the causes of the rebellion.

3 SPEAKING & WRITING

Describing a scene from a film or a book
*In this legendary scene, Steve McQueen **steals** a motorbike and a German uniform and **tries** to get over the Swiss border. Coming to a roadblock, he **breaks through** and **gets away**.*
We normally use the simple present ('the dramatic present') when we describe a scene from a film, or the plot.

a Think of a film or TV series you really enjoyed that was set in a historical period or based on a real event. Look at prompts 1–8 in **1b**. Think about this information for your film or TV series.

b Work in groups of three or four. Describe the film or TV series and the scene to others in the group. Do those who have seen it agree with you? How does the description make you feel about the film or TV series?

c Now write a paragraph describing the film or TV series and the scene, using the prompts and the three texts in **1** as models.

4 SPEAKING

- a Look at the images from *Braveheart* in the film blog below. Each has one historical inaccuracy. What do you think they might be?
- b Answer the questions in pairs.
- Are there any films or TV series you've seen which you thought were historically accurate, and which you felt taught you something about the period or event?
 - Are there any films or TV series you've seen which you were aware were historically inaccurate? Did it bother you? Why (not)?
 - Have you ever checked whether a film or TV series was accurate either during or after seeing it?
 - Do you think big studios care whether the historical films they make are accurate or not?
- c Read the extract from a film blog and answer the questions with a partner.
- 1 Did the blog mention any of the films you talked about in **b**? Do you agree about the ones that are mentioned?
 - 2 Do you think the professor's research affected the films' success?
 - 3 Have you seen people 'two-screening' in the cinema? How did you feel about it?

5 LISTENING

- a (214)) You're going to listen to an interview with Adrian Hodges, who has written screenplays for several historical films and TV series. Listen to **Part 1** of the interview and choose the best option.

- 1 Adrian thinks historical details don't matter as long as they're things that most people wouldn't notice.
- 2 Adrian thinks historical details don't matter as long as a drama is honest about whether it is history or fiction.
- 3 Adrian thinks historical details don't matter at all.



Glossary

Macbeth /mæk'beθ/ a play by Shakespeare about a king of Scotland
William the Conqueror, Charles II, Victoria English monarchs from the 11th, 17th, and 19th centuries
to play fast and loose with **IDM** (old-fashioned) to treat sth in a way that shows you feel no responsibility or respect for it

Did you know...?



Princess Isabella of France

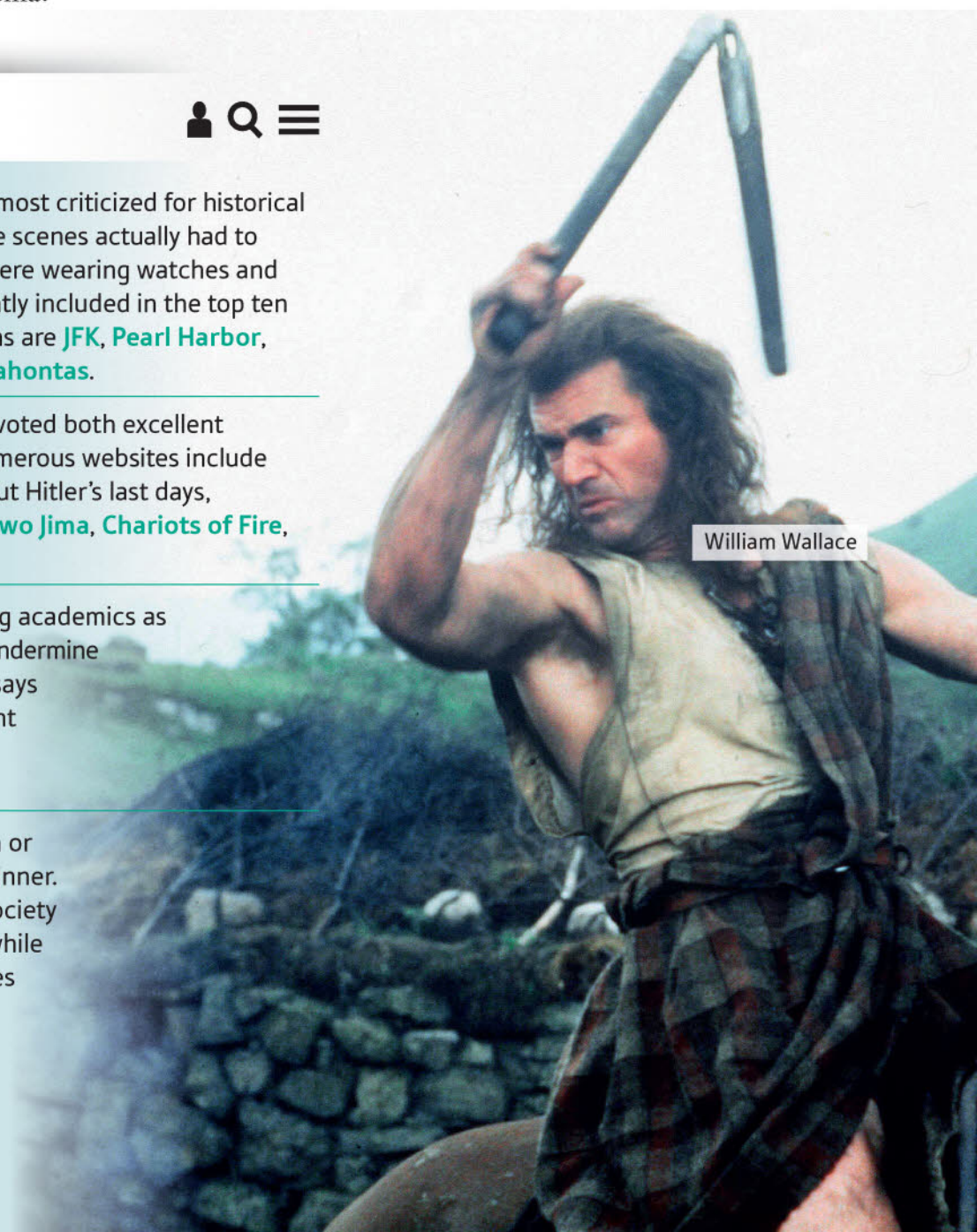
One of the films that has been most criticized for historical inaccuracy is **Braveheart**. Some scenes actually had to be reshot because the extras were wearing watches and sunglasses! Other films frequently included in the top ten most historically inaccurate films are **JFK**, **Pearl Harbor**, **Shakespeare in Love**, and **Pocahontas**.

Historical films that have been voted both excellent and historically accurate on numerous websites include **Downfall**, the German film about Hitler's last days, Clint Eastwood's **Letters from Iwo Jima**, **Chariots of Fire**, and **Saving Private Ryan**.

Hollywood studios are recruiting academics as 'history assassins' to help them undermine

rival studios' Oscar-contending films. A Harvard professor says he was paid a \$10,000 fee by an Oscar marketing consultant to look for factual errors in the current wave of historical films that boast that they are 'based on a true story'.

The concept of doing something else while watching a film or TV only used to stretch to eating popcorn or having a TV dinner. But since the arrival of smartphones, we have become a society of 'two-screeners', that is, people who watch a film or TV while using their smartphone. Things people do with their phones include tweeting or posting comments about what they're watching, or checking the accuracy in historical or period dramas.



William Wallace

- b Listen again and tick (✓) the points Adrian makes.
- 1 It isn't a problem that Shakespeare's plays are not historically accurate.
 - 2 Writers can change historical details if the drama requires it.
 - 3 Most people never notice historical inaccuracies.
 - 4 Nobody is certain how people spoke in ancient Rome.
 - 5 Historical inaccuracies with costume are worse than with dialogue.
 - 6 It's easier to be accurate when you are writing about recent history.
 - 7 If you make it clear that something is fiction, it doesn't matter if it's not historically accurate.
 - 8 Julius Caesar is not a good subject for drama because we know so much about him.

c (2 15)) Now listen to **Part 2**. In general, is Adrian positive or negative about *Spartacus* and *Braveheart*?

d Work in pairs. Before you listen again, can you explain these phrases Adrian uses?

- 1 'it becomes the received version of the truth'
- 2 'grossly irresponsible'
- 3 'the notion of freedom of individual choice'
- 4 'a resonance in the modern era'
- 5 'pushing the limits of what history could stand'
- 6 'a matter of purely personal taste'

e Listen again and answer the questions.

- 1 What is the most famous scene in the film *Spartacus*?
- 2 Why is it an example of a film becoming the 'received version of the truth'?
- 3 What does he say about the portrayal of William Wallace's life in the film *Braveheart*?
- 4 What did some people think *Braveheart* was really about?

f Do you agree with Adrian's main points? Which event or period of history from your own country do you think would be most interesting as a film or TV series?



Poster of *Spartacus*, about a gladiator who led a slave rebellion against the Romans in the 1st century BC.



Poster of *Braveheart*, about William Wallace, one of the main leaders in the 13th and 14th century Wars of Scottish Independence.

6 GRAMMAR discourse markers (2): adverbs and adverbial expressions

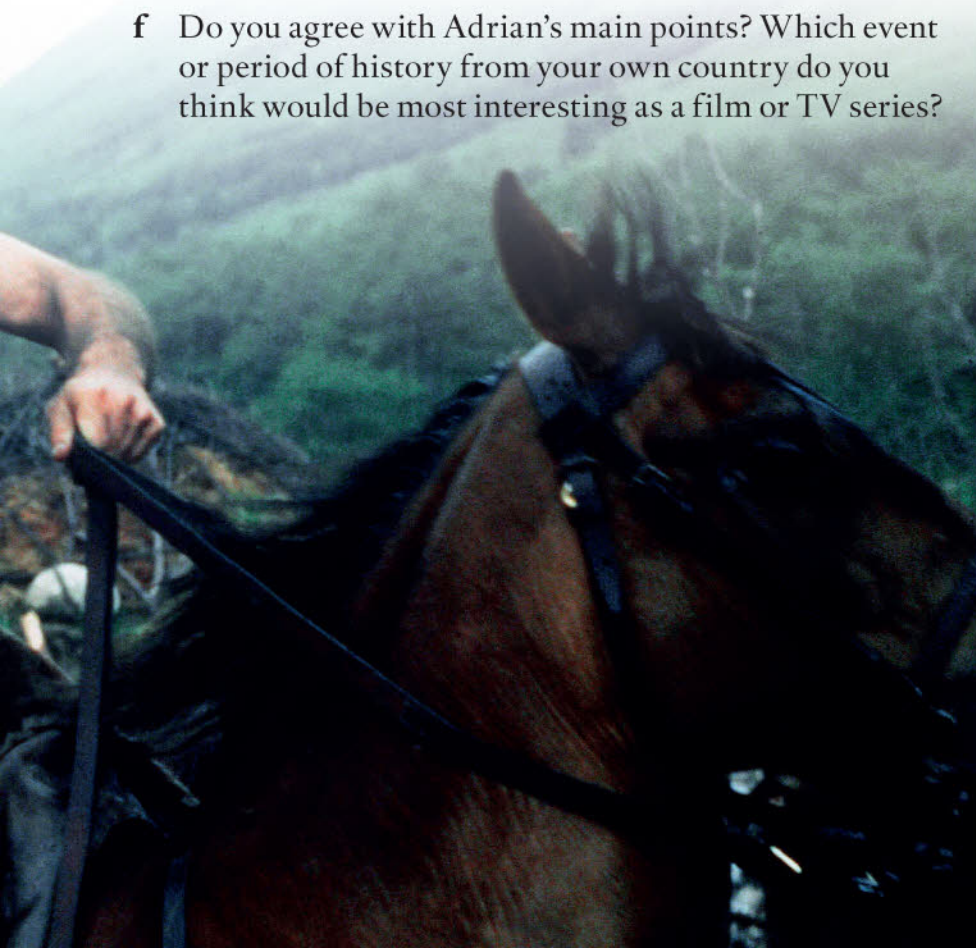
a Read four extracts from the interview with Adrian Hodges. Match the **bold** discourse markers to what they are used for (A–D).

- 1 If you change detail to the point where history is an absurdity, then **obviously** things become more difficult.
- 2 So *Spartacus*...has become, I think, for nearly everybody who knows anything about *Spartacus*, the only version of the truth. Now **in fact** we don't know if any of that is true, really.
- 3 ...his whole career was invented in the film, or **at least** built on to such a degree that some people felt that perhaps it was more about the notion of Scotland as an independent country than it was about history...
- 4 But you know, again, these things are a matter of purely personal taste, **I mean**, I enjoyed *Braveheart* immensely.

- A To introduce surprising or contrasting information
- B To give more details, or make things clearer
- C To introduce a fact that is very clear to see or understand
- D To qualify what you have just said or to make it less definite

b ► p.145 Grammar Bank 3B. Learn more about adverbs and adverbial expressions, and practise them.

c ► Communication Guess the sentence A p.105 B p.109. Guess the missing phrases, then check with a partner.




2&3 Colloquial English Talking about...

1 THE INTERVIEW Part 1

- a Read the biographical information about Mary Beard. What do you think 'Classics' and 'classicist' refer to?

Mary Beard is Professor of Classics at the University of Cambridge and a fellow of Newnham College. She is author of many books about ancient history, and writes a popular blog called *A Don's Life*. In 2010, she presented the BBC historical documentary, *Pompeii: Life and Death in a Roman Town*, which showed a snapshot of the residents' lives before the eruption of Mount Vesuvius in AD 79. In 2012 she wrote and presented the three-part television series *Meet the Romans*, about 'the world's first global metropolis.' She also wrote and presented *Caligula with Mary Beard* in 2013, where she attempts to sort the truth from the myth. Her frequent media appearances and sometimes-controversial public statements have led to her being described as 'Britain's best-known classicist.'



- b  Watch or listen to **Part 1** of the interview. What does she think is the right (and the wrong) way to get people interested in ancient history? What does she think we can learn from history?

- c Now listen again. Complete sentences 1–5.
- 1 If a place name ends with *-chester* or *-caster*, it means that it...
 - 2 London is the capital of Britain because...
 - 3 In 63 BC there was a terrorist plot in Rome to...
 - 4 When Cicero discovered the plot, he decided to...
 - 5 Mary Beard compares this situation with...

Glossary

(63) BC Before Christ. These letters refer to the years before 1 AD (*Anno Domini* – the year of our Lord)

torch verb set fire to


Marcus Tullius Cicero /'sɪsərəʊ/ a Roman politician and lawyer, one of Rome's greatest orators

the Senate a political institution in ancient Rome

be exiled be sent to another country for political reasons or as a punishment

Guantanamo Bay a US military prison, where many suspected terrorists have been held

Part 2

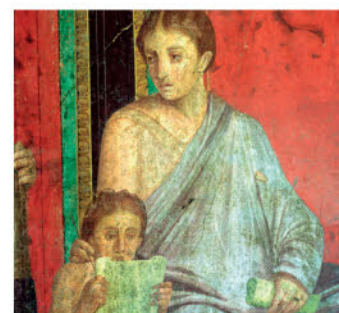
- a  Now watch or listen to **Part 2**. Mark the sentences **T** (true) or **F** (false).

- 1 Mary Beard would not like to go back in time to any historical period.
- 2 She thinks that women have a better life now than at any time in the past.
- 3 She doesn't think that men would suffer from going back in time.
- 4 In her programme *Meet the Romans*, she decided to focus on the celebrities of the ancient world.
- 5 She thinks that most history textbooks don't answer questions about how people dealt with practical issues in the past.
- 6 She thinks that questions about practical issues are just as interesting as why Julius Caesar was assassinated.
- 7 She doesn't think we can learn much from studying the assassination of Caesar.


- b Listen again. Say why the **F** sentences are false.

Glossary

Julius Caesar /'dʒuːliəs 'siːzə/ a Roman general (100–44 BC) who played a critical role in the fall of the Roman Republic and the rise of the Roman Empire. He was assassinated by a group of senators led by his former friend Brutus



Part 3

- a  Now watch or listen to **Part 3**. Answer the questions.

- 1 How important does Mary Beard think accuracy is in historical films?
- 2 What historical film did she really enjoy and why?
- 3 How does she feel about the fact that there are so many historical films nowadays?



history

- b Listen again. What do you think the **highlighted** informal words and phrases mean?
- ‘I think that, that, um, film and television, um, programme makers can be a bit, can be a bit sort of **nerdish** about accuracy.’
 - ‘...if we’re going to have a dog in the film should it be an Alsatian or, you know, a Dachshund or **whatever?**’
 - ‘...look, these **guys** are getting the whole of Roman history...utterly wrong...’
 - ‘...never mind its horribly **schmaltzy** plot...’
 - ‘...there’s no such good story as a true story – and that’s what history’s **got going for it...**’
 - ‘...non-fiction in a, in a kind of way is always a better **yarn** than fiction is.’

Glossary

Alsatian, Dachshund /æ'lseɪfɪn, 'dæksnd/ breeds of dog

2 LOOKING AT LANGUAGE

Collocations

Many of the expressions Mary Beard uses are typical collocations, that is, where one word frequently goes with the other. Try to learn these expressions as phrases. Incorporating them into your active language will help you both to understand spoken English more easily and to sound more fluent in your own speech.

- 2 19)) Watch or listen to some extracts from the interview and complete the collocating words.
- ‘...an **_____** lot of our culture and our geography and our place names and so on are actually formed by the Romans...’
 - ‘...one **_____** example of that is a famous incident in Roman history in 63 BC where there’s a **terrorist _____** in, in the city of Rome...’
 - ‘Now, in many ways that’s the kind of **problem** we’re still **_____**...’
 - ‘I mean, what – how far does, how far should homeland security be more important than **_____ rights...**’
 - ‘And in part we’ve learnt from how they debated those **rights and _____**...’
 - ‘...if it, if it was a small antidote to modern **_____ culture**, I’m extremely pleased.’
 - ‘...look, these guys are getting the whole of Roman history in, in **the big _____** utterly wrong...’
 - ‘But I think also, I mean, it shows that you don’t always have to be **deadly _____** about history.’

3 IN THE STREET

VIDEO

- a 2 20)) Watch or listen to five people talking about history. Match the speakers (**D, He, Ha, A, and R**) with the people they admire. What reasons do they give?



Daisy,
English

Heather,
South African

Harry,
English

Adam,
American

Richard,
English

- a sailor from one of Nelson’s ships
- Bess of Hardwick
- Julius Caesar
- Nelson Mandela
- Queen Elizabeth I

- b Watch or listen again. Who (**D, He, Ha, A, or R**)...?

- doesn’t mention a specific time they would like to go back to
- would like to listen to some philosophers talking
- is studying the period they would like to go back to
- would like to have been able to walk on quiet, peaceful roads
- would like to go back to the most recent historical period

- c 2 21)) Watch or listen again and complete the Colloquial English phrases. What do you think they mean?

- ‘She was a real _____.’
- ‘I would have loved to _____ in California...’
- ‘...she actually stood up and was a person to _____.’
- ‘...he was a _____ person...’
- ‘So not a, a big person, _____, but one of the hundreds of men...’

Glossary

Derbyshire /'dɜ:bɪʃ(ɪ)ə/ a county in the middle of England
the Agora the main meeting place in ancient Athens

4 SPEAKING

Answer the questions with a partner.

- What periods and places in history did you study at school? Did you enjoy it as a subject?
- How do you think a teacher can get students interested in history?
- Do you think you have learnt more about history from school or from books and films?
- Why do you think historical films and novels are so popular?
- Is there a person from history whom you admire or find especially fascinating?
- Is there a period of history that you would like to go back to?

4A Sounds interesting

1 VOCABULARY & WRITING

sounds and the human voice

- a Try to sit for one minute in complete silence, listening carefully. Write down everything you hear. Then compare with a partner. Did you hear the same things?
- b ► **p.164 Vocabulary Bank** *Sounds and the human voice*.
- c (2 25))) Listen to the sounds and make a note of what they are. Then write three paragraphs based on the sounds. Begin your paragraphs as follows:
- 1 It was 12.30 at night and Mike had just fallen asleep...
 - 2 Amanda was walking down Park Street...
 - 3 It was a cold winter night...

2 PRONUNCIATION consonant clusters

Fine-tuning your pronunciation: consonant clusters
 Combinations of two or three consonant sounds, e.g. *clothes, spring*, can be difficult to pronounce, especially if the combination of sounds 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 (2 26))) Listen to the words below. Then practise saying them.

At the beginning of a word	
two sounds	three sounds
click	screech
slam	scream
crash	splash
slurp	
drip	
snore	
stammer	
At the end of a word	
two sounds	three sounds
shouts	crunched
sniffs	mumble
yelled	crisps
hummed	rattled

- b (2 27))) 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, using two words from **a** in each sentence. Give them to your partner to say.

3 READING

- a Read the headline and the introduction to the article on page 35. With a partner, say how you think the following aspects of Vicky's life have been affected by her phobia.

- university studies
- relationships
- work
- where she lives

- b Read the article and check.

- c What is each paragraph about? With a partner, match paragraphs 1–7 to summaries A–H. There is one summary that you don't need.

- A how her phobia caused her to underachieve
 B the physical effects of her phobia
 C what she considers to be the most damaging effect of her phobia
 D the effect of her phobia on where she works and lives
 E her eventual diagnosis
 F how therapy has helped her
 G her ambivalent attitude to sounds
 H how her problems originated

LEXIS IN CONTEXT

- d Look at the **highlighted** adverbs and adverbial phrases and work out the meaning of any that you don't know. Check with your dictionary.
- e How sympathetic are you to Vicky's phobia? Do you know anyone with a phobia that seriously affects their life?



Life & style Experience

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I have a phobia of sound

For the last 30 years, I have had violent physical reactions to certain noises. Everyday sounds, like someone chewing or a pen being clicked, make me want to hide, scream, and put my fingers in my ears.

- 1 I feel unreasonable complaining to people about these **seemingly** harmless sounds, but for me they are threatening. My body reacts in the same way as it would under attack: I am flooded with adrenaline. It is as if I were in the same room as a huge, fierce dog. I am unable to focus on anything but my terror. I often have to hang up on phone calls **abruptly**, leave my seat and walk around the room, trying to block out the noise.
- 2 My phobia began when I was 19 and started work in a busy office. The noise of a colleague next to me who chewed gum **incessantly** became unbearable. My ears tuned in to every sound until they filled my head, and I couldn't focus on my work. This cacophony was added to by another colleague who **continually** whistled, until I was forced to leave.
- 3 The path of my life has been dictated by the sounds around me. I have changed jobs numerous times, searching for the perfect quiet office. I have moved house, too, away from loud music or arguing neighbours. **Strangely**, I'd love to live near a motorway: the constant hum of traffic would be soothing to me.
- 4 My phobia has affected my ability to get on in life. During my final examinations at university, I was doing really well, translating Greek **with ease**, until the scratching of a pen against paper filtered into my consciousness, bringing me to a halt. During another exam, a nearby pub had a delivery and the sound of barrels being rolled along by whistling delivery men destroyed any chance of concentration. I discovered afterwards that I was two marks off a first.
- 5 My biggest regret is that it has prevented me from having a long-term relationship and children. The longest I have been with someone is two years, until the sound of their eating, breathing, just existing **in proximity** to me became intolerable. I would sneak off to the spare room in the night to try to get some sleep, but it would be interpreted as a rejection of them. It's hard to stay with someone who doesn't want to eat or sleep with you. I haven't ruled out love yet, though. I'm sure there is someone who could accept my limitations.
- 6 It took me 30 years to realize that what I have has a name: misophonia, or hatred of sound. When I recently discovered a support forum dedicated to it, I cried for two hours. I felt so relieved to know that other people – 900 of them on this one site – felt like I did. I wasn't the only one.
- 7 It also gave me perspective. Some sufferers wish they were deaf, but I don't. I love many, many sounds: the sea, wind in the trees, music, the human voice. Time and experience have taught me that being able to hear is a beautiful thing, too important to sacrifice. I would never wish that away.

By Vicky Rhodes in The Guardian

Glossary

a first the top qualification in UK university degrees

4 LISTENING & SPEAKING

- a **228**) Listen to five people talking about noises they don't like.
- 1 What noise does each person describe?
 - 2 How much do you think it affects their daily life?
- b Listen again. Who...?
- 1 feels that a sound represents a negative emotion
 - 2 wishes he'd / she'd complained about a noise sooner
 - 3 is annoyed because he's / she's powerless to stop a sound
 - 4 has to make a sound stop before he / she can relax
 - 5 describes sounds that other people clearly like
- c Talk to a partner.

• Are there any noises that really annoy you?

Are you affected by them in your daily life?

Is there anything you can do to avoid or stop them?

• Are there any sounds that you really love or that make you feel good?

• Do you prefer music or silence in these situations?

– in bars and restaurants

– in a supermarket

– in a gym

– when a plane is taking off or landing

– when you're put on hold on the phone

Why?

If you prefer music, what kind?

5 GRAMMAR speculation and deduction

a Look at this picture and answer the questions.



- 1 When and where **could** the photo **have been taken**?
 - 2 Why do you think Boris **might have been** on a zip wire?
 - 3 What do you think **might have just happened**?
 - 4 How do you think he **must have been feeling** while he was hanging there?
- b ► **Communication** *Boris left hanging p.106*. Find out what really happened.
- c ► **p.146 Grammar Bank 4A**. Learn more about speculation and deduction, and practise them.
- d Look at these photos taken in London and make speculations and deductions about them.



6 LISTENING

- a Have you had an interesting conversation with a stranger recently? Where? What about?
- b Read about an organization called 'Talk to me London'. What do they aim to achieve? Does 'Talk to me London' sound like a good idea to you?

TALK TO ME LONDON



What's the idea?

Why talk?

Stories

Get started!

Talk to me London is all about finding ways for people to talk to each other. We know that talking brings about many benefits, from a greater sense of well-being to friendlier communities, and increased opportunities. Think about it – just one conversation can inspire us, reassure us, or brighten up our day. Our vision is to build a friendlier city through encouraging small conversations between strangers.



Note-taking

A good way of taking notes when you are listening to a talk, a lecture, or an interview is to try to write down the key words that you hear. These are the 'content' words (usually nouns or verbs) that will help you remember the important information.

- c (2 29))) Listen to an interview with Polly Akhurst, one of the founders of 'Talk to me London'. Make notes under these headings.

The 'Talk to me London' badge

How Polly has benefited from talking to strangers

Mediterranean countries and Madrid

Her reaction to negative media coverage



What she would say to people who don't want to talk



- d Compare your notes with a partner and agree the main points under each heading. Then listen again. Can you add anything to consolidate your notes?



7 SPEAKING

- a Read some online comments about 'Talk to me London'. How do you think each person feels about the project?

say [hello@talktomelondon](#)

Posts [Top](#) / [All](#)



Alex I only lived in London for three months, but I experienced my fair share of conversations with people on random benches or at Tube stations late at night, etc. If you want unfriendly, try Vienna. Honestly. I've lived here for nearly a decade, but it still drives me insane. You could spend all day, every day, in the same café and you'd die, decades later, before any of the other regulars even acknowledged your presence! [#talktomelondon](#)



Mark London is no different from most cities in this respect. It's an unwritten rule, you don't talk to strangers and they don't talk to you. I can imagine few things worse than someone trying to engage me in small talk on my morning commute. You keep to your private bubble and I'll keep to mine. That's how we like it. [#talktomelondon](#)



Bella I just don't get this – London unfriendly, nobody talks to a stranger? Rubbish. Maybe those who find London unfriendly are in fact the ones who are unfriendly, and unwilling to initiate a conversation. No problem for many of us. [#talktomelondon](#)

- e (230))) Listen to four true stories from the 'Talk to me London' website. Who started a conversation, and who was approached by someone else?

James Anneka Philippa Alise

- f Now listen again and match the four people to the information about the conversations. Write **Al**, **An**, **Ja**, or **Ph**.

- 1 met someone she knew who she hadn't seen for a long time.
- 2 talked to someone who had recently come to London.
- 3 was surprised that the other person was happy to talk.
- 4 was unexpectedly given something.
- 5 talked to four different people one after another.
- 6 didn't expect anyone to talk to her.
- 7 was given a suggestion about how to make the most of travelling time.
- 8 ended up chatting to a whole group of people.

- g If you were visiting London, would you wear a 'Talk to me London' badge? Why (not)?

- b (231))) Look at some useful phrases for giving your opinion in English. Underline the words that you think have extra stress. Listen and check.



Emphasizing that something is your own opinion

- | | |
|--------------------------------------|---------------------------------------|
| 1 <i>I'd say that...</i> | 6 <i>In my view,...</i> |
| 2 <i>If you ask me,...</i> | 7 <i>I feel that...</i> |
| 3 <i>Personally, I think that...</i> | 8 <i>My feeling is that...</i> |
| 4 <i>Personally speaking, ...</i> | 9 <i>As far as I'm concerned, ...</i> |
| 5 <i>In my opinion, ...</i> | |

- c Answer these questions in small groups. Try to use the language from the box to express your opinions.

- 1 Do people in your town or city tend to chat to complete strangers, or would it be considered odd?
- 2 Which cities or regions in your country have a reputation for being friendly or unfriendly? Do you agree?
- 3 Have you ever been to a city or country that struck you as particularly friendly or unfriendly?
- 4 'You keep to your private bubble and I'll keep to mine.' Do you think this is a good approach to city life?

4B From cover to cover?

1 READING & SPEAKING

- a Read the extract from the Barnes & Noble book blog and answer the questions.
- What is a 'spoiler'?
 - Has anyone ever spoiled a film, a book, a sports match, or anything else for you by telling you how it ended?

B&N BOOK BLOG

Warning: if you like to be surprised, stop reading right now. But if you're curious about these books and their endings, then read on. (Because I'm not completely cruel, I've whited out the spoilers – just highlight the empty space to see the hidden words.)

Don't say we didn't warn you...



And Then There Were None by Agatha Christie

Most Agatha Christie novels leave you gobsmacked, but *And Then There Were None* is an absolute masterpiece of the 'whodunnit?' formula.

People invited to a party in a mansion keep on being murdered, but by whom? Well, if you're sure you want to know – it was

- b Read the title of the article and answer the question. Then read the article and check.
- c Now read the article again and answer these questions with a partner.
- 1 How did the reading experiment work? What was the outcome?
 - 2 What possible reasons does the writer give for this outcome?
 - 3 What's the writer's overall conclusion?
- d Talk to a partner.
- Would you ever read the last page of a book first, or ask a friend how a film or sports match ends? Why (not)?
 - Do you ever re-read books or watch films or sports matches again? Which ones? Why (not)?
 - Does knowing the ending change the experience for you?



Time to rename the spoiler

DOES KNOWING THE ENDING AFFECT YOUR ENJOYMENT?

One of my favourite movies is *When Harry Met Sally*. I can watch it again and again and love it every single time – maybe even more than I did before. There's a scene that will be familiar to any of the movie's fans: Harry and Sally have just set off on their drive to New York City and Harry starts telling Sally about his dark side. He mentions one thing in particular: whenever he starts a new book, he reads the last page first. That way, in case he dies while reading it, he'll know how it ends.

Harry will know how it ends, true, but doesn't that also ruin the book? If you know the ending, how can you enjoy the story? As it turns out, easily. A study in this month's issue of *Psychological Science* comes to a surprising conclusion: spoilers don't actually spoil anything. In fact, they may even serve to enhance the experience of reading.

Over 800 students from the University of California in San Diego took part in a series of experiments where they read one of three types of short story: a story with an ironic twist (such as Roald Dahl), a mystery (such as Agatha Christie), and a literary story (such as Raymond Carver). For each story, there was a spoiler paragraph that revealed the outcome.

The students read the stories either with or without the spoiler. Time to reconsider, it seems, what we call a spoiler. The so-called 'spoiled' stories were actually rated as more enjoyable than those that were 'unspoiled', no matter what type of story was being read. Knowing the ending, even when suspense was part of the story's goal, made the process of reading more, not less, pleasurable.

Why would this be the case? Perhaps, freed from following the plot, we can pay more attention to the quality of the writing and to the subtleties of the story as a whole. Perhaps we're more likely to spot signs and clues about what might happen, and take pleasure in our ability to identify them.

Whatever the reason, it may not be as urgent as we think it is to avoid spoilers. Harry might have the right idea after all, reading the last page first. In fact, he might be getting at the very thing that lets me watch him meet Sally over and over and over again, and enjoy the process every single time.

2 VOCABULARY & PRONUNCIATION

describing books and films; /ɔ:/

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

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

- 1 A wonderful film. So _____ it brought tears to my eyes! ★★★★★
- 2 A _____ novel that raised many interesting questions. ★★★
- 3 Rather _____. I really had to make an effort to finish it. ★★
- 4 A _____ story. I was hooked from the very beginning. ★★★★★
- 5 A light and _____ 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 (232) Listen and check.

- c Take turns with a partner to choose an adjective from the list in a and name a book or a film that you could use the adjective to describe. Say why.

- d (233) Listen and write six sentences. Then circle the /ɔ:/ sounds in them. What different spellings can be pronounced /ɔ:/?

- e Practise saying the sentences.

3 SPEAKING

Talk to a partner about as many of the topics as you can.

Tell your partner about a book that...



4 GRAMMAR adding emphasis (1): inversion

- a Complete extracts 1–5 with endings A–E.

- 1 **No sooner** had we sat down at the kitchen table...
(Margaret Drabble, *A Day in the Life of a Smiling Woman*)
- 2 **Hardly** had she put the comb in her hair...
(Grimm's Fairy Tales, *Snow White*)
- 3 **Only later** did I understand...
(Mikhail Gorbachev, *On My Country and the World*)
- 4 **Never** have I seen so many people in an art gallery...
(review of Matisse exhibition, *The Independent*)
- 5 **Not only** had Silas killed the only four people who knew where the keystone was hidden, (but)...
(Dan Brown, *The Da Vinci Code*)

- A looking happy.
B than the twins burst in.
C than the poison in it took effect, and the girl fell down senseless.
D he had killed a nun inside Saint-Sulpice.
E that this was not the way to proceed, that we could not live by a double standard.

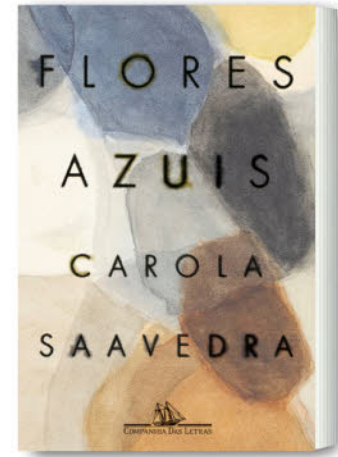
- b Look at the verbs after the **bold** adverbial expressions. What is unusual about the word order? What is the effect of putting the adverbial expression at the beginning of the sentence?
- c ► p.147 Grammar Bank 4B. Learn more about adding emphasis using inversion, and practise it.
- d Complete the sentences in your own words, using inversion to make them as dramatic as possible.
- 1 Only after the wedding...
 - 2 No sooner...than I realized...
 - 3 Never in the history of sport...
 - 4 Not until the last moment...
 - 5 Not only..., but...

5 WRITING

- p.116 Writing A review. Write a review of a book or film you have read or watched recently.

6 READING

- a Would you prefer...
- to read a book written in English in the original version or translated into your language? Why?
 - to watch an English-language film subtitled or dubbed? Why?
- b Read the introduction to a blog by Daniel Hahn, a translator. Why do you think he calls translation 'both simple and impossible'?
- c Read **Part 1** and make sure you understand every word of the 'rough translation'. How do you picture the scene? Where are the two people, and how are they feeling?



Translation Diary

Daniel Hahn I'm translating a novel. It's written in Portuguese, and it needs to be written in English. There is a Brazilian novelist at one end, and an American publisher at the other, and there's me in the middle, tasked with giving the publisher exactly the same book the novelist has written, keeping it identical in absolutely every conceivable respect, except that I've got to change all the words. The novel is *Blue Flowers* by Carola Saavedra. Or, to be more accurate, the novel is still *Flores Azuis*, for now. *Blue Flowers* is what it's got to be when I'm done with it. So I have to immerse myself in Carola's book, in Portuguese, and write it again for the publishers in English. The process is both simple and impossible, and I'm going to be describing it on this blog.

1 In this scene, A, the main woman character, describes the moment her lover leaves her:

Eu não disse nada, não chorei, não pedi explicações, não te implorei para ficar. Eu apenas permaneci ali, imóvel, muda, deitada na cama, enquanto você se vestia, pegava a mochila e ia embora.

A rough translation might be:

I didn't say anything, I didn't cry, I didn't ask for explanations, I didn't implore you to stay. I merely stayed there, immobile, mute, lying on the bed, while you dressed, took your rucksack and went away.

2 'Implore' isn't quite right, is it? 'Beg' would be better. And 'immobile', similarly – I prefer 'still' or 'unmoving'. In both cases my first quick version just used words that stayed close to the Portuguese ('implore' for 'implorei', 'immobile' for 'imóvel'), but we need to move away a little further in order to arrive somewhere more like normal English. I think 'merely' is a bit too formal for A's voice here, too.

I didn't say anything, I didn't cry, I didn't ask for explanations, I didn't beg you to stay. I just stayed there, unmoving, mute, lying on the bed, while you dressed, took your rucksack and went away.

3 There are an awful lot of 'I's in that first sentence, aren't there? In Portuguese there's an 'Eu' ('I') at the beginning of the first sentence and an 'Eu' at the beginning of the second, so the sentences are perfectly balanced. As you can see, I've removed a pair of 'I's. And we have a 'rucksack' which should probably be a 'backpack', to minimize how UK-ish it sounds to US readers.

I didn't say anything, I didn't cry, didn't ask for explanations, didn't beg you to stay. I just stayed there, unmoving, mute, lying on the bed, while you dressed, took your backpack and went away.

4 Now, that first sentence ends on the word 'stay' – which would be fine...except that 'stay' appears again, three words later. Hmm, so now I've got to change that, too. One option is 'I didn't beg you not to go', which helps because we imagine A saying 'Please don't go!' rather than 'Please stay!', which isn't quite the same.

I didn't say anything, I didn't cry, didn't ask for explanations, didn't beg you not to go.

5 I've also got to decide if the man is dressing, or getting dressed, or getting himself dressed, and my decision will be as much about the rhythm of the sentence as anything else. And I don't like the ending – 'went away' is very weak. I'd rather end solidly on one word – just 'left'.

I just stayed there, unmoving, mute, lying on the bed, while you got dressed, took your backpack and left.

6 Right. So – we're done now, surely? Um, not quite... I'd prefer 'picked up your backpack' to just 'took your backpack' – I think the latter might sound as though he's taking it from her? And I'm not sure about 'mute', either. I think 'silent' would do. So how about this, then?

I didn't say anything, I didn't cry, didn't ask for explanations, didn't beg you not to go. I just stayed there, unmoving, silent, lying on the bed, while you got dressed, picked up your backpack and left.

Better?

d Now read **Parts 2–6**, which show the evolution of the translation. **Circle** the changes in each version and compare with a partner.

e Read **Parts 2–6** again and match them to the reasons A–E Daniel gives for making the changes.

- A He wants to stay close to the effects achieved in the original, and the translation needs to be accessible to American readers.
- B He wants to choose the right expression to clarify exactly what is happening.
- C It's better not to use the same word twice in quick succession.
- D Some of the words are too close to the original and don't sound very natural in English.
- E He has to decide which version of a phrase will suit the music of the sentence best.

LEXIS IN CONTEXT

Understanding synonyms

It is very useful to know a variety of synonyms for common words. This will help you to use a wider lexical range in your writing and not to repeat yourself. However, it is important to make sure that your synonym has exactly the meaning or register that you want.

f Which synonyms does the translator consider for...?

- 1 implore _____
- 2 immobile _____
- 3 merely _____
- 4 rucksack _____
- 5 went away _____
- 6 mute _____

g Now find synonyms in the introduction for:

- 1 employed to _____
- 2 the same _____
- 3 imaginable _____
- 4 precise _____
- 5 finished with sth _____

h What do you think you could learn from Daniel's blog about improving your own writing in English?

7 LISTENING

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

b **2 34**) Listen to the whole interview. Did she answer any of your questions?

c Now listen to each part of the interview again. Choose a, b, or c.

2 35) Part 1

- One of the reasons Beverly decided to become a translator was that...
 - she thought teaching English was boring.
 - she really enjoyed the postgraduate course that she took.
 - she wanted to be self-employed.
- Which of these does she mention as one of the drawbacks of being a freelance translator?
 - A low salary.
 - No paid holidays.
 - Time pressure.
- Beverly's advice to would-be translators is to...
 - specialize.
 - study abroad.
 - take a translation course.

2 36) Part 2

- Most people who translate novels into English...
 - don't do any other kind of translation work.
 - prefer translating authors who are no longer alive.
 - often concentrate mainly on one particular writer.
- She mentions the advertising slogan for Coca-Cola™ as an example of...
 - how difficult it is to convey humour in another language.
 - how you cannot always translate something word for word.
 - how different cultures may not have the same attitude to advertising.

2 37) Part 3

- The Sound of Music* was translated into German as...
 - 'All dreaming together'.
 - 'Tears and dreams'.
 - 'My songs, my dreams'.
- Which of these is not mentioned as a problem when translating film scripts?
 - Having enough room on the screen.
 - Conveying the personality of the speaker.
 - Misunderstanding the actors' words.
- The problem with translating swear words in a film script is that...
 - they may be more shocking in other languages.
 - they may not be translatable.
 - you can't use taboo words in some countries.

d Are there any words in your language which you think are 'untranslatable' into English? How would you try to express the ideas? Can you think of any English words which are 'untranslatable' into your language?



3&4 Revise and Check

GRAMMAR

a Complete the sentences with the right word or phrase.

- 1 It's 2.30 now – what time do you think we'll get _____ London?
- 2 Unfortunately, Allie got _____ cheating in her final exam.
- 3 The windows are filthy. Shall we get someone _____ them?
- 4 I don't think Keith will ever get _____ doing his own laundry – his mother always did it.
- 5 My passport expires in two months, so I need to get it _____.

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

- 1 **Basic**, I think she still hasn't got over the break-up of her marriage.
- 2 We've finished the interviews and **all of all** we think Joe Young is the most suitable candidate.
- 3 Dave's really late, isn't he? I think **he might get lost**.
- 4 **The waiter didn't probably notice** that they had left without paying.
- 5 I think **it's unlikely that I'll be given** a work permit.
- 6 What a wonderful smell! **Somebody must bake** some bread.
- 7 **You definitely won't pass** your driving test if you drive that fast!
- 8 I called you yesterday. **You should have got** a message on your voicemail.
- 9 **Not only we saw the sights**, we managed to do some shopping as well.
- 10 **Only when the main character dies** does her husband realize how much he loved her.

c Complete the sentences with the right form of the verb in brackets.

- 1 The traffic is quite bad – she's unlikely _____ before 7.00. (arrive)
- 2 Maria is bound _____ the news – everybody was talking about it yesterday. (hear)
- 3 My neighbour can't _____ very long hours. He's always home by early afternoon. (work)
- 4 No sooner _____ married than James lost his job. (they / get)
- 5 Never _____ such a wonderful view. It completely took my breath away. (I / see)

VOCABULARY

a Complete the missing words.

- 1 She's quite shy, but you'll soon get to _____ her.
- 2 Shall we get _____ for a coffee at the weekend?
- 3 I've been trying to get _____ of Danny, but he's not answering his phone.
- 4 She's always phoning me at work – it really gets on my _____.
- 5 I hope I get _____ this cold by the weekend; I'm supposed to be going to a wedding.
- 6 His parents let him do whatever he wants, so he's used to getting his own _____.
- 7 When I was a student, I had to get _____ on less than £50 a week.
- 8 I hope I get the _____ to talk to him before he goes home.

b Circle the right word.

- 1 The English archers used their bows to fire thousands of *arrows* / *spears* into the air.
- 2 After days of fighting, both sides agreed to a *retreat* / *ceasefire*.
- 3 The city finally fell after a three-month *siege* / *coup*.
- 4 During the civil war, thousands of *refugees* / *allies* crossed the border to safety.
- 5 It was a fierce battle and *civilians* / *casualties* were heavy on both sides.
- 6 The rebels *broke out* / *blew up* the railway lines.
- 7 Even though they were surrounded, the troops refused to *surrender* / *defeat*.
- 8 The army shelled the capital with long-range *bullets* / *missiles*.

c Complete the sentences with verbs in the past simple.

buzz creak rattle screech sigh
slam whisper whistle

- 1 Mabel _____ the door and walked off angrily.
- 2 'Thanks, darling,' she _____ softly in his ear.
- 3 He _____ a happy tune as he walked down the street.
- 4 'I wish he was here – I really miss him,' she _____.
- 5 The wind was so strong that the windows _____.
- 6 The car's brakes _____ as it came to a stop.
- 7 A bee flew in through the window and _____ round the room.
- 8 The door of the old library _____ open slowly, but there was nobody there!

d Write the adjectives for the definitions.

- 1 **th** _____ - **pr** _____ = making you think seriously about a particular subject or issue
- 2 **de** _____ = making you feel very sad and without enthusiasm
- 3 **in** _____ = very interesting because of being unusual or not having an obvious answer or ending
- 4 **gr** _____ = exciting or interesting in a way that keeps your attention
- 5 **mo** _____ = causing you to have deep feelings of sadness or sympathy
- 6 **im** _____ = not seeming reasonable or likely to be true

CAN YOU UNDERSTAND THIS TEXT?

- a Read the article once. How do you think you would feel in 'the quietest place on Earth'?
- b Read the article again and complete it with phrases A–G. There is one phrase you do not need.
- A Then, after a minute or two
 - B The kids were whining
 - C I booked a 45-minute session
 - D My experience in the anechoic chamber changed my life
 - E In an attempt to recapture some peace
 - F Despite my dislike of loud sounds
 - G Ironically, far from finding it peaceful
- c Look at the **highlighted** words and phrases and work out their meaning. Check with your teacher or with a dictionary.

VIDEO CAN YOU UNDERSTAND THIS FILM?

2 MP3)) Watch or listen to a short film on the York Literature Festival. Answer the questions with a number, a date, or a few words.

- 1 How many literary festivals are there each year in the UK?
- 2 How old is the York Literature Festival?
- 3 What kind of people does it attract?
- 4 When did the city become famous for the Mystery Plays?
- 5 When was the classic novel *Tristram Shandy* first published?
- 6 How many copies were printed in York?
- 7 What is York Minster?
- 8 When did Paul Farley publish his first collection of poetry?
- 9 When was Tara Bergin named one of the Next Generation Poets?
- 10 What can writers learn at Rob O'Connor's workshop?



My quest started when I was in the New York subway with my kids. ¹ _____, four trains came screaming into the station at once and I put my hands over my ears and **cowered** – the noise was deafening. In cities, the ever-present, dull background roar of planes, cars, machinery, and voices is **a fact of life**. There is no escape from it and I was beginning to be driven mad by it.

² _____, I decided to go on a mission to find the quietest place on Earth; to discover whether absolute silence exists. The place I was most excited about visiting was the anechoic chamber at Orfield Laboratories in Minnesota. This is a small room, massively insulated with layers of concrete and steel to block out exterior sources of noise. It is the quietest place on Earth – 99.9% sound-absorbent.

³ _____, most people find its perfect quiet **upsetting**. The presence of sound around you means things are working; it's **business as usual**. When sound is absent, that signals malfunction. I had heard that being in an anechoic chamber for longer than 15 minutes can cause extreme symptoms, from claustrophobia and nausea to panic attacks. A violinist tried it and hammered on the door after a few seconds, demanding to be let out because he was so disturbed by the silence.

⁴ _____ – no one had managed to stay in for that long before. When the heavy door shut behind me, I was **plunged into darkness** (lights can make a noise). For the first few seconds, being in such a quiet place felt like nirvana, **a balm** for my jangled nerves. I strained to hear something and heard...nothing.

⁵ _____, I became aware of the sound of my breathing, so I held my breath. The dull thump of my heartbeat became apparent – nothing I could do about that. As the minutes ticked by, I started to hear the blood rushing in my veins. The feeling of peace was spoiled by **a tinge of disappointment** – this place wasn't quiet at all. You'd have to be dead for absolute silence. Then I stopped obsessing about what bodily functions I could hear and began to enjoy it. I didn't feel afraid any more and came out only because my time was up. Everyone was impressed that I'd beaten the record, but having spent so long searching for quiet, I was comfortable with the feeling of absolute stillness. Afterwards, I felt wonderfully rested and calm.

⁶ _____. I found that making space for moments of quiet in my day is the key to happiness – they give you a chance to think about what you want in life. If you can occasionally become master of your own sound environment – from turning off the TV to moving to the country, as I did – you become a lot more accepting of the noises of everyday life.

By George Michelson Foy in The Guardian

5A One thing at a time

1 SPEAKING

- a When you are working or studying, do you tend to do one task at a time and concentrate on it, or do you multitask, i.e. try to do several things at once? Give examples.
- b Look at some examples of multitasking. Rate them 1–3 (1 = easy to do at the same time, 2 = possible to do at the same time, but can be distracting, 3 = very difficult or even dangerous to do at the same time).
- talking to a friend on the phone while you are cooking
 - checking your email or chatting online while you are working or studying
 - having a conversation with a friend when you are out jogging together
 - checking an alternative route on your satnav when you are driving
 - talking on a hands-free phone while you are driving
 - listening to music while you are studying or working
 - listening to music while you are exercising
 - sending a message while talking to a friend
- c Talk to a partner.
- Compare your scores for **b**, and explain your ratings.
 - Which of the pairs of activities above do you do? To what extent do you think doing one thing affects how well you do the other?
 - Do you think multitasking helps you to use your time better?

2 READING

- a You are going to read two extracts about time management: one from a newspaper article and one from a science website. Read the extracts once. With a partner, look at the four headings and choose the best one for each extract.
- Get started, get finished
 Increased efficiency, increased satisfaction
 You think you can do it, but can you really?
 The sport of saving time
- b Read the extracts again. Mark the sentences **T** (true) or **F** (false). Correct the **F** ones.
- It is often dangerous to chat to a friend while walking in the street.
 - It is more difficult to make a decision when you are doing two things at the same time.
 - It is difficult to maintain a conversation when you are driving if you also have to read a road sign.
 - Researchers have discovered that people trained in mindfulness are unable to multitask.
 - Mindfulness training develops people's ability to concentrate.
 - The quality of your work is not affected by how much you enjoy it.

LEXIS IN CONTEXT



Learning verbs with dependent prepositions

Some verbs are always followed by a particular preposition before an indirect or direct object, e.g. *depend on*, *worry about*, etc. It is important to make a note of these prepositions when you learn new verbs.

- c Look at some common verbs and verb phrases from the texts. Complete the gaps with the preposition that normally follows them.
- | | |
|-------------------------|--------------------------|
| 1 deal _____ sth | 4 focus _____ sth |
| 2 concentrate _____ sth | 5 become aware _____ sth |
| 3 be capable _____ sth | 6 be faced _____ sth |
- d Talk to a partner.
- Have you ever made a mistake or had an accident because you were multitasking? Does the first text explain in any way why it might have happened?
 - What advice do you get from the two texts about how to multitask successfully?



A

MULTITASKING is a natural everyday occurrence. We can cook dinner while watching TV and we can talk 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 cooking or walking, and how it responds when, for example, you think about adding another ingredient or you decide to change the direction you are walking in. In this case, our brains require us to concentrate on the activity at hand.

Problems also arise when we try to carry out two or more tasks that are in some way related. Most people feel they are perfectly capable of driving and having a conversation at the same time. This is fine until they need to process language while driving, for example, read 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 is about something visual, for example your friend describing what his new flat looks like. In this case, as you try to imagine what he is describing, the visual channel of the brain is overloaded and you can no longer concentrate on the road.

SPACE TECHNOLOGY ENVIRONMENT HEALTH SCIENCE IN SOCIETY

B

MINDFULNESS refers to moment-by-moment awareness of thoughts, feelings, bodily sensations, and the surrounding environment. It focuses the brain on the present moment, instead of on the past or the future, and is gaining popularity as a practice in daily life.

A recent experiment conducted by psychologists in the USA looked at the effects of mindfulness training on the multitasking behaviour of workers in high-stress environments. They found that when asked to do multiple tasks in a short period of time, those who had been trained in mindfulness had a better memory for details and were able to maintain more focus on each task. They did not get distracted by worrying about the other tasks that still needed doing. This may well be because mindfulness training helps us to become more aware of where we are focusing our attention, so it makes sense that we are then better equipped to deal with a demanding work environment.

According to another study, mindfulness training can help improve people's attitudes towards work. Let's say you are faced with a large pile of invoices to process. If your mind starts to look for more interesting things to do, it is going to take you longer and you will probably make mistakes. If you can look at this task with a calm, clear, and engaged mind, you will be more efficient and you might even find some enjoyment in the process.

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3 LISTENING

- a You are going to listen to *The Chocolate Meditation*, a well-known exercise used to introduce people to the idea of mindfulness. Before you listen, with a partner, say what you think these verbs mean.

unwrap inhale pop (sth) into melt chew swallow

- b **3 2**) Close your eyes and listen. Imagine doing all the stages.
- c Listen again. What does the speaker say about ...?
- 1 the type of chocolate to choose
 - 2 what to do before you unwrap it
 - 3 what to notice as you unwrap it
 - 4 what to do before you eat it
 - 5 what to notice and do as you eat it
 - 6 when to swallow it
- d What is the main message of the meditation? Do you agree that mindfulness could 'change your whole day'? Can you think of any other everyday activities you could try this approach with?



4 GRAMMAR distancing

- a Read some sentences about the origins of mindfulness. Then focus on the **highlighted** phrases. What do they have in common? What effect would it have on the meaning if they were left out?
- 1 Jon Kabat-Zinn, Professor of Medicine at the University of Massachusetts, is **considered to be** the 'father' of mindfulness.
 - 2 He **claims to** help patients cope with stress, pain, and illness.
 - 3 **It appears that** mindfulness is beneficial in lowering blood pressure and decreasing anxiety.
- b **p.148 Grammar Bank 5A**. Learn more about distancing, and practise it.

5 WRITING

You are a journalist. Your editor has asked you to write three breaking news stories for the website. However, you have to be careful what you say, as the facts haven't been confirmed yet. Write two or three sentences for each headline, using the prompts and appropriate distancing expressions.

Politician's wife seeks divorce

Which politician? After how many years of marriage? What do people say is the reason?

Footballer linked to cheating scandal

Which footballer? What did he do? What are his club planning to do about it?

Sugar: the new health benefits

What are the benefits? How much sugar do you need to eat? When / In what form should you eat it?

6 SPEAKING & LISTENING

- a Read an article about a survey by the watch manufacturer Timex. With a partner, complete the information with a time from the list.



Things we hate waiting for – and how long before we freak out!

According to a US survey, there's a limit to how long people will wait for something before getting annoyed and trying to do something about it. The average wait in different situations before people lose patience is:

Survey Results

	Length of time
for a blind date to arrive	
for a bus / train	
for a car in front of you to start moving when the light turns green	
for a table in a restaurant	
for people to stop talking during a film at the cinema	
for the doctor	
for your partner to get ready to go out	
in a queue at a coffee shop	

5 seconds 2 minutes 7 minutes 15 minutes
20 minutes 21 minutes 26 minutes 32 minutes

- b ► **Communication** *The Timex survey p.106.* Check your answers to a. Then with your partner, say:

- how long you would wait.
- what you would do or say when you had got frustrated with waiting.



- c 33)) Now listen to six people talking about waiting for things. What situations do they complain about?
- d Listen again. Who...?
- wishes other people would just be as quick and efficient as they are
 - says that the person they're waiting for always comes at the last possible minute
 - uses a strategy to try to avoid having to wait
 - doesn't mind waiting if other people follow the rules
 - says how long they're prepared to wait before getting very annoyed
 - gets frustrated by sitting watching something happen very slowly
- e Do you identify with any of the speakers? In what other circumstances do you hate having to wait?

7 VOCABULARY expressions with time

- a Can you remember the missing words in these sentences from the listening?

- ...but more often they'll say 'Could be _____ time 7 a.m. to 7 p.m.'
- ...you actually sort of see one line loading _____ a time.
- ...I always turn up _____ time, in fact usually at least five minutes early.



- b 34)) Listen to the extracts and check.

- c ► **p.165 Vocabulary Bank Expressions with time.**

- d Complete these sentences so that they're true for you, or reflect what you think. Then compare with a partner.

- By the time I'm _____, I'll be _____.
- Everyone should _____ from time to time.
- It's only a matter of time before _____.
- _____ is taking up a lot of my time at the moment.
- I think _____ is a waste of time.
- It's going to take me a long time to _____.
- It's about time I _____.
- I find _____ very time-consuming.
- If I had more time off, I'd _____.



8 PRONUNCIATION

linking in short phrases

a **38**) Listen to sentences 1–10. Why are the words linked? Read the information box and check.

- 1 We need to make up for lost time.
- 2 He gave me a really hard time.
- 3 We're going to run out of time.
- 4 Could I have some time off next week?
- 5 At times I feel like giving up completely.
- 6 Time's up. Please stop writing.
- 7 Let's not waste time on that.
- 8 It's only a matter of time before they break up.
- 9 Did you have a good time last night?
- 10 It's about time you learnt to cook!

Understanding linking

When people speak quickly, many phrases are linked together so they sound like one word. This is often because:

- 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 a word ending with a consonant sound is followed by a word beginning with the same consonant sound, e.g. *I need some more time.* This also applies to two very similar sounds, e.g. /d/ and /t/, e.g. *Have a good time!*, and /z/ and /s/, e.g. *Please sit down.*
- 3 a word ending with a silent r or re, e.g. *quarter, spare* is followed by a word beginning with a vowel sound. In this case the words are linked and a /r/ sound is added, e.g. *a quarter of an hour.*

b **39**) Listen to some three-word phrases which are often heard as one word. First you will hear the phrase on its own, and then you'll hear it in context. What are the phrases?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

c Practise saying the sentences and phrases in **a** and **b**, trying to link the words.

9 SPEAKING

With a partner, answer the questions in *Time and you*. Give examples to illustrate your answers using language from the box.

Giving examples

- | | | |
|---------------------|-----------------|----------------------------|
| 1 For example, ... | 3 ...such as... | 5 ...like... |
| 2 For instance, ... | 4 ...like... | 6 An example of this is... |



Time and you

When you do an exam or test, do you tend to **have time left** at the end or do you usually **run out of time**?

When you were younger, did your parents **give you a hard time** if you came home late? Is there anything else that they used to give you a hard time about?

On a typical weekday morning, are you usually **short of time**? Is there anything you could do to **give yourself more time**?

Do you have any apps that you think really **save you time**? How often do you use them?

What do you usually do to **kill time** while you're waiting at an airport or a station? In what other situations do you sometimes have to kill time?

When you go shopping, do you like to buy things as quickly as possible or do you prefer to **take your time**?

Is there anything or anybody who is **taking up a lot of your time** at the moment? How do you feel about it?

Are you usually **on time** when you meet friends? Does it bother you when other people aren't on time?

Do you usually get to the airport or station **with time to spare** or at the last minute? What do you think this says about your personality?

What do you most enjoy doing when you have some **me time**?

5B A material world

1 READING & SPEAKING

- a How important do you think the following are for people who are looking for a long-term partner? Number them in order of importance for both men and women. Are there any other important criteria?

	men look for...	women look for...
a good education	<input type="checkbox"/>	<input type="checkbox"/>
a healthy bank balance	<input type="checkbox"/>	<input type="checkbox"/>
good looks	<input type="checkbox"/>	<input type="checkbox"/>
an attractive personality	<input type="checkbox"/>	<input type="checkbox"/>

- b Read the first part of the article. What points in **a** does it back up? Did you find the studies mentioned surprising?
- c Now read the two opposing viewpoints in the article. Answer with **JL** (Jemima Lewis) or **JM** (JoJo Moyes).

Who...?

- thinks that women are influenced by previous generations' lifestyles
 - admits that she understands the other viewpoint when she is under a lot of pressure
 - admits to occasional feelings of jealousy
 - says that rich husbands are hard to find
 - thinks that working mothers with children have particularly difficult challenges to deal with
 - thinks that if you marry for money you have to accept the consequences
- d Now read the whole article again. With a partner, say what the writer means by:
- By logical extension, it would appear men are keen to 'marry down'... (lines 9–10)
 - We call them 'trophy wives', as if to distinguish them from the real thing... (lines 28–29)
 - ...calibrate your work-life balance to suit yourself, rather than your mortgage provider. (lines 41–42)
 - But marry rich and you may marry a man who views you as a commodity. (lines 51–52)
 - ...the shattered dreams of traded-in middle-aged wives... (lines 56–57)
 - Earning my own money means I don't have to justify my shoe habit... (lines 61–62)
 - I wouldn't be delighted if my daughter ended up with a dropout. (line 65)

Do women really want to marry for money?



- 1 **A** ccording to a report from the London School of Economics, women are now more determined than
5 ever to find a partner who will improve their financial prospects. 'Women's aspirations to "marry up", if they can,
to a man who is better-educated and higher earning persists in most European countries,' says the report's author,
Catherine Hakim. 'Women continue to use marriage as an alternative or supplement to their employment careers,'
she concludes. By logical extension, it would appear men
10 are keen to 'marry down', although nobody seems to query, much less gather statistics on, their matrimonial motives.
Arguably, there's nothing surprising in these findings, especially when you consider women with young children.
A recent study by the National Centre for Social Research
15 revealed that a third of all mothers would prefer to give up their jobs if they could afford to and three-fifths said they would want to work fewer hours.

We asked journalist **Jemima Lewis** and novelist **JoJo Moyes** what they thought.

Yes, says Jemima Lewis



Women want rich husbands. Perhaps we don't often say it – perhaps we don't even like to admit it to ourselves – but women are practical creatures. A rich husband gives you options.

One of the perks of being female is that you grow up knowing there's a slim chance that you might be able to marry a millionaire and retire before you hit middle age. If he is rich enough, your husband might pay for teams of nannies to look after your children while you busy yourself with Pilates. Working mothers like me tend to regard such wives with a disapproving eye. We call them 'trophy wives', as if to distinguish them from the real thing, but that is partly just to distract ourselves from the envy inside.

Whether you fill your days with Pilates or child-rearing, not having to work is...well, less like hard work. Unfortunately, rich husbands, like handsome princes, are not easy to come by. Most of us, not moving in millionaire circles, are likely to fall in love with and marry a more normal bloke. In the meantime, you might have built up a career that you are proud of, and reluctant to give up. If you then have a baby, you are doomed to an inner life of conflict and guilt as you try to find a way to bring up your child without going bankrupt or insane.

Like a winning lottery ticket, a rich husband would solve your problems at a stroke, allowing you to calibrate your work-life balance to suit yourself, rather than your mortgage provider.

No, says JoJo Moyes



Today's young women, having observed their mothers **juggling** a full-time job and all the domestic responsibility, having the odd nervous breakdown and still having to look glamorous, have now decided they'd prefer to be kept by a wealthy husband. Who can blame them? There are times – usually when sick children and deadlines **collide** – that I think the same thing.

But marry rich and you may marry a man who views you as a commodity. You may spend much of your time alone; a **high-flying** career often means an absent husband and father. You can marry for money, but it's not a marriage. It's a deal. And I suspect only the toughest of women can see that with the clarity it requires. The divorce courts are **littered with** high earners, as well as the shattered dreams of traded-in middle-aged wives who have been replaced by a younger, more glamorous model. My children have long played a game called 'Who's got the **sourest** face?' in Waitrose. It's always the wives in the really expensive cars.

My husband and I have taken turns as the highest earner. Earning my own money means I don't have to justify my shoe habit, and he doesn't **shoulder** the mortgage alone. And having a career brings me more contentment than having a designer handbag.

So, I wouldn't be delighted if my daughter ended up with a dropout. But I'd feel worse if she thought the most important thing about a man was his bank balance.

By Judith Woods in The Telegraph

LEXIS IN CONTEXT

Understanding metaphors

These are words or phrases not used literally, but used to describe somebody or something in a more dramatic way to make a description more powerful, e.g. *doomed to an inner life of conflict and guilt* (line 37) where *doomed* doesn't literally mean *certain to fail, die, or be destroyed*.

- e Look at the **highlighted** metaphors in the 'No' text. What is their literal meaning? What do they mean here?
- f Who do you agree with more, Jemima Lewis or JoJo Moyes? Do you think it's acceptable for men and women to consider finance as well as romance when they choose a partner?

2 GRAMMAR unreal uses of past tenses

- a Look at the **highlighted** verbs in these sentences and answer the questions with a partner.
- Which ones refer to things that really happened in the past?
 - What do the others have in common? Which ones refer to the present or future? Which ones refer to the past?
- 1 When we **got married**, my husband and I **were** penniless students.
 - 2 If he **got promoted**, we'd be able to afford a new car.
 - 3 I wish we **were** better off.
 - 4 It's time we **thought** about buying a bigger house.
 - 5 I **wasn't** at all surprised when I **heard** that they **had divorced**.
 - 6 I'd rather my husband **stayed** at home with the children.
 - 7 I wish I'd **accepted** when he **asked** me to marry him!
 - 8 If I'd **married** him, I would have a much better standard of living.
- b ► **p.149 Grammar Bank 5B**. Learn more about unreal uses of past tenses, and practise them.

- c Ask and answer the questions in small groups.

Do you ever wish...?

- you could meet a wealthy partner
- 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 chosen to study different subjects at school or university
- you had more free time for your hobbies
- you lived in another town or city

3 3 MP3))) SONG Material Girl 🎵

Glossary

Pilates a physical fitness system which focuses on posture

Waitrose an upmarket UK supermarket chain

4 VOCABULARY money

a Look at some idioms related to money. With a partner, say what you think they mean.

- 1 Money doesn't grow on trees.
- 2 He's really tight-fisted.
- 3 It must have cost an arm and a leg.
- 4 They can't make ends meet at the moment.
- 5 We're in the red. (opp *in the black*)
- 6 It's daylight robbery!
- 7 We're going to have to tighten our belts.
- 8 Those two are definitely living beyond their means!

b ➤ p.166 Vocabulary Bank Money.

c 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* / *a mortgage* from the bank to buy a car.
- 3 We're going to have to be a little careful this month if we don't want to end up *in the red* / *in the black*.
- 4 He took part of his pension as *a lump sum* / *a deposit* when he retired.
- 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 A Is breakfast included in the price of the room?
B No, sir. It's 12 *quid* / *pounds* extra.

d Choose two or three of the options and tell a partner about them.

Do you know anybody who...?

is a bit tight-fisted
lives beyond their means
was given a grant to study abroad
buys and sells shares on the stock market
charges very high fees
for what they do

has difficulty making ends meet
often gives donations to charity


5 LISTENING

a Read the biographical information about Sarita Gupta and Muhammad Yunus. What is the link between them?

ArticleTalkReadEditView history


Sarita Gupta

From Wikipedia, the free encyclopedia



Sarita Gupta is an executive with more than 25 years' experience of promoting awareness and raising funds for international non-profit organizations. She's worked for different initiatives that fight poverty around the world. From 2007 to 2010, she was the Vice-President of Development and Communications at Women's World Banking. The mission of Women's World Banking is to strengthen and expand its global network of microfinance institutions and banks, to help low-income women to have access to financial services and information.

Muhammad Yunus



Muhammad Yunus is a social entrepreneur, banker, economist, and civil society leader who was awarded the Nobel Peace Prize for founding the Grameen Bank and pioneering the concepts of microcredit and microfinance. These loans are given to entrepreneurs who are too poor to qualify for traditional bank loans. In 2008, Yunus was rated #2 in *Foreign Policy* magazine's list of the 'Top 100 Global Thinkers'.

b (3 15)) Now listen to Sarita Gupta talking about microfinance. Complete the information with two-word phrases.

- 1 The idea of microfinance started in the _____ .
- 2 The Western world had been _____ to developing countries for many years.
- 3 Yunus realized that poor people need access _____ .
- 4 Poor people can't _____ relatives because their relatives are poor as well.
- 5 Yunus's first innovation was to make a group of people responsible for _____ a loan.
- 6 Poor people can't repay a loan all at once with a _____ .
- 7 However, they can make small _____ and repay a loan little by little.
- 8 Yunus's system doesn't encourage poor people to borrow a _____ .
- 9 If they pay back a small amount successfully, they can apply for a _____ .

Glossary

aid /eɪd/ money, food, etc. that is sent to help countries in difficult situations
collateral /kə'lætərəl/ *noun* property or sth valuable that you promise to give to sb if you cannot pay back money that you borrow
peer /pɪə/ *noun* a person who has the same social status as you

- c 3 16))) 3 17))) 3 18))) You're going to listen to Sarita Gupta talk about three success stories. Make notes for each case study in the chart.



	1	2	3
	The Dominican Republic	Jordan	India
The situation she was in			
The business she set up			

- d Do you think there are people in your country who would benefit from microfinance?

Glossary

the DR the Dominican Republic
cantina /kæn'ti:nə/ *noun* Spanish for a cafeteria or kitchen
recourse /rɪ'kɔ:s/ *noun* being able to use sth that can provide help in a difficult situation
embroider /ɪm'brɔɪdə/ *verb* to decorate cloth with a pattern of stitches usually using coloured thread
sari /'sɑ:ri/ *noun* a long piece of cloth that is worn as the main piece of clothing by women in south Asia
amass /ə'mæs/ *verb* to collect sth, especially in large quantities
middleman /'mɪdlmæn/ *noun* a person or company that buys goods from the company that makes them and sells them to sb else

6 PRONUNCIATION US and UK accents

Distinguishing between US and UK accents
 Although people speaking US English will almost always be understood in the UK, and vice versa, there are several differences in pronunciation between Standard English and General American, apart from all the regional accents. Understanding these differences will help you to follow American English more easily.

- a 3 19))) Sarita Gupta was born in India. She speaks English with a US accent, since she studied at Columbia University in the USA and lives and works in New York. Listen to an extract from her interview. Focus on how she says the **highlighted** words.
- '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 to borrow because generally the relatives are as poor as they themselves are.'
- b 3 20))) Now listen to the same passage read by a British speaker. How does the pronunciation of the **highlighted** words change?

- c 3 21))) Listen to some more examples of words spoken by UK and US speakers. Can you hear the difference?

	UK	US
1 twenty	a	b
2 internet	a	b
3 party	a	b
4 clever	a	b
5 turn	a	b
6 honest	a	b
7 coffee	a	b
8 awesome	a	b
9 new	a	b
10 route	a	b
11 vase	a	b
12 leisure	a	b
13 enquiry	a	b
14 moustache	a	b
15 address	a	b

- d 3 22))) Now listen and **circle** a if you hear UK pronunciation and b if you hear US pronunciation.
- e When you listen to English, e.g. in songs or on TV, which accent do you hear more often? Which do you find easier to understand?


4&5 Colloquial English Talking about...

1 THE INTERVIEW Part 1

- a Read the biographical information about Jordan Friedman. Would you be interested in participating in one of his stress reduction programmes?

Jordan Friedman, also known as 'The Stress Coach', lives in New York City and is a specialist in the field of stress and stress reduction. He has been developing stress management programmes and resources for individuals, companies, and universities worldwide for over 20 years, and his client list includes Harvard University, the Massachusetts Institute of Technology, and the New York City Department of Education. He is the author of *The Stress Manager's Manual*, and his work has been featured by *The New York Times*, *The Wall Street Journal*, and *The Today Show*. Jordan is an expert on student stress, and has developed a programme called Stressbusters, which helps nearly 250,000 university students and staff.




- b  Watch or listen to **Part 1** of the interview. Why does he think it's important to reduce stress?
- c Now listen again. Complete sentences 1–5.
- 1 The biggest causes of stress are...
 - 2 Compared with 20 years ago, life today is more stressful because...
 - 3 Nowadays we don't have time to...
 - 4 If our immune systems are weakened by stress...
 - 5 If we don't sleep well...

Glossary

stressor (*technical*) something that causes stress
the immune system the system in your body that fights infection and disease
punching bag *AmE* a heavy leather bag on a rope, used by boxers when they train (*BrE* **punchbag**)
stroke a sudden serious illness when a blood vessel in the brain bursts or is blocked, which can cause death or the loss of the ability to move or to speak clearly

Part 2




- a  Now watch or listen to **Part 2**. Mark the sentences **T** (true) or **F** (false).
- 1 Different people should choose different ways of dealing with stress.
 - 2 The stress management techniques Jordan Friedman mentions all take a minute or less.
 - 3 The most important thing about stress management techniques is to make them a habit.
 - 4 Friedman worked with a student who felt very stressed when he had to drive.
 - 5 The student's classmates suggested that he should travel at a different time of day.
 - 6 The solution to the student's problem was difficult for him to see for himself.
- b Listen again. Say why the **F** sentences are false.

Glossary

salad bar a counter in a restaurant where customers can serve themselves from a variety of salad ingredients
walk around the block go for a quick walk near where you live or work in a town or city
subway car a carriage on an underground train

Part 3

- a  Now watch or listen to **Part 3**. Do students in your country suffer from similar stress?



stress and relaxation

b Listen again and answer the questions.

- 1 At what age do people tend to be most stressed?
- 2 What main reasons does Jordan Friedman give for student stress?
- 3 How does stress affect memory? How might this affect students?
- 4 What two things does the Stressbusters programme give students?
- 5 What feedback have students given about Stressbusters?

Glossary

back rub a short back massage

campus the buildings of a university and the land around them

wellness resources facilities for helping people to stay healthy

2 LOOKING AT LANGUAGE

Compound nouns

Jordan Friedman frequently uses compound nouns, e.g. *stress response*, *stress management*, etc. Remember that when you hear new compound nouns, the first noun usually describes the second one – this will help you to work out the meaning.

a Try to complete the compound nouns in these extracts from the interview.

- 1 ‘...when you have emails coming in and **t** _____ messages left and right...’
- 2 ‘Stress is really important, and, in fact, it can be a **l** _____ saver...’
- 3 ‘Er, stress contributes to high **bl** _____ pressure, which contributes to **h** _____ problems and stroke.’
- 4 ‘So these are all reasons to really pay attention to our **st** _____ levels and to take action to reduce the stress.’
- 5 ‘The great thing about **stress m** _____ is that it’s like a salad bar.’
- 6 ‘We can do one-minute **br** _____ exercises, we can, er, exercise, we can take a ten-minute walk around the block...’
- 7 ‘Stress is a very democratic occurrence, so older people are stressed, **c** _____ students are stressed, babies get stressed...’
- 8 ‘...there’s a greater need to get help for, er, them while in school, but if you’re not with your usual **s** _____ network it’s even more challenging sometimes to do so.’

b 3 26)) Watch or listen again and check.

3 IN THE STREET

VIDEO

a 3 27)) Watch or listen to five people talking about stress. Who do you think is the most / least stressed? Why?



Simon,
English

Stephanie,
English

Jim,
American

Myfannwy,
English

Sean,
English

b Watch or listen again. Match the people (Si, St, J, M, or Se) to something they do to de-stress.

- focuses on a certain part of their body
- blocks out a particular sound
- has a favourite meal
- goes on holiday
- tries not to think about anything

c 3 28)) Watch or listen again and complete the Colloquial English phrases. What do you think they mean?

- 1 ‘...to just _____ the sound of the babies.’
- 2 ‘...for the past three years I’ve been kind of _____ - _____, really.’
- 3 ‘I experience very little stress, except those rare periods when I’m _____ a deadline.’
- 4 ‘Um, but I am giving a lecture on Tuesday, and so that’s _____ a bit.’
- 5 ‘...and every half an hour _____, just if I concentrate on relaxing...’

4 SPEAKING

Answer the questions with a partner or in small groups.

- Are you currently more stressed at work or school, or at home? Why?
- How stressful do you find the following? Why?
_____ buying clothes driving exams travelling _____
- If you feel stressed when you get home in the evening, what’s the first thing you do to unwind?
- Do you ever have back rubs or massages when you feel stressed? Do they help you?
- Where would you go for the weekend if you wanted to get away from it all? Why?
- A recent survey found that Nigeria was the most stressful country in the world to live in, and Norway the least. Where do you think your country would come? Why?



6A Change your life!

1 READING & SPEAKING

a Read problems 1–5.

- 1 your Wi-fi isn't working
- 2 you're having problems with your partner
- 3 you have some symptoms you're worried about
- 4 you want to know the best way to invest a sum of money you've inherited
- 5 your two-year-old child wakes up a lot at night

Where would you go to get advice for each problem? Would you...?

- ask a friend, colleague, or family member
- look on the internet
- read a self-help book, newspaper, or magazine
- phone a helpline or an expert

If my Wi-fi wasn't working, I'd probably...

- b** Work in pairs, **A** and **B**. You are going to read two different texts giving advice. Read your text carefully and try to work out the meaning of any new words and expressions.
- c** Use your own words to explain to each other the tips and the reasons for them.

LEXIS IN CONTEXT

- d** Now read both texts. Underline idiomatic expressions or phrasal verbs which mean:

Text A

- 1 behave like a child
- 2 do the part that is your responsibility
- 3 save (money)
- 4 (in a way that is) impossible to believe

Text B

- 5 make you feel very stressed
- 6 without having eaten anything
- 7 panic
- 8 gave sth to sb in authority

- e** To what extent do you agree with the tips? Was there any advice that you think you might put into practice?

You're certainly old enough to keep your room tidy.

How much longer can I bear this?

A

How to survive... living with your parents

If you are among the quarter of young adults still living at home with Mum and Dad, read on!

Around a quarter of young adults in the UK are living with Mum and Dad, the highest number since records began in 1996. They are the victims of rising house prices, a difficult job market for young people, and, worst of all, they now suffer the mental anguish of living with someone who used to brush their teeth for them. If you are one of them, these tips might help you to survive.

Do your share of the cooking, cleaning, and washing-up.

Don't let yourself go into 'child mode' just because it's the house you grew up in. Housework is just as tedious for your parents as for the rest of us. Do your share, or you lose the right to call yourself an adult.

Save, save, save.

The major advantage of living at home is the price. Unless your parents are charging you full market-rate rent (in which case, surely move?) you should be able to squirrel away some money. If you're working, living at home, and not saving any money, you aren't planning for the future at all. It won't end well.

Have an exit plan.

Know how, if not exactly when, you plan to leave. In the darker moments of parent-child co-habitation, when you see in your parents' behaviour a worrying image of the kind of person you might end up being, the knowledge that you have an escape plan will be the only thing that keeps you sane.

Go out. A lot.

Of course you and your parents love each other very much, but that doesn't mean you like each other. Frankly, if you've lived together all your life and you don't sometimes hate them, you haven't been paying attention. So go out.

Get to know these strange new housemates.

This is as good a time as any to find out about your parents' past history. Learning to see them as individuals, and not just as people who are there solely to look after you both physically and emotionally, will make you a better person. It will also make it easier to forgive them when they irritate you beyond belief.



B

How to survive... exam stress

1 Organize

Make sure you have all the things you need for the exam the night before: stationery, your identity card, etc. Last-minute searching for things can really stress you out before an exam.

2 Diet

Never go to an exam on an empty stomach, as you can end up concentrating more on your hunger than your exam paper. Before you go to the exam, eat foods that are energy producing, like fruit and protein, and at the same time not too heavy so that they won't make you sleepy. If possible, take a water bottle to the exam hall to rehydrate.

3 Relax

One hour before the exam, relax! Don't feed yet more information to your already over-filled brain. Whatever you have learnt, be confident of it and try to picture a calm stream, or take some deep breaths. You have done your preparation and now you should prepare yourself to give your best.

4 Plan

Once you get the question paper in your hand, read all the questions and make a quick rough plan of how you are going to invest your time in order to do your best. Mark the questions which you know you can answer easily and do them first. This will make you feel more confident. Never lose your cool if a question comes up which you didn't prepare for. It is too late now and your focus should be on the present moment.

5 Cross-check

It is very, very important to check your answers again at the end. Try to allow yourself a final 15 minutes to read through your paper and make any necessary corrections.

6 Forget

Often after an exam is over, people worry about the results or waste time discussing what their friends have written. Realize that the time to do something about the results was over when you handed in the answer sheet, and knowing how your friend did isn't going to help you. Concentrate on how you will face your next exam, if you have one, or just relax and be happy that it's over!

From www.wikihow.com

2 WRITING

- a With a partner, choose one of the topics below that you have some experience of. Think of some advice that you could post on wikiHow. Write headings for at least four tips and plan what information to give under the headings, e.g. reasons for the advice, examples, etc.



- b Tell your tips to another pair. See what they think of your tips, and if they have anything to add.
- c Using all the ideas, write a short paragraph for each heading.

3 GRAMMAR verb + object + infinitive or gerund

- a Right (✓) or wrong (✗)? With a partner, correct any mistakes in the **bold** phrases.
- When I lived with my parents, **I was always made load** the dishwasher.
 - If your parents are fussy about mealtimes, try **not to keep them waiting**.
 - I don't mind you not tidy** your room, but at least make your bed!
 - I hate my parents talk to me** as if I was five years old.
 - Our teacher always **recommends that we go** to bed early the night before an exam.
 - I want that you stop** writing now.
 - I suggest you revising** for two hours a day, no more.
 - Could you let me have** five more minutes just to finish this question?
- b ► **p.150 Grammar Bank 6A**. Learn more about verb + object + infinitive or gerund, and practise it.
- c Answer the questions with a partner.
- Is there anything you would prefer people not to do when they are invited to your house? What kinds of things do you expect them to do?
 - When you were a child, were you ever made to eat something you really disliked? Why do you think your parents tried to make you eat it?
 - Do you ever need to spend time at home waiting for something to be delivered? What happens if you are out when someone tries to deliver something?
 - Can you imagine yourself living in another country? How far and how different from your country would you prefer it to be?
 - What kind of things do you dislike people helping you to do? Why would you rather do them yourself?

4 LISTENING

- a Have you ever heard of TED talks? What does TED stand for? Read an extract from their home page and find out.

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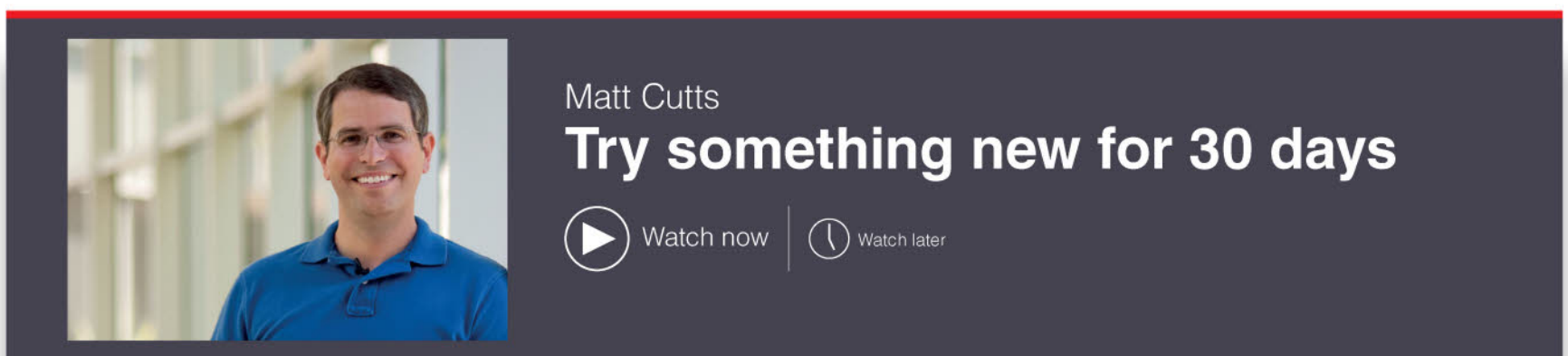
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TED is a non-profit organization devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). TED began in 1984 as a conference where Technology, Entertainment and Design converged, and today covers almost all topics – from science to business to global issues – in more than 100 languages.

- b **3 29**) Now listen to a TED talk by Matt Cutts called *Try something new for 30 days*. Number his slides in order 1–9.

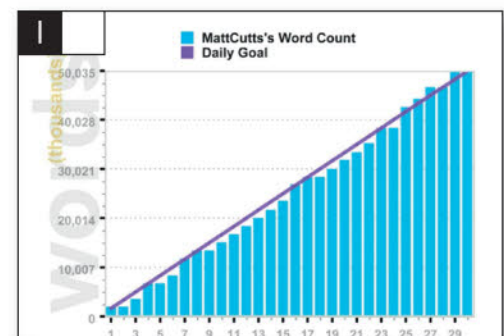
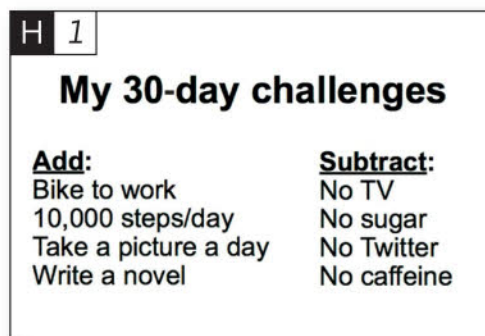
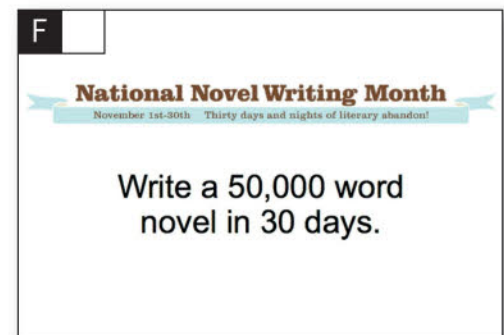
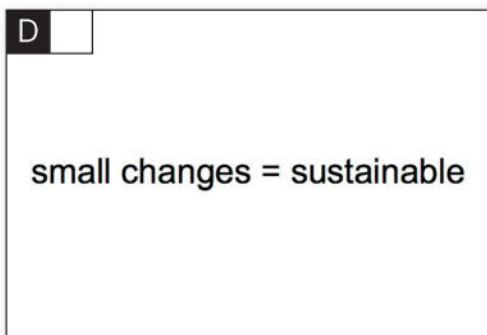
- c Listen again and answer the questions.
- 1 What example does Matt give of a habit to subtract?
 - 2 How did his perception of time change?
 - 3 What is the first challenge he mentions that he did?
 - 4 What two examples does he give of increasing self-confidence?
 - 5 What's the secret to writing a novel in a month?
 - 6 Why is he glad he wrote a novel even though it was awful?
 - 7 Why does he think small changes are better than big changes?



Matt Cutts

Try something new for 30 days

Watch now Watch later



Glossary
Morgan Spurlock an American documentary film maker
John Hodgman an American novelist

5 SPEAKING

- a Think of a 30-day challenge that you would like to do. Make notes under the following headings:
- What the challenge is
 - Why I have chosen it
 - What my previous experience is
 - How I intend to go about it
 - How I think it might change me
- b Read the tips for giving a presentation. Then in small groups, give a short presentation about your challenge. Listen to other people's presentations and ask questions and give advice if you can.

Presentation tips

- 1 Organize your presentation logically so you can remember what you're going to say.
- 2 Speak slowly and pause between important points.
- 3 Make eye contact with the people you're talking to.
- 4 Don't read your notes – use your own words.
- 5 If the audience ask you questions, answer them honestly and clearly.

6 VOCABULARY & PRONUNCIATION

compound adjectives; main and secondary stress

Compound adjectives

*TED is a **non-profit** organization.
You might be **sleep-deprived**, but you'll finish your novel.*
A compound adjective is an adjective made up of two parts. It is usually written with a hyphen.

- a Combine words from each list to make ten compound adjectives and use them to complete questions 1–10.

air	distance
high	hand
home	risk
last	minute
long	out
narrow	made
second	conditioned
self	behaved
well	minded
worn	conscious

- 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 maintain a _____ - _____ relationship?
- 3 Do you usually do a lot of _____ - _____ revision the night before a test?

- 4 Do you normally feel _____ - _____ when you are having your photo taken? What do you do to try to be more natural?
- 5 Do you have any old clothes that you still like wearing even though they're 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 Do you do any _____ - _____ sports? What attracts you to them?
- 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 **330**) Listen and check.



Fine-tuning your pronunciation: main stress and secondary stress

Some words, especially compounds or words with suffixes and prefixes, have both main stress and secondary stress. Secondary stress is shown by , in a dictionary, e.g. /,self-'kɒnfɪdənt/.

- c Listen again. Which word usually has the main stress in compound adjectives? Then ask and answer questions 1–10 with a partner and give examples.
- d Use these compound adjectives to complete some high-frequency collocations.

dead-end eco-friendly feel-good ground-breaking
hands-free high-heeled high-pitched labour-saving
life-changing low-cost

- 1 a _____ phone
- 2 a _____ job
- 3 a _____ movie
- 4 _____ research
- 5 a _____ voice
- 6 a _____ device
- 7 _____ shoes
- 8 a _____ airline
- 9 _____ detergent
- 10 a _____ experience

- e **331**) Listen and check. Now use three compound adjectives from a or d to write questions to ask your partner.



6B Can't give it up

1 VOCABULARY

phones and technology

- a Talk to a partner.
- What kind of phone do you have? How often do you upgrade? Would you like to upgrade at the moment?
 - What apps do you have that you use a lot?
 - What do you use your phone for apart from making calls?
 - Do you use the internet most on your phone, a tablet, or a computer?
- b ➤ **p.167 Vocabulary Bank** *Phones and technology.*

2 PRONUNCIATION /æ/ and /ʌ/



Fine-tuning your pronunciation: /æ/ and /ʌ/

The sounds /æ/ and /ʌ/ are quite similar and it can be difficult to hear and produce the difference. The /æ/ sound is always spelt with the letter *a*, and the /ʌ/ sound is usually spelt with the letter *u*, though it can also be *o*, e.g. *come*, or *ou*, e.g. *touch*.

- a (334)) Listen to the difference between the two vowel sounds.

- | | |
|-------------|-----------|
| 1 a rang | b rung |
| 2 a app | b up |
| 3 a hang up | b hung up |
| 4 a cat | b cut |
| 5 a ran out | b run out |
| 6 a match | b much |
| 7 a track | b truck |

- b (335)) Listen. Which word or phrase did you hear?

- c Practise saying the sentences.

- 1 What's **app** is **currently** **one** of the most popular messaging services in the **country**.
- 2 **Jack** was **cut** off so he **hung up**.
- 3 I **ran** out of credit so I **had** to **top up** my phone.

3 READING & SPEAKING

- a If you'd made plans to meet friends one evening and discovered that you'd left your phone at home, how might it affect your evening?

Without a mobile phone,

- 1 I arranged to meet a friend after work the other day. I live in north London, and Bill works in Battersea and has just had a child, so I do the decent thing. We arrange to meet at 6.30 p.m. in an upmarket pub near his work for food and drink.
- 5 I go to the gym in the afternoons, sometimes. The gym's round the corner from my house, so I change before and after at home. Anyhow, on this occasion, after donning my PE kit, I promptly lock myself out of the house. No wallet, no keys (obviously), and no phone. I consider going to my girlfriend's work, but I'm not too sure where it is. ¹____, or at least not in this instance: she has only just started a
- 10 new job, so I am not yet certain of her office address. Also, I don't want to embarrass her by meeting her new colleagues in my disgusting gym outfit. ²____, there's little for me to do other than to make my way to Battersea.
- Without an Oyster card or money, I walk. It takes about an hour and three-quarters, and I enjoy it very much, this time spent away from communication. ³____,
- 15 not stopping to check messages at traffic lights. I have freedom to think, to dream. I remember with delight that I bought Bill dinner last time we met, and with my long, brisk walk as justification – much more honest and hearty than the gym – ⁴____, with three pints of bitter or perhaps even four, and borrowed money for transport home.
- 20 I get there early. The pub is really fancy, more of a restaurant in fact, albeit one selling posh pies. I wait outside, people-watching. Glamorous girls walk past, eyes lowered. One clutches her handbag tighter. After a bit, I pretend that I am jogging, and do some stretching exercises across the street. A policeman stops and looks closely at me. My friend, of course, does not show up. ⁵____, because
- 25 without Bill, I know that I am walking the whole way back.

- b Read the article. Tick (✓) the things that the journalist did that day.

- He agreed to meet near where his friend lived.
- He changed into his gym clothes.
- He went to the gym.
- He tried getting his girlfriend to help.
- He went to Battersea on foot.
- He thought about what he was going to eat at the pub.
- He jogged the last mile to the pub.
- He felt self-conscious while he was waiting outside for his friend.
- He waited for some time, but then gave up.
- Someone lent him the money to get home.
- He regretted having missed the pub food.



you basically don't exist

After two hours, the situation eventually becomes untenable and I head home, my spirit broken. I am ravenously hungry. I arrive home just about six hours after I left. Luckily, my girlfriend has returned from her job at... that place.

30 Whatever. I have two dozen missed calls from Bill, some emails and voicemails, ⁶ _____. In between wolfing the contents of the fridge, I phone him. He had emailed me in the afternoon, it transpired, to say: 'I'll be at my work, text me when you get down this way and I'll come down.' Not
35 receiving any such communication, he assumed I was late or in transit. Eventually he went down to the pub to check, ⁷ _____. It was for him beyond the realms of plausibility that I hadn't received any of the emails, texts, or calls.

Now that we're all connected constantly, addicted to
40 updating our status and tweeting what we're up to, we can hardly conceive of someone not being contactable for even a few hours. Something as simple as 'I will see you in the pub at half six' has become not a firm arrangement, but a basis for negotiation. If you're not on your phone, you
45 can't be contacted. To other people, you might as well not exist. And the worst of it? Those pies looked really nice.

Glossary

Battersea an area in south London

Oyster card a travel card used on public transport in London

pie /paɪ/ a typical British dish consisting of meat and vegetables enclosed in pastry

a pint of bitter approximately 0.5l of British beer

By Alan Tyers in The Telegraph

c Read the article again and complete the gaps with phrases A–H. There is one phrase you don't need.

- A With a break from Twitter, from email, from calls
- B but by then I had gone
- C increasingly frustrated and pointed in tone.
- D my thoughts turn to some sort of substantial pie
- E Needless to say, I wait a long, long time
- F but I understand with phones these days it's all about 3G and 4G
- G This is not because I am a distant or disinterested partner
- H With no access to my phone, or Bill's phone number

LEXIS IN CONTEXT

d With a partner, say what you think the writer means by the following phrases:

- 1 do the decent thing (line 2)
- 2 donning my PE kit (line 7)
- 3 with my long, brisk walk as justification (line 17)
- 4 albeit one selling posh pies (lines 20–21)
- 5 the situation eventually becomes untenable (line 26)
- 6 wolfing the contents of the fridge (lines 31–32)
- 7 beyond the realms of plausibility (line 37)
- 8 not a firm arrangement, but a basis for negotiation (lines 43–44)

e Answer the questions with a partner.

- 1 Do you agree that nowadays 'without a mobile phone you don't exist'?
- 2 How dependent is your work or social life on having a mobile phone or smartphone? Would your arrangements break down if you didn't have your phone?
- 3 Do you consider yourself addicted to your phone? How often do you check it for messages?
- 4 Have you ever had to spend a day or more without your phone, e.g. because it was lost or stolen, or because you had left it somewhere? How did you feel?

4 GRAMMAR conditional sentences

a Match the halves of the conditional sentences.

- | | |
|--|--------------------------|
| 1 If I'd had my phone with me, | <input type="checkbox"/> |
| 2 If my laptop wasn't so new, | <input type="checkbox"/> |
| 3 If they bring out a new iPhone, | <input type="checkbox"/> |
| 4 If I didn't have fast broadband, | <input type="checkbox"/> |
| 5 If my phone numbers weren't all in my phone, | <input type="checkbox"/> |
| 6 If I hadn't sent you a message, | <input type="checkbox"/> |

- A you wouldn't have known where I was.
- B I wouldn't be able to work from home.
- C I'd have texted you to say where I was.
- D I might be able to remember some of them.
- E I'm definitely going to get one.
- F I wouldn't have bothered to get it repaired.

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

c ► p.151 Grammar Bank 6B. Learn more about conditional sentences, and practise them.

d Complete the sentences so that they are true for you. Then compare with a partner.

- 1 I could manage for a week without the internet provided that...
- 2 I would only lend someone money on condition that...
- 3 Even if I had all the time in the world, I would never...
- 4 Had I not decided to learn English, I...
- 5 I'd be prepared to move abroad as long as...

5 VOCABULARY adjectives + prepositions

Adjectives + prepositions

Now that we're all connected constantly, **addicted to** updating our status and tweeting what we're up to... Some adjectives need a certain preposition when they are followed by a noun or gerund. It is essential to learn these prepositions with the adjectives.

a Complete the prepositions column.

- 1 A lot of young people are **addicted** social networking.
- 2 Many 30-year-olds are still **dependent** their parents.
- 3 People are totally **fed up** the number of reality shows on TV.
- 4 Older people aren't as **open** new ideas as younger people are.
- 5 People are **sick** being bombarded with depressing news.
- 6 A lot of people are **hooked** American TV series.
- 7 As a nation, we are very **proud** our sporting achievements.
- 8 Couples are not as **keen** getting married as they used to be.
- 9 A lot of people are **obsessed** celebrities and their lifestyles.
- 10 People are usually very kind and **helpful** foreign tourists.

Prepositions

to

b **3 36**) Listen and check.

c Cover the **Prepositions** column and say the sentence with the correct preposition.

d With a partner, say to what extent sentences 1–10 are true for your country, giving examples.

6 LISTENING

a Read the website information and look at the photos of people who are addicted to certain types of behaviour. With a partner, for each picture, discuss:

- 1 what kind of behaviour the person is addicted to.
- 2 what effect this addiction might have on their daily life.

Home

Health A-Z

Medicines and treatments

Women's health

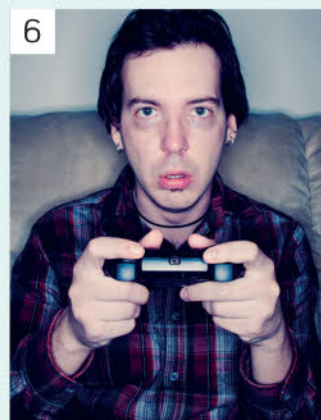
Men's health

Children's health



Hooked

When most people hear the word 'addiction', they think of dependence on a substance such as drugs or alcohol. But if you just substitute the word 'behaviour' for 'substance', you open up the definition of addiction to all kinds of dependencies, some of which may surprise you. Whether it's food, the internet, or bungee-jumping, the desire to experience that 'high' becomes so strong that the addict loses control and seeks the activity despite all negative consequences.



b You're going to listen to a doctor talking about addiction. First look at some words and phrases that he uses related to addictions. Do you know what any of them mean? How are they pronounced?

- 1 dopamine
- 2 to quit a substance or a behaviour
- 3 withdrawal symptoms
- 4 to wean sb off sth
- 5 a life-threatening condition
- 6 to go cold turkey
- 7 nicotine patches
- 8 to have counselling
- 9 to have a relapse

c **3 37**) Listen and check.

d Look at statements 1–8. Do you think they are true or false?


- 1 You get 'a flood of dopamine' when you take or do something you are addicted to.
- 2 The more dopamine there is in your brain, the less effect it has and the more you need of what you are addicted to.
- 3 When people give up an addiction their first reaction is pleasure at their achievement.
- 4 People's addictions not only make them feel good, they stop them from feeling bad.
- 5 The best way of quitting all addictions is to go cold turkey.
- 6 It is helpful to use aids such as nicotine patches when trying to stop some addictive behaviour.
- 7 All addicts need to be treated with a combination of medication and counselling.
- 8 Family support is important to stop addicts from having a relapse.

e **3 38**) Now listen to the doctor and mark the statements **T** (true) or **F** (false). Say why the **F** statements are false.







f Do you know anybody who is addicted to any of the things in the photos? How does it affect their lives? Are they doing anything about it?

7 SPEAKING

- a** What is the difference between being *addicted to* or *hooked on* something, and being *obsessed with* something (or someone)?
- b** Look at some tweets about obsessions. What do you think the **highlighted** phrases mean?

 **#imobsessed**

Tweets [Top](#) / [All](#)

- 1  My best friend's completely obsessed with her new boyfriend. **She goes on and on** about him the whole time. [#imobsessed](#)
- 2  I have to admit **I've got a bit of an obsession** with bikes. I'm always looking at websites and checking out new models. [#imobsessed](#)
- 3  My sister always has her phone either in her hand or on the table next to her and **she keeps checking it** the whole time. [#imobsessed](#)
- 4  I always look at my reflection whenever I walk past a shop window. I don't think I'm vain but **I just can't help it**. [#imobsessed](#)
- 5  A friend of my brother's is an **absolutely fanatical** Arsenal supporter. He goes to all their matches. [#imobsessed](#)
- 6  My sister-in-law **has a thing about** not eating any processed food. She doesn't let her kids eat anything that's not home-made. [#imobsessed](#)

c Talk in small groups. Use some of the phrases from **b**.

Are you / Do you know anyone who is (a bit) obsessed with...?

- their appearance
- a celebrity
- a sportsperson or team
- a particular object, e.g. their car, their phone, etc.
- keeping fit
- healthy eating
- organizing or cleaning
- a hobby or free-time activity
- anything else

8 WRITING

► **p.118 Writing** *A discursive essay (1): A balanced argument.* Analyse a model essay and write a discursive essay about online shopping or ready meals.

9 **3 MP3**) **SONG** *Under the Influence* 🎵

5&6 Revise and Check

GRAMMAR

a Circle a, b, or c.

- It ____ that the king is to abdicate next month.
a has announced b announced it c has been announced
- Excuse me. ____ to be a problem with this seat – I can't change its position.
a It seems b There seems c It appears
- ____ to a recent article, eating a lot of salt may not cause long-term health problems.
a According b Apparently c Considering
- ____ that the murderer is being concealed by friends.
a There is thought b It is thought c It thought
- My flat looks a mess – if only I ____ so untidy!
a 'm not b weren't c was
- I'd ____ you didn't come in with your muddy shoes.
a rather b prefer it c wish
- I really wish we ____ that white sofa – it gets dirty much too easily.
a haven't bought b hadn't bought c don't buy
- I'd like ____ it in the morning, if that's possible.
a that they deliver b them delivering c them to deliver
- If we hadn't had to work late, ____ the match now.
a I'd be watching b I'd have watched c I'll watch
- I'll pay for your English classes ____ you promise not to miss any.
a supposing b unless c providing

b Complete the sentences with the right form of the verb in brackets.

- The president is believed _____ his holiday in the Caribbean currently. (spend)
- It's time you _____ to think about what subjects you want to study next year. (start)
- My parents always encouraged me _____ foreign languages. (learn)
- My new job involves me _____ to North America two or three times a year. (travel)
- They're incredibly generous people and they wouldn't let me _____ for anything. (pay)
- Daniel can stay the night as long as he _____ sleeping on the sofa. (not mind)
- Supposing Real Madrid lost their last two matches, _____ they still _____ the league? (win)
- Marcus might have hurt his head badly if he _____ a helmet when he fell off his bike. (not wear)
- _____ you _____ me earlier that you were coming, I would have taken the day off. (tell)
- If my husband hadn't inherited a lot of money, we definitely _____ in a house like this now. (not live)

VOCABULARY

a Complete the sentences with a preposition.

- We arrived _____ time to spare.
- Don't tell me you're still listening to The Cure! You're really _____ the times.
- Let's set off early. There's so much to see, and I don't want to run _____ of time.
- We've decided to stay here _____ the time being.
- We missed the bus, so _____ the time we got to the cinema the film had started.
- The table's booked for 8.30, so please make an effort to be _____ time.
- He met Lara in Moscow, where he was working _____ the time.
- It's _____ time you started revising.

b Circle the right word or phrase.

- The *standard* / *cost* of living is higher in Edinburgh than it is in Glasgow. Rents are almost double.
- Liz spent a fortune on her new bag! She must be *loaded* / *affluent*.
- Fares* / *Fines* on the London Underground have gone up a lot recently. A ticket for Zone 1 is now nearly £5.
- A** This hat cost \$20.
B Twenty *bucks* / *quid*? You're kidding!
- They wanted to buy a flat, but the bank wouldn't give them *an instalment* / *a mortgage*.
- The top rate of *income* / *inflation* tax in the UK is currently 45%.
- We've only got a holiday *budget* / *grant* of £1,000, so we won't be able to go abroad.
- Would you like to make a *donation* / *deposit*? It's for UNICEF.

c Complete the compound adjectives.

- My father is rather intolerant and **narrow-**_____.
- Don't say anything about her new hairstyle. She's feeling very _____ **-conscious**.
- Jane gets her vintage clothes from **second-**_____ shops.
- You shouldn't have gone to the interview in those _____ **-out** jeans.
- Their kids are really **badly-**_____. They never do what they're told.
- Our trip to Uganda was a _____ **-changing** experience.
- Our baker's sells good _____ **-made** cakes.

d Complete the sentences with a verb or adjective.

- 1 I was on the phone when we suddenly got _____ off and the line went dead.
- 2 I tried to call Bill at the office, but I couldn't _____ through. All the lines were busy.
- 3 You'll have to _____ up a little. My grandmother is very deaf.
- 4 I'm so _____ of you. That was a wonderful performance.
- 5 My sister is totally _____ on that new reality show on TV.
- 6 I'm completely _____ to crisps. I buy a packet almost every day.
- 7 We're going to take the train to Rome, since my wife isn't very _____ on flying.

CAN YOU UNDERSTAND THIS TEXT?

- a Read the article once. What two strategies do the people have in common?
- b Read the article again and choose a, b, or c.
 - 1 a But b And c So
 - 2 a easily b hardly c never
 - 3 a less valuable than b as valuable as c more valuable than
 - 4 a rather than b in addition to c despite
 - 5 a after b without c instead of
 - 6 a neck b behalf c shoulders
 - 7 a in spite of b as well as c because of
 - 8 a in your control b out of your control c under control
 - 9 a Nor will I read b I will also read c I love reading
 - 10 a at home b at the front door c in the kitchen
- c Look at the **highlighted** words and phrases and work out their meaning. Check with your teacher or with a dictionary.

VIDEO CAN YOU UNDERSTAND THIS FILM?

3 MP3)) Watch or listen to a short film on giving presentations. Complete the sentences with two or three words.

- 1 The one thing Louise hates about her job is _____.
- 2 Nowadays in most jobs you need to be able to deliver a message _____ and _____.
- 3 RADA opened in the Haymarket in _____ in the year _____.
- 4 Actors and public speakers use a lot of the _____ to engage an audience.
- 5 The RADA approach can be summarized as '_____, _____, _____'.
- 6 After Louise's first presentation the instructor gives her some _____.
- 7 If you can get your _____ right it will help your breathing.
- 8 In public speaking it's important to _____ an _____ from the beginning.
- 9 It's equally important to end on a _____.
- 10 The RADA technique gives you the skills to _____ in _____.



How I stay calm

The head teacher

Education transformed my life. I wasn't academic, I was a **plodder**.¹ _____ I had the most fantastic teachers. In a way, that's where the stress and worry of this job comes from, the knowledge that a school can make a huge difference to the lives of young people. I feel a personal responsibility if I see something going wrong. Children are here for only a fixed period; any time that is lost, they'll² _____ get back.

There are 1,100 people in the building whose jobs are all essential to the running of the school, and I need to make sure that every single one of them is doing what they need to be doing. Our cleaners are³ _____ our teaching staff. Nothing can prepare you for being responsible for it all. However, most stressful situations that arise, **be it with antisocial behaviour** or angry parents turning up, we have systems to deal with them. When I arrived in 2012, I introduced a policy for both teachers and students of always remaining calm and **non-confrontational**. The minute you shout, people don't listen to you; they just focus on the noise you're creating⁴ _____ what you're saying. The other thing that helps me remain calm is being highly visible, so that everyone – parents and those in school – can talk to me as soon as something is **niggling** them. It's when things **fester** that they create most stress. So I'm at the school gate at the start and end of every day.

I'm an organized person; I won't leave my office⁵ _____ getting everything ready for the next morning. One rule I try to stick to is that I do my work at work; I'll stay late to get it finished, but I won't take it home. And I run. I'm training for the London Marathon at the moment, so I run eight miles, three nights a week. If there's something I need to deal with, I can usually find a solution on my run, and by the time I get home I'm relaxed.

The football coach

When you're watching your team out on the pitch, **your heart might be racing**, yet you've got to appear in control. You have to remain calm to make good decisions.

As coach, the whole responsibility for the club is on your⁶ _____. You've got the chairman and directors to think about,⁷ _____ the supporters. You have to deal with injuries, loss of form by key players, their mental state, and things happening in their lives that affect their performance. You have to accept that certain things are⁸ _____, and know what those are. So I can't control those who **officiate** the game, I'm not in control of the opposition, and I'm not in control of what kind of football my players are going to produce.

The main strategy I have for staying calm is that I'm careful about who I listen to and what I read. In the past, I have taken things personally, so I won't go on social media or message boards.⁹ _____ comments posted beneath online newspaper articles. You have to **stay focused** and believe in what you're doing, but you can't be too shut off, either.

There was a stage a couple of years ago when everything seemed to be going against me. I was bringing it all home. Last year, I made a decision that I would discuss only really massive things with my family and try to leave everything else¹⁰ _____. That can be hard when you come home after a heavy defeat, but it's the best way **I can handle it**.

By Anita Chaudhuri in The Guardian

7A Quite interesting

1 LISTENING & SPEAKING

a Which of these subjects did you enjoy most at school? What made the lessons interesting? Were there any you really didn't enjoy?

geography history science sport

b Work in pairs, and try to agree on answers to questions 1–12, which come from a book based on a popular TV quiz show.

c ► **Communication** *QI quiz A p.107 B p.110.* Find the answers to the quiz questions and explain them to each other.

d 42))) Listen to a journalist explaining about the quiz. Answer the questions.

- 1 Why was the show called *QI*?
- 2 What is the basic principle behind the show and its books?
- 3 What two examples are given from *The QI Book of General Ignorance*?
- 4 What does the popularity of the books prove?
- 5 What are the two reasons Lloyd and Mitchinson give for why children often do badly in school?

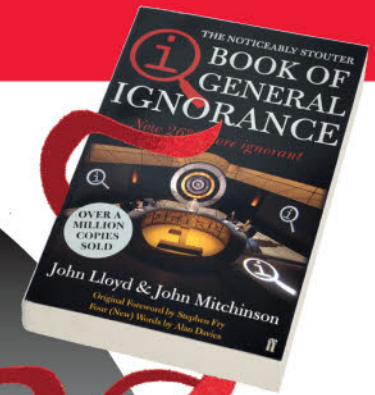
e 43))) Now listen to the journalist explaining Lloyd and Mitchinson's ideas about education. Complete the five suggestions they make.

- 1 Education should be more _____ than _____.
- 2 The best people to control what children learn are the _____.
- 3 Children should also be in control of _____ and _____ they learn.
- 4 There should never be _____ without _____.
- 5 There's no reason why school has to _____ at 17 or 18.

f Listen again and make notes about the reasons.

g What do you think of Lloyd and Mitchinson's suggestions? Can you make any other suggestions which would improve learning in schools?

QI
 everything
 you think you know
 is probably wrong...



The natural world

- 1 How many legs does an octopus have?
- 2 What is Australia's most dangerous animal?

Science

- 3 At what temperature does seawater freeze?
- 4 What's the best colour to wear to keep cool in the shade?



Statistics

- 5 If you toss a coin, what is the probability of it landing on 'heads'?
- 6 How tall was Napoleon?



History

- 7 What did the Russian Vyacheslav Molotov invent?
- 8 What was the most commonly spoken language in ancient Rome?



Geography

- 9 Which country is most of the River Nile in?
- 10 When people say 'The Iron Lady', what are they referring to?



Sport

- 11 Where was football first played?
- 12 What is the surname of the famous Portuguese football player whose first name is Cristiano?



2 PRONUNCIATION

intonation and linking in exclamations

a **4 4**) Listen to two dialogues, and complete the exclamations.

- 1 **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.
- 2 **A** Lloyd and Mitchinson think that school shouldn't be compulsory.
B _____! If it wasn't compulsory, no one would ever go.

b Listen again and answer the questions with a partner.

- 1 Which word has extra stress in each exclamation? What happens to the intonation?
 2 Why do you think a /w/ sound is added between *How* and the adjective?

c Practise saying some more common exclamations with *How* and *What*.

What a great idea! What an amazing coincidence!
 What a terrible experience! How annoying!
 How embarrassing! How weird!

d **► Communication** *What a ridiculous idea!* **A** p.107 **B** p.110.
 Respond to what your partner says with an exclamation.

b Look at the prefixes in the **highlighted** words. Answer the questions with a partner.

- 1 Which four are negative prefixes and simply mean 'not'?
 2 What do the other prefixes mean?

c **► p.168 Vocabulary Bank Prefixes.**


d Add a prefix to the **bold** words and make any other necessary changes to complete the sentences.

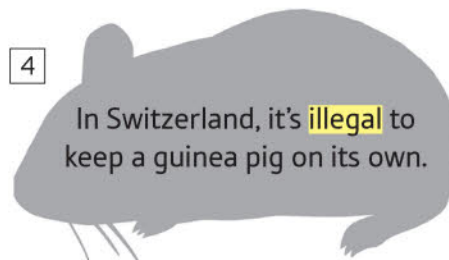
- 1 I completely _____ Alan. I thought he was self-centred, but I see I was wrong. **judge**
 2 This paragraph in your essay is rather unclear. I advise you to _____ it. **write**
 3 I can't read my doctor's handwriting. It's completely _____. **legible**
 4 Having to take care of my sister's dogs while she's on holiday is terribly _____. **convenient**
 5 My husband is rather _____. He never wants to come with me to parties or dinners. **social**
 6 The expedition failed because they were _____. **equip**
 7 It's going to be an _____ struggle to motivate the team after last week's defeat. **hill**
 8 Could you do some overtime this week? We're a bit _____. **staff**
 9 We're not going back to that restaurant – they _____ us last time we went. **charge**
 10 The hotel has an _____ swimming pool that's only open from June to September. **door**

3 VOCABULARY word formation: prefixes

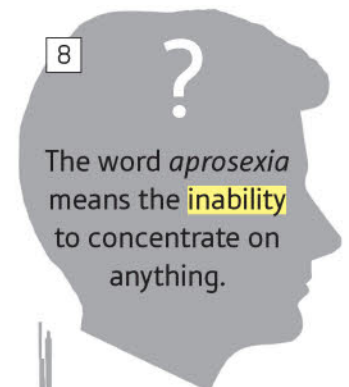
a Look at ten more QI facts. Which do you find the most surprising?

QI ...and everything is interesting

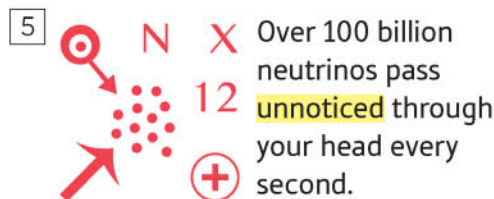
1  10% of US electricity is made from **dismantled** Soviet atomic bombs.

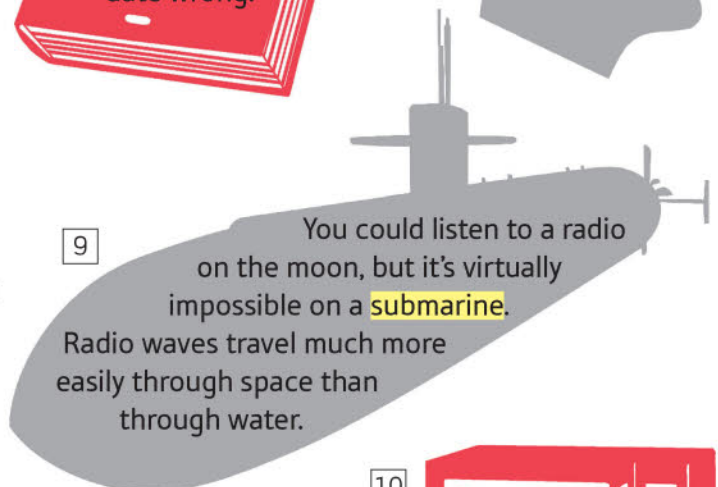
4  In Switzerland, it's **illegal** to keep a guinea pig on its own.

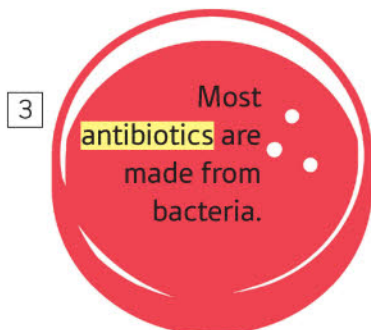
7  The first book ever printed in Oxford had a **misprint** on the first page: they got the date wrong.

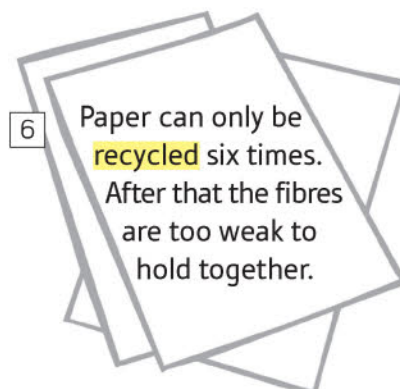
8  The word *aprosxia* means the **inability** to concentrate on anything.

2  More than half the world's population is **bilingual**.

5  Over 100 billion neutrinos pass **unnoticed** through your head every second.

9  You could listen to a radio on the moon, but it's virtually impossible on a **submarine**. Radio waves travel much more easily through space than through water.

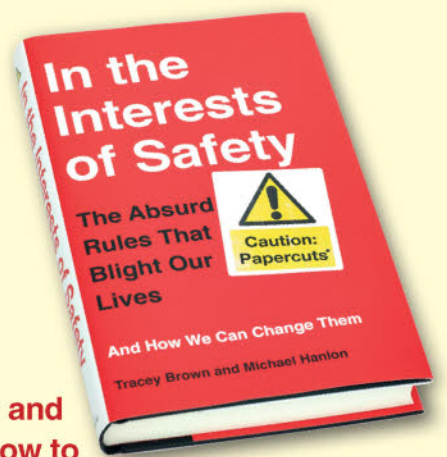
3  Most **antibiotics** are made from bacteria.

6  Paper can only be **recycled** six times. After that the fibres are too weak to hold together.

10  A typical **microwave** oven uses more electricity keeping its digital clock on standby than it does heating food.



It's health and safety gone mad!



Steven Poole reviews Tracey Brown and Michael Hanlon's suggestions for how to change 'the absurd rules that blight our lives'.

4 READING

a You are going to read a review of a book called *In the Interests of Safety*. First look at some current rules in the UK which it mentions. With a partner, say what you think the missing words are.

- 1 You can't walk through airport security with anything made of _____.
- 2 You can't take any kind of _____ on board a plane in hand luggage.
- 3 You can't take liquids of more than _____ through airport security.
- 4 You can take anything bought in airport _____ shops on planes.
- 5 You can't take _____ in some public places.
- 6 You can't use _____ in petrol stations or on aeroplanes.
- 7 You can drive when you are _____ years old.

b Read the article once and check.

c Now read the article again. Answer the questions with a partner.

- 1 Do the authors think that the rules in a are...?
 - applied too strictly
 - unnecessary
 - dangerous
- 2 What do they say about the relative danger or safety of...?
 - butter knives
 - jogging in an area where there are hippos
 - taking children to the beach
 - large trucks in cities
 - unpasteurized cheese
 - traffic near schools

- 1 On my way to Poland the other week, I was going through security at Heathrow behind an elderly man who walked with an aluminium crutch. He went through the metal detector leaning on his wife, having left the crutch next to the conveyor belt. The detector beeped, so the man was given his crutch and forced to go back through to remove his shoes, a procedure that obviously caused him some annoyance and discomfort. Now in socks, he was ordered to pass through the metal detector again. But he wasn't allowed to take his crutch with him and his wife wasn't allowed to go back through the detector. Eventually, the security guard himself reached a hand through the detector to help him, and the man, grimacing, limped through, while his crutch passed through the baggage scanner.
- 2 We've all seen such examples of the meaningless 'security theatre' at airports. One pilot had his butter knife confiscated, just before taking the controls of an enormous metal machine packed with flammable fuel. Liquids over 100 ml were banned in carry-on baggage even though the initial incident which led to prohibition of liquids – a plot to mix chemicals in the plane's toilet to produce explosives – almost certainly wouldn't have worked. And yet, as Tracey Brown and Michael Hanlon point out in this book, passengers are not only allowed, but encouraged to buy and take on board large duty-free bottles of alcoholic spirits, which could easily be turned into Molotov cocktails.
- 3 This book about absurd rules considers such 'security' restrictions as well as more general 'health and safety' rules. While 'security' promises to protect us from external threat, 'safety' protects us from accident or ourselves. Actually, the phrase 'health and safety' has become so familiar that we don't quite notice that the two concepts are not necessarily mutually reinforcing. What is healthy might be unsafe (going jogging along a river populated by irritable hippos) and what is safe might be unhealthy (staying indoors binge-watching Netflix series 24 hours a day).
- 4 Although many stories of absurd official regulations turn out to be simply rules imposed by unimaginative bosses or supervisors, some do seem to be true. In Kent recently, schoolteachers had to fill out a 30-page questionnaire before taking pupils to the beach – the safety-assessment form for workers on an oil rig is only one page! In general, whenever officials cite 'terrorism laws' to stop you taking photographs in public places, or a call centre worker cites 'data protection' as a reason not to tell you something, the authors recommend being polite, but firm. 'Really? Which rule are you thinking of? And how does it apply here?'
- 5 'The core philosophy of the book,' the authors say, 'is *ask for evidence*.' It turns out that there is no evidence that, say, using your mobile phone at a petrol station is dangerous. Nor has there ever been any evidence that using your mobile phone, or any other electronic equipment, will interfere with the systems on commercial aircraft. So that rule is, finally, being relaxed.
- 6 If we were really interested in 'evidence-based safety', the authors argue, we would ban large trucks from city centres (they kill a lot of cyclists), as well as raising the driving age from 17 to 21. But some options, unfortunately, are simply political impossibilities. 'In America, this is why people can't buy unpasteurized cheese, but can buy a gun. In Britain, it is why people worry about dangerous dogs, but do little to reduce or calm the traffic around schools and playgrounds.'

Glossary

Netflix a provider of on-demand internet video streaming

Kent a county in the south-east of Britain

oil rig a large structure with equipment for getting oil from under the sea or under the ground



LEXIS IN CONTEXT

Learning new verbs

When you learn a new verb, always make sure you check whether it is regular or irregular in the past tense. Remember that, in fact, 97% of verbs are regular.

d Find regular verbs in the text which mean:

Paragraph 1

- 1 make a short high electronic sound
- 2 make an expression with your face to show pain
- 3 walk with difficulty, e.g. because one leg is injured

Paragraph 2

- 4 officially take sth away from sb
- 5 say officially that sth is not allowed

Paragraph 3

- 6 make an idea stronger

Paragraph 4

- 7 make sb accept sth, e.g. a rule or regulation
- 8 mention sth as a reason

Paragraph 5

- 9 prevent sth from working

Paragraph 6

- 10 make safer by slowing down

e Are there any laws or regulations where you live that you think are unnecessary or contradictory?

5 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** use your phone here.
You're not allowed to use your phone here.
- 2 **You'd better** finish your water before we go through security.
You ought to finish your water before we go through security.
- 3 **We're not supposed to** walk along the river bank.
We mustn't walk along the river bank.
- 4 **You don't have to** fill in the form now. You can do it later.
You needn't fill in the form now. You can do it later.
- 5 **We should have** left home early.
We had to leave home early.

b ➤ p.152 Grammar Bank 7A. Learn more about permission, obligation, and necessity, and practise them.

6 SPEAKING

a Talk in small groups. Imagine the following rules or laws have been proposed for your country. Would you be in favour of them or not? Say why. Try to use expressions from the box.

Talking about rules

<i>I think</i>	<i>people should be allowed to...</i>
<i>I don't think</i>	<i>we ought to be encouraged to...</i>
	<i>parents should be made to...</i>
	<i>it should be against the law to...</i>
	<i>it should be illegal to...</i>
	<i>it should be compulsory to...</i>
	<i>...ought to be banned.</i>

On the road

- ▶ People over 85 should not be allowed to drive.
- ▶ It should be against the law for pedestrians to cross the street while wearing earphones.
- ▶ Cyclists ought to be made to pass a test to get a cycling licence before they are allowed on the road.



At home

- ▶ It should be compulsory to turn off all electrical appliances at night and not leave them on standby.
- ▶ It ought to be illegal to leave children under 12 alone in the house.
- ▶ It should be against the law for parents to give fast food to obese children.

Public health

- ▶ Smoking in the street should be banned.
- ▶ Restaurants and bars ought not to be allowed to serve more than two alcoholic drinks 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 ought to be banned.
- ▶ Couples should be required to attend three months of marriage counselling before they are allowed to get divorced.

b In your groups, agree on a new law or regulation that 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.

7 WRITING

➤ p.120 Writing A report. Analyse a model report and write a report about a language school.

7B A beautiful idea



1



2



3



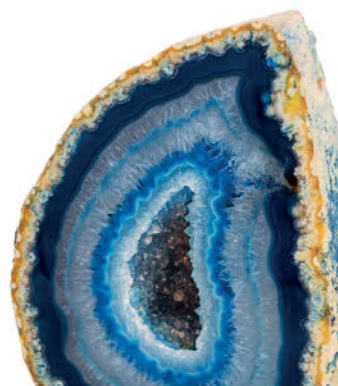
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5



6



7



8

1 LISTENING & SPEAKING

- a Look at the photos. Four of the objects are famous works of art. With a partner, decide which ones they are.
- b (47)) Read the definition of 'installation art'. Then listen to Ghislaine Kenyon, who has worked in education at the National Gallery in London, talking about the four works of art. Match four of the photos to descriptions A–D.
- c Listen again and complete the descriptions. What is the idea behind each piece?
- d (48)) Now listen to Ghislaine talking about understanding modern sculpture and installations. Does she think that, compared to normal painting or sculpture, these types of art are a) easier, b) more difficult, or c) about as easy to understand?
- e Listen again and answer the questions.
- Where in a gallery might you find information about installations or modern sculptures?
 - What does Ghislaine recommend that you do to get the most out of a modern art exhibition?
 - What does she say that your job as a viewer is?
 - How does she think people might find Mona Hatoum's cot beautiful?
- f Would you like to go and see these modern sculptures and installations? Who would you choose to go with?

installation art an artistic genre which is designed to transform people's perception of a space, often incorporating everyday or natural materials and media such as video or sound

A **TITLE** *Kobe* _____
BY _____ artist **Florentijn Hofman**
 It's ten metres high and was made for the roof of a _____ in Kobe in _____.

B **TITLE** *Blaenau Ffestiniog* _____
 (Blaenau Ffestiniog is a place in _____.)
BY **British artist** _____
 It was part of an exhibition of art created from different landscapes, called '_____ and _____'.

C **TITLE** _____
BY _____ artist **Mona Hatoum**
 It's a sculpture by an artist who was born in _____, but exiled from her homeland to _____.

D **TITLE** _____
BY **British artist Damien Hirst**
 It's like a real room with some unusual things, such as three _____ with _____ of _____ on them and a machine for _____ suspended from the ceiling.

2 GRAMMAR verbs of the senses

- a **4 9**) Complete these sentences from the listening script with the correct form of one of the following verbs or verb phrases. Listen and check.

look (x2) look as if look at look like see

- 1 'It doesn't _____ a modern cot'
- 2 'it _____ it might be a hospital cot from, say, 50 years ago'
- 3 'But when you _____ it a bit more closely you notice...'
- 4 'but if you start _____, you'll start _____ things which _____ strange'

- b Answer the questions with a partner.

- 1 What's the difference between *look as if* and *look like* and between *look at* and *see*?
- 2 Apart from *sight*, what are the other four senses?
- 3 What verbs do you associate with the other senses?

- c **p.153 Grammar Bank 7B.** Learn more about verbs of the senses, and practise them.

- d Ask and answer the questions 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 could look like a celebrity, which celebrity would you choose, and why?
- What makes a voice sound attractive or unattractive to you?
- Are there any sounds or kinds of music that you don't like hearing because they make you feel uncomfortable?
- Are there any foods you dislike because of their smell or their texture rather than their taste?
- What kinds of perfume or cologne do you really like or dislike on yourself or on other people? Why?
- Would you be prepared to touch these creatures in a zoo? Why (not)?



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

- Are there certain materials you love to wear, or never wear, because of the way they feel?

3 PRONUNCIATION -ure

- a Put the words in the correct column according to the pronunciation of *-ure*.

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

1		2	

- b **4 10**) Listen and check.

- c Look at the words in the two columns. Answer the questions.

- 1 In column 1, where is the stress in all the words?
- 2 What sounds do the *t* and the *s* make before *-ure*?
- 3 In column 2, which syllable is stressed?

- d Practise saying the sentences below.

- 1 In this picture, the artist captures the allure of nature.
- 2 The Minister of Culture gets no pleasure from sculpture.
- 3 He has a treasured collection of old furniture.
- 4 Are you sure the new structure is secure?
- 5 The architecture has some unusual features.

4 VOCABULARY & SPEAKING art

- a Look at the words for six different kinds of art. With a partner, say what each one is.

a portrait /'pɔ:tret/
a landscape /'lændskeɪp/
a still life /stɪl 'laɪf/
a self-portrait /,self 'pɔ:tret/
an abstract painting /'æbstrækt 'peɪntɪŋ/
a sculpture /'skʌlptʃə/

- b Talk in small groups.

- Can you think of a famous example for any of the six kinds of art in a?
- Do you have a favourite work in any of these categories, or a favourite artist?
- Do you go to museums or art galleries? Do you have a favourite one? Are there any in your town?
- What do you have as decoration...?
 - on the walls of your bedroom or living room
 - for the screensaver on your computer, phone, or tablet

5 READING & LISTENING

- a Look at a painting by Max Ernst in London's Tate Britain, called *Forest and Dove*. Approximately when do you think it might have been painted? Do you like it?
- b (4 11)) Read and listen to the first part of an article called *The Secret of The Forest*. Then, with a partner, say who the people in the list are, and what their connection is to Max Ernst.

Werner Spies Helene Beltracchi Werner Jägers Alfred Flechtheim Wolfgang Beltracchi



- c Now read the article again. Answer the questions with a partner.
- 1 What controversy was there about *La Forêt*?
 - 2 How had the painting ended up in Helene Beltracchi's house?
 - 3 What was Spies's conclusion about *La Forêt*? What evidence was it based on?
 - 4 What happened to the painting next?
- d (4 12)) What do you think the 'little problem' was? Listen once to find out. Where are the Beltracchis now?

The Secret of *The Forest*

1 **A**bout ten days before Christmas in 2003, Werner
Spies, one of the world's pre-eminent experts
on 20th-century art, took the train from Paris
to the picturesque port of Sète on the
5 Mediterranean coast. Spies, a specialist in the works of the
painter Max Ernst, was coming to look at and hopefully
authenticate an Ernst painting that had been unknown to
him – and thus unknown to the art world – until earlier that
year. The painting was *La Forêt (The Forest)* and, although
10 it was undated, Spies thought it had been painted in 1927.
Ernst produced a number of 'forest' paintings around that
time; they are considered among his most important works.

Spies had previously authenticated another Ernst work,
Oiseau en Hiver, which was then sold for €500,000. But the
15 scientific analysis suggested that there was some doubt
about *La Forêt*. It apparently included traces of two pigments
which had generally only been used by artists after 1945.
Spies, however, preferred to trust his own judgement and
because *La Forêt* was not dated, he believed Ernst might
20 have used the pigments at an early experimental stage. But
he wanted to look at the painting to make sure.

The following morning, Helene Beltracchi picked up
Spies and drove him to the beautiful Beltracchi estate.
Helene was 45 and a striking woman – intelligent, cultured,
25 animated, with thick, blonde hair almost to her waist. Spies
had already met her in Paris and knew something of her
background. She was German, from near Cologne, and she
had inherited an extensive collection of modern art from
her grandfather, the industrialist Werner Jägers.

30 As Helene liked to tell the story, in the 20s and early 30s,
her grandfather had been a close friend of Alfred Flechtheim,
the most important modern art dealer in Germany, and
had bought many paintings from him. After Hitler came



to power in 1933, Flechtheim, who was Jewish, fled to
35 London. His galleries were seized and his art collection was
sold by the Nazis, because the paintings were considered
disreputable. But Werner Jägers managed to hide the
paintings he had bought from Flechtheim, including
a number of works by Max Ernst, which Helene later
40 inherited. She liked to show potential buyers an old black
and white photograph of her grandmother, Josefine Jägers,
sitting in the family dining room in an austere black dress,
strings of pearls around her neck, with some of the art
collection on the wall behind her. Helene was now gradually
45 selling these paintings, to which faded *Sammlung Flechtheim*
(Flechtheim Collection) labels were attached on the back.

The Ernst painting, *La Forêt*, hung upstairs in the master
bedroom. Taking it into the light, Spies was thrilled with
what he saw: the intensity of the colour, the power of the
50 imagery. Despite the scientific analysis, Spies had no doubt

e Listen again. What did you find out about...?

- 1 Wolfgang's teenage years
- 2 what he did during the 1980s
- 3 what happened in 1992 and the surname Beltracchi
- 4 how Wolfgang created his pictures
- 5 the photo of Helene's grandmother
- 6 the labels on the back of the paintings
- 7 the Campendonk painting *Red Picture with Horses*
- 8 what they feel now and Wolfgang's plans

LEXIS IN CONTEXT

f 4 13))) Listen to six extracts from the listening script and complete the time expressions.

- 1 ... _____ a _____ of _____.
- 2 _____ days...
- 3 ... _____ a year _____.
- 4 ...in _____ a _____ minutes...
- 5 ... _____ the _____.
- 6 ... _____ the _____ of the _____.

g What do you think about the Beltracchis? Do you think you would feel differently about the painting in a if it turned out to be a fake?



Helene and Wolfgang Beltracchi in their studio

he was holding a genuine, previously unknown Max Ernst in his hands. Following this authentication, a Swiss gallery owner paid Helene and her husband Wolfgang Beltracchi €1.7 million for the painting in November 2004.

55 He quickly resold *La Forêt* for a small profit and in 2006 it was exhibited at the Max Ernst Museum in Brühl, Germany, adding to its value. *La Forêt* was finally sold later that year for \$7 million.

60 From the early 90s onwards, many more paintings made a similar journey from the Beltracchi's lovely home to the walls of the world's top collectors and museums. There was just one little problem...

By Christopher Goodwin in The Times

6 SPEAKING

a In small groups, answer questions 1 and 2 about the things in the list.

bags books clothes and shoes films music sports equipment sunglasses watches

- 1 Are many fakes or pirate editions sold (or downloaded) in your country? Where can people get them?
- 2 Are the fakes as good as the originals? If they are worse, in what way?

b Now answer questions 3 and 4.

- 3 Do you think it should be illegal to sell fakes?
- 4 Have you ever bought or been given something that was a fake? Did you know it was a fake when you got it? How do you feel about it? Do you think you would like it more if it was the real thing?

7 VOCABULARY colour idioms

a Complete the eight idioms with a colour.

black (x2) blue grey red (x2) white (x3)

- 1 John Singer Sargent's lost great Flamenco picture, *El Jaleo*, turned up **out of the** _____, and amazingly, it was absolutely genuine.
- 2 It's very difficult for thieves to sell famous paintings, even on **the** _____ market.
- 3 We tried to organize an exhibition tour, but there was so much _____ **tape** to deal with that we had to cancel.
- 4 When you said how nice her dress was, were you telling a _____ **lie**? I thought it was awful.
- 5 My uncle is very narrow-minded. He **sees everything in** _____ **and** _____, and he's always convinced that he's right.
- 6 That huge clock my sister-in-law gave me is a _____ **elephant**. It doesn't fit anywhere, and it's taking up space in the spare room.
- 7 There are lots of rules about copyright for printed text, but online copyright is still a bit of a _____ **area**. Nobody's quite sure who owns what.
- 8 The anonymous letter was a _____ **herring** – it was nothing to do with the murder at all.

b With a partner, say what you think the idioms mean.

8 4 MP3))) SONG All the Rowboats 🎵

Glossary

muralist a person who paints murals, i.e. pictures directly on walls
Campendonk a Dutch painter (1889–1957)
Titanium White a pigment used in white paint

6&7 Colloquial English Talking about...

1 THE INTERVIEW Part 1

- a Read the biographical information about Quentin Blake. Have you ever read any books illustrated by him? What else has he done apart from book illustrations?

Quentin Blake is probably the best-known British illustrator of children's books. Apart from his illustrations of stories by other authors, for example, his famous drawings for the Roald Dahl books, he has also both written and illustrated many stories of his own. In recent years his work has increasingly appeared in public places such as galleries and museums, and he has produced work for the walls of several hospitals and mental health centres in both the UK and France. He has also illustrated adult books such as Cervantes' *Don Quixote*. He is a trustee of the House of Illustration, a centre in London for exhibitions and other activities, and was the subject of the first exhibition held there in 2014.



- b **4 15**))) Watch or listen to **Part 1** of the interview. What does he think is the most important thing for someone who wants to become an illustrator?
- c Now listen again. Complete sentences 1–5.
- 1 Quentin Blake describes himself as...
 - 2 When he was in his early 20s, he...
 - 3 In 1960, he and John Yeoman...
 - 4 He finds it touching when...
 - 5 A lot of young people say they want to become illustrators because...

Glossary

ceramic *adj* (objects, e.g. pots) made of clay that has been permanently made hard by heat
John Yeoman author of *A Drink of Water*, the first children's book illustrated by Quentin Blake

Part 2



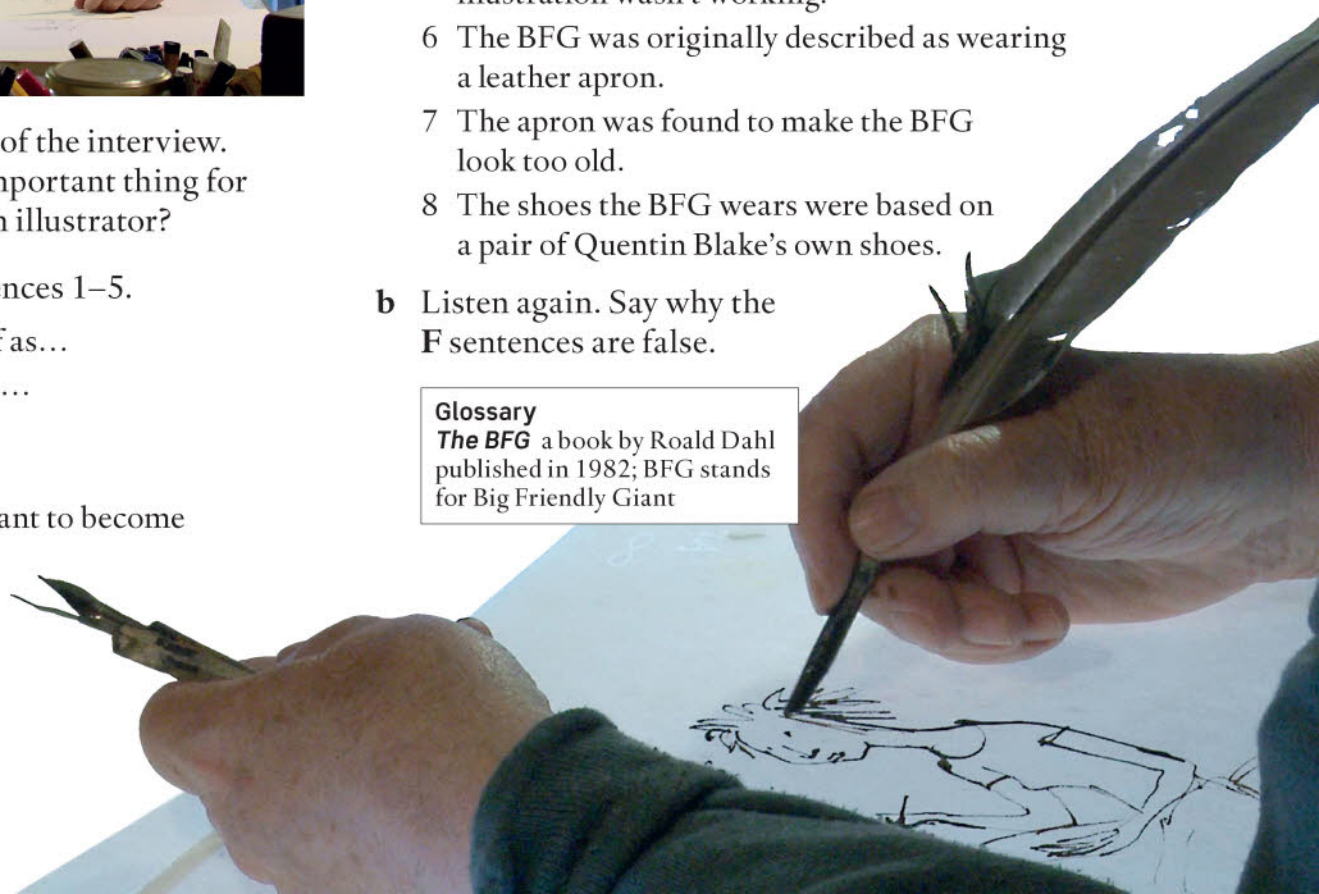
- a **4 16**))) Now watch or listen to **Part 2**. Mark the sentences **T** (true) or **F** (false).

- 1 Quentin Blake says that authors and illustrators usually need to have a lot of conversations.
- 2 The most important thing is the relationship between the illustrator and the words in the book.
- 3 Quentin Blake never drew any of Roald Dahl's characters without first talking to him about them.
- 4 He thinks conversations with Dahl helped him to get into the mood of the books.
- 5 Roald Dahl sometimes changed his text if an illustration wasn't working.
- 6 The BFG was originally described as wearing a leather apron.
- 7 The apron was found to make the BFG look too old.
- 8 The shoes the BFG wears were based on a pair of Quentin Blake's own shoes.

- b Listen again. Say why the **F** sentences are false.

Glossary

The BFG a book by Roald Dahl published in 1982; BFG stands for Big Friendly Giant



illustration

Part 3

a (4 17)) Now watch or listen to **Part 3**. What does Quentin Blake say about...?

- his relationship with the characters he creates in an illustration
- his attitude to children
- drawing from life
- digital drawing
- the advantage of quills, nibs, and reed pens
- Ronald Searle and André François
- his exhibition in Paris

b Listen again. Can you add any more details?

Glossary



quill

nib

reed pen a pen made from a tall plant that grows in or near water
Ronald Searle British artist and satirical cartoonist
André François Hungarian-born French cartoonist

2 LOOKING AT LANGUAGE

get

get is one of most common verbs in English; it is frequently used by Quentin Blake in this interview. Learning expressions with *get*, and thoroughly assimilating the variety of meanings of this important verb, will help you to understand native speakers better.

a (4 18)) Watch or listen to some extracts from the interview and complete the missing words.

- '...but **we got** _____. And I thought, "Well, I'll, I'll try – keep – I'll try and keep on with this until I'm 30..."'
- 'Um, and **I got** _____, but I passed 30 and I didn't notice!'
- 'But um, er, we talked quite a lot, again, some of it was about the, about the technicalities of the book, **getting it** _____ better...'
- '...but I think, to get, **to get** _____ the _____ of the book, which is a terribly important thing...'
- 'So he – after a bit he said, "This apron's **getting** _____ the _____, isn't it?"'
- '...if you have a quill, or a nib, or a reed pen, you **get a** _____ of scratch'
- 'When I was a young man **I got** _____ and went to see him.'

b With a partner, say what the phrases mean, using a synonym for *get* where possible.

3 IN THE STREET

VIDEO

a (4 19)) Watch or listen to five people talking about illustrations and art. Match the people (**La, Mar, Lo, Mau, or Se**) with the books they mention.



Laura, Danish

Marcus, Australian

Louise, American

Maura, Irish

Sean, English

- The Little Prince*, Antoine de Saint-Exupéry
- Garfield*, Jim Davis
- Where the Wild Things Are*, Maurice Sendak
- The Lord of the Rings*, JRR Tolkien
- The Happy Prince and Other Stories*, Oscar Wilde

b Watch or listen again. Match the people (**La, Mar, Lo, Mau, or Se**) to the artwork they have at home.

- it's a collage of photos
- it's of the place its owner was visiting then
- it has two predominant colours
- it shows an activity which its owner also does
- it wasn't originally owned by them

c (4 20)) Watch or listen again and complete the Colloquial English phrases. What do you think they mean?

- 'I have a painting I bought in, er, Buenos Aires once, with two tango dancers, which I'm _____...'
- 'It's very vibrant and at _____ simple.'
- '...and he's got watercolour illustrations and they're just, they're so _____ and _____.'
- '...I think I read that as a child, so it must have really _____...'
- 'with a lot of, um, repeated, um, rectangular shapes and, um, really nice _____...'

4 SPEAKING

Answer the questions with a partner or in small groups.

- Can you remember a book you read when you were a child where you liked the illustrations? What did you like about them?
- Can you remember any children's books where you really disliked or were scared of the illustrations?
- Do you like comics? Do you think the illustrations in comics are more important than the story?
- Do you think any adult books would benefit from being illustrated? Which ones? Why?
- Look at the illustrations in this book on pages 8, 9, 27, 44, and 149. Which do you like the most / least? Why?

8A Doctor's orders

1 VOCABULARY & SPEAKING

health and medicine

How much medical vocabulary do you know? Do the quiz in small groups.

How good a doctor are you?

1 When might you get...?
 a a bruise
 b a blister
 c a rash
 d side-effects

2 Why might you be given...?
 a a plaster
 b a bandage
 c antibiotics
 d stitches
 e an X-ray
 f a scan
 g an anaesthetic

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 the flu
 c food poisoning
 d a heart attack
 e asthma
 f a stroke

5 What might happen to you if you...?
 a had to stand for a long time in a hot, crowded room
 b were stung on your hand by a bee
 c switched on a light with wet hands

2 READING

a With a partner, look at the list below. Which things do you think most doctors might not want to do themselves?

- follow a low-carb diet
- go to the doctor with a long list of symptoms
- have a full health check
- have cosmetic surgery
- see a counsellor
- smoke or drink alcohol
- sunbathe
- take anti-malaria pills when visiting a country where it is endemic
- take sleeping tablets
- take vitamin supplements
- use alternative medicine
- vaccinate their children against childhood illnesses like measles

b Read the article on page 75 once and complete the headings A–G with a treatment or habit from a.

c Read the article again. Why wouldn't the doctors do these things? Match reasons 1–7 with paragraphs A–G.

- 1 Because it might be difficult later to stop doing this.
- 2 Because the doctor may take you less seriously.
- 3 Because the short-term benefit may be outweighed by long-term problems.
- 4 Because you may develop another illness as a result of unnecessary treatment.
- 5 Because you may end up getting treatment you didn't really need.
- 6 Because you may not necessarily be treated by a professional.
- 7 Because you are doing something that is deliberately damaging.

LEXIS IN CONTEXT

d Look at the **highlighted** phrases. With a partner, work out what they mean and try to paraphrase them.

e Work in small groups.

- Do any of the doctors' opinions surprise you?
- Might their opinions affect the way you behave? Why (not)?
- Is there anything connected with medicine or health that you would never do?

What doctors won't do...

Doctors reveal the treatments or habits they would avoid

I would never...

A I would never take up the regularly advertised offers by private medical companies. Why? Well, if you have symptoms, you go to your GP and they listen to your history, examine you, request investigations, and reach a decision. This process is known as 'diagnosis'. A full check when you feel totally well is not diagnosis, it is 'screening'. There are few screening tests where **the advantages outweigh the disadvantages** and they could lead you to have potentially harmful investigations, or indeed treatment, that you may not have needed. One hears anecdotes about the advantages of health checks. One hears anecdotes about people who have fallen out of sixth-floor windows and lived, but I wouldn't try it myself.

Mike Smith, GP

B Patients often think this helps, but **it makes the doctor's heart sink**. They're not going to be able to deal with everything in one go and, most importantly of all, it makes them think you haven't got one particular problem, you've got a multiplicity of problems, which is a sure sign of a hypochondriac.

Carol Cooper, GP

C **People underestimate the risk**. They think, 'My skin looks all right; how can it be damaged?' Even if your skin doesn't look aged, you can end up with skin damage that sets you up for potential cancers in the future. Sunbathing in your teens and early 20s is a very strong risk factor. We are now seeing cancers in the under 40s that we used to see only on the faces of old, weather-beaten guys who had spent a lifetime outdoors. I would go out in the sun, but I would never lie in it with the purpose of getting a tan.

Carol Cooper, GP

D I have come across many patients who have been taking them for decades. They are addictive and it can be very difficult for people to wean themselves off them; the side-effects can include falls, confusion, sleepiness in the daytime, and the feeling that increasingly high doses are needed to achieve the same effects. I can't imagine any situation in which I would start using them.

Helen Drew, GP

E Why? Because although you will probably lose weight, it may kill you. **Don't take my word for it** – read about the 43,396 Swedish women followed for an average of 15 years. Those who stuck to low carbs and high protein had a rising risk of dying from heart attacks and strokes. There was a staggering 62% higher risk of such illnesses among the women eating the strictest diet over those who ate normally. Eating is for enjoyment; these diets turn food into medicine and it's the wrong medicine.

Tom Smith, GP

F The reason for my reluctance? **Nothing to do with** anaesthetics (safe these days), but entirely to do with surgery, which should never be undertaken for what you might call 'soft' reasons. It's not that surgery is so dangerous that I would worry about death. Mainly it's the worry of an infection, which can be very unpleasant.

Mark Patrick, consultant anaesthetist

G I would never see a 'counsellor' if I was having mental health problems. Absolutely anyone can claim to be a counsellor – it's an entirely unregulated area. As a result, there's a huge variation in quality and I have seen too many patients who have been further psychologically damaged by seeing poorly-qualified counsellors.

Max Pemberton, psychiatrist

From The Guardian

Glossary
screening the testing or examining of people to see if they have a disease when they have no symptoms



3 LISTENING & SPEAKING

a Look at these types of alternative medicine. Do you know what any of them involve?

acupuncture aromatherapy chiropractic
homeopathy hypnotherapy osteopathy

b **4 21**))) Listen to four people talking about alternative medicine. Answer these questions for each speaker.

Did they have any treatment?

- **Yes** What treatment did they have? What for? Was it successful?
- **No** Why not?

c Listen again. Which speaker...?

- doesn't believe in alternative medicine of any kind
- was told by a doctor to use alternative medicine
- had been taking traditional medicine, but it hadn't worked
- doesn't really believe in alternative medicine, but was willing to try it
- thinks alternative medicine only works because of the placebo effect
- felt better with fewer than the recommended number of treatments
- might consider repeating the treatment as a last resort
- was having one alternative treatment when he / she was given another type of alternative medicine

d Which forms of alternative medicine are popular in your country? Have you ever tried any forms of alternative medicine, or do you know anyone who has? Was your / their experience positive or negative?

4 GRAMMAR

gerunds and infinitives

- a Write the verbs or phrases in the correct column.

afford agree avoid can't help can't stand
deny had better happen imagine involve
be worth look forward to manage miss
needn't practise pretend refuse regret
risk suggest tend threaten would rather

+ to + infinitive	+ gerund	+ infinitive without to

- b 4 22))) Listen and check.

- c Cross out the wrong form. Tick (✓) if both are possible.

- I regret *not going* / *not having gone* to the doctor earlier.
- I hate *telling* / *being told* that I've gained weight.
- I'd like *to have stopped* / *to stop* smoking sooner, but at least I've finally done it.
- I was unwise *not to take* / *not to have taken* all the antibiotics.
- Is it easier *to park* / *park* at the hospital now?
- I do enough exercise *to keep* / *for keeping* reasonably fit.
- It's no use *worrying* / *to worry* about being unfit if you don't change your diet.
- She was the first woman *to become* / *becoming* a professor of cardiac surgery.

- d ► p.154 Grammar Bank 8A. Learn more about gerunds and infinitives, and practise them.

- e ► **Communication** Guess the sentence A p.107 B p.111. Imagine the missing phrases, then check with a partner.

5 LISTENING & SPEAKING

- a Look at these infographics. What medical advice do you think each image represents?



- b 4 23))) Listen to the radio programme and check your ideas.
- c Listen again and make notes for each piece of advice about what we should really be doing.

LEXIS IN CONTEXT

- d 4 24))) Look at some sentences from the listening script. Try to complete them with the correct form of *make* or *do*. Then listen and check.
- You're constantly _____ **decisions** based on what you want versus what you think is good for you.
 - Does it really _____ **a difference**?
 - So, although five will _____ **you good**, more might be better.
 - So, eight hours a night is probably about right, though a bit more or a bit less shouldn't _____ **you any harm**.
 - _____ **the recommended amount** of moderate activity, but try to do more if you can, especially if you spend a lot of the day sitting down.
 - ...but a large-scale UK study of 11,000 children showed no relationship between screen time and emotional or social problems, or an inability to concentrate or _____ **friends**.
 - Instead we should _____ **up our own minds** about what's best for our children – and for ourselves.

- e Talk to a partner.
- Which piece of advice in **a** was the most accurate? Which was the least accurate? Were you surprised?
 - Have you heard similar advice in your country? Do you know where it comes from? Do people follow it? How seriously do you take it?
 - Do you think advice like this is helpful, or should people be left to make their own decisions?
 - Is there a piece of health advice you strongly believe in and try to put into practice?

6 VOCABULARY similes

Some people can **eat like a horse** and not put on weight.

- a Look at the example from the listening script and read the information about similes. Then complete sentences 1–10 with a word from the list.



Similes for comparisons

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 underweight for her age – she's **as light as a feather***. (= extremely light).

bat dream fish flash gold log mule post rake sheet

- My husband's **as stubborn as a** _____ – he refuses to go to the doctor about his bad back.
- She's **as white as a** _____. I think she's going to faint.
- He **drinks like a** _____. He really ought to cut down.
- He's **as deaf as a** _____. You'll have to speak up a little.
- She **sleeps like a** _____. I don't think she's ever had problems with insomnia.
- Your mother's **as blind as a** _____. She should get her eyes tested.
- She's been **as good as** _____. She took all her medicine without making any fuss.
- He's lost a lot of weight since his illness. He's **as thin as a** _____.
- When I pressed the button, the nurse came **as quick as a** _____ and changed my drip.
- My new medication **works like a** _____. I feel 100 times better.

- b 4 25))) Listen and check.



7 PRONUNCIATION /ə/



Fine-tuning your pronunciation: the most common sound in English

/ə/ is the most common sound in English. If you use it, it will help your word stress and sentence stress to sound more natural and fluent.

/ə/ is the vowel sound in many common unstressed words in a sentence, e.g. *a / an, the, was / were, to, as, for, than*, etc.

My **husband's** **as stubborn** **as a mule** – he **refuses** to **go** to the **doctor** about his **bad back**.

- a Look at the sentence from the vocabulary exercise. Circle the unstressed words with the /ə/ sound. Which three stressed words also have the /ə/ sound?
- b 4 26))) Listen and check. Practise saying the sentence. Then practise saying sentences 2–10 in **6a**.
- c Try to think of three people or things you could describe with the similes. Compare with a partner.

8B Traveller or tourist?

What kind of traveller are you?

What do your holiday habits say about you? Do you love soaking up the sun or immersing yourself in the culture? Find out what kind of globetrotter you are...

Start here!



1 VOCABULARY & SPEAKING

travel and tourism

- What kind of traveller are you? Do the quiz and find out.
- **Communication** What kind of traveller are you? p.108. Read about your traveller type.
- **p.169 Vocabulary Bank** Travel and tourism.

2 READING

- What's the difference between people who...?
 - go to Benidorm or Cancún
 - go to Outer Mongolia
 - enjoy meeting local people
 - enjoy meeting people from their own country
 - buy lots of souvenirs
 - think souvenirs are tacky
- Read the article. Which of these sentences best summarizes its message?
 - Travellers think they're superior to tourists, but in fact it's the other way round.
 - There's no real difference between travellers and tourists.
 - Tourists' bad reputation is partly deserved.

Are you a tourist or a traveller?

As another holiday season approaches, it's time to defend tourists. They need it. Scarcely anyone has a good word for them. They overrun places, ruining them, and among the cultured classes, no one admits to being a tourist. They are all travellers. As if we weren't all tourists most of the time.

So, well, the case for the defence:



By Anthony Peregrine

Exploitation

- 1 Tourists are renowned for spoiling places. However, travellers are the people that got there first. If they didn't wander off to unexplored spots, writing and talking about them on their return, the rest of us would be in ignorance. Later, at some stage – generally around the opening of the first Holiday Inn franchise – volume **turns** travellers **into** tourists. Then travellers get very upset – hear them complaining about the crowds at Machu Picchu. But why would, or should, travellers deny such obviously enriching experiences to others? There is no evidence – merely the arrogance of travellers – to suggest that the quality of appreciation is any the less because tourists **turn up** in large groups.

Economics

- 10 No surprise that the locals worldwide have embraced tourism – going to work in the new hotel, opening guest rooms of their own, and running pleasure trips in their fishing boats. Obviously, they lost something in the process, but they were going to lose it anyway. They gained financial security – their families doubtless have health insurance and flat-screen TVs, just like you and me. It is easy to romanticize shepherds and fishermen when you're only **passing through**. Then you go home, and they're still selling single goats and bringing fresh water from five miles away. By wishing to leave the world untouched, travellers do nothing for economic development. By contrast, tourists – with all their varying needs – bring cash in buckets.

Fun

- 20 A short time ago, I saw a documentary following a group travelling around Mongolia. They were eating yak. This looked to me like the worst holiday ever. They maintained, though, that they were having a wonderful time. I was thrilled for them – until one started **going on about** how this was a real experience, far better than the second-hand superficiality of the tourist holiday. Now, as far as I'm aware, there's no moral or qualitative hierarchy of holiday pleasures. 25 Flying to Alicante is in no way inferior to flying to Ulan Bator. It's just a different departure gate. If people wish to go riding in Mongolia, that's fine, and a matter of personal taste. Just don't let them look down on my holiday activities, for example, playing midnight crazy golf in Benidorm. We all enjoyed ourselves; none of us was a better person for it, just happier – and that's all there is to say.

Conviviality

- 30 Tourists like one another. Travellers apparently don't like anybody, unless they are natives. The presence of other visitors at the temple, mountaintop, or jungle clearing compromises the authenticity. And they get especially irritated if the other visitors are fellow Britons. I'm generally delighted to **run into** other Britons, especially in places where I don't master the language (in other words, almost everywhere). They represent the possibility of conversation, a considerable relief from pointing at stuff and smiling stupidly.

- And, while travellers are busy **standing off from** humanity, tourists are having a great time together. The purest expression of the tourist experience is, perhaps, the package holiday – reviled by all, except anyone who has ever been on one. I have had the best of times on coach trips throughout Europe. There's no room here to detail the benefits, except one – and that's built-in good company. I've lost count of the occasions I've been in a hotel bar after a fine day, sharing most convivial moments with fellow passengers. Across the bar, lone-travelling couples have **looked on**, as jealous as hell. We coach-trippers have been moved by the Alhambra or Delphi, 45 we're doing our bit for the hotel trade, quite a lot for the bar trade, and generally we are an economic good.

The tourist is me. I feel no shame.

The Daily Telegraph

- c Read the article again. According to the writer, are the following sentences **T** (true) or **F** (false)? Underline the parts of the text which show his opinion.

- 1 Travellers are responsible for places becoming tourist sites.
- 2 A traveller is better able to appreciate a tourist site than a group of tourists.
- 3 Local people have lost more than they have gained from tourism.
- 4 Tourists have benefited the local people more than travellers.
- 5 The group who were travelling round Mongolia were not really having a good time.
- 6 The more exotic a holiday is, the more people enjoy it.
- 7 Travellers are far more antisocial than tourists.
- 8 It's best to try to avoid meeting other people from your country when you are travelling.
- 9 Many people think that a package holiday where you travel by coach is the worst way to travel.
- 10 In fact, travellers are often aware that tourists are having more fun than they are.

LEXIS IN CONTEXT

- d Look at the **highlighted** phrasal verbs and try to work out their meaning. Then match them to 1–8.

- 1 keep apart from _____
- 2 change sb / sth into _____
- 3 meet by chance _____
- 4 watch from a distance _____
- 5 talk about sth for a long time, often in a boring way _____
- 6 stop in a place for a short time, but not stay there _____
- 7 appear, arrive _____

- e Work in groups and answer the questions.

- 1 Do you agree with the writer's defence of tourists?
- 2 Do you consider yourself to be more of a tourist than a traveller, or vice versa?
- 3 Has tourism had a significant effect where you live? Has it been positive or negative?

3 WRITING

- p.122 Writing A discursive essay (2): Taking sides. Analyse a model essay and write a discursive essay about road charging or healthy lifestyles.

4 GRAMMAR expressing future plans and arrangements

- a Look at the messages and **circle** the correct form of the verbs in *italics*. Tick (✓) if you think both are possible.

1 I'm leaving / I'll be leaving for the airport soon, so I should be there in plenty of time. *2 I'll let / I'm going to let* you know if there's any delay.

Fingers crossed! Can't wait to see you!

Delayed! *3 It now leaves / It's now leaving* at 6.30. Hope they're telling the truth... 😞

Typical! Never mind. *4 I'll be waiting / I'm waiting* for you in Arrivals.

We're due *5 to start / starting* boarding at 6.00, so it looks as if it really is leaving at 6.30! 😊

😊😊😊

We're about *6 board / to board* at last! See you soon.

- b ➤ **p.155 Grammar Bank 8B.** Learn more about expressing future plans and arrangements, and practise it.
- c Are you planning any trips or journeys at the moment? Have you made any of the arrangements? If so, tell a partner.

5 LISTENING

- a You're going to listen to Clive Oxenden, who lives in Spain, describing a disastrous journey. Look at the headline. Where do you think he was trying to travel to and why? What kind of problems might he have had?

Christmas getaway crippled by storms

- b Listen to Clive's story. After each part, answer the questions with a partner.

4 29)))

- 1 Where was Clive travelling to / from? Who with? When?
- 2 What happened before take-off and why did it worry him?

What do you think might have happened next?

4 30)))

- 3 When did things start going wrong?
- 4 What did the pilot tell them?
- 5 How do you think Clive felt and why?

What do you think might have happened next?

4 31)))

- 6 What did the pilot decide to do?
- 7 How did the people on the plane react?
- 8 How did the pilot explain what had happened?

What do you think might have happened next?

4 32)))

- 9 Where did they end up going?
- 10 Why did the pilot think they would be able to land there?
- 11 How did the passengers feel when they landed and what did they do?

What do you think might have happened next?

4 33)))

- 12 What were the passengers then told to do? Why?
- 13 What alternative were they given?

What do you think might have happened next?

4 34)))

- 14 What did the people with children all decide to do?
- 15 What did Clive and his family do?
- 16 When did Clive and his family eventually get home?

LEXIS IN CONTEXT

- c Look at the **highlighted** words and expressions from the listening exercise. Explain what they mean in your own words.

- 1 he said in the message that there was a very bad storm in London with **gale-force winds**...
- 2 as we were **approaching** Gatwick...
- 3 we're going to **circle** for a while...
- 4 then we started getting the worst **turbulence** I've ever experienced...
- 5 the plane suddenly **shot back up** in the air...
- 6 The plane started **gaining height**...
- 7 **we're off to** Holland now.
- 8 it was quite a good landing, little bit **bumpy**...
- 9 everyone was very **relieved** to get down on the ground...
- 10 So then, everyone had a bit of a **dilemma**...

- d How would you have felt in Clive's position? Do you think you would have made the same decisions?



6 SPEAKING

- a Think about a bad journey you've had (it could be when you were on holiday, or just something that happened on your way to work or school). Look at the plan below and decide what you are going to say.



1 Set the scene

*One of the worst journeys I've ever had...
It happened (a few months) ago...
I was travelling...*



2 Give the details

*Everything was fine until...
What happened was that...
Suddenly...
So anyway...
Finally...*



3 End with a comment about how you felt

*It was certainly the most...
I've never been so...
I'll never forget it.*



- b Work in groups of three or four and tell each other about your experience. Use the plan to help you tell your story.

7 PRONUNCIATION homophones



Homophones

The **weather** was good...

...he was asking me **whether** the flight had been cancelled...

Weather and whether are homophones. They are spelt differently and have different meanings, but are pronounced exactly the same.

- a With a partner, complete each pair of sentences with homophones.

1 /ki:/

- a We sat on the quay, watching the fishermen mend their nets.
b I can't find my room key. Could I have another one?

2 /weɪt/

- a We've got a three-hour wait before the flight leaves.
b What's the maximum weight for hand luggage on this flight?

3 /bɔ:d/

- a We're boarded! We don't want to visit any more museums!
b The passengers are waiting to board the plane.

4 /breɪk/

- a We're going to break the journey in Milan.
b The airport bus had to break suddenly when a lorry pulled out.

5 /feə/

- a My ticket cost twice as much as yours. It's not fair!
b How much is the air fare to Australia?

6 /pi:z/

- a Where's the piece of paper with our flight details?
b We're going off the beaten track for a bit of peace and quiet.

7 /kɔ:t/

- a It's a four-star hotel and it's even got a tennis court.
b We only just caught the train – it left seconds after we got on it.

8 /saɪt/

- a We visited an archaeological site on the banks of the Nile.
b My first sight of Venice completely took my breath away.

9 /θru:/

- a When we arrived in the States it took us ages to get through immigration.
b The screener at Security threw away my perfume because it was 200 ml.

10 /swɪ:t/

- a We've booked the hotel's bridal suite for our honeymoon.
b I don't like the local white wine. It's too sweet for me.

11 /'stɔ:riəl/

- a You'll need the serial number of your laptop to make an insurance claim.
b There wasn't much for breakfast, just toast and serials.

12 /'weðə/

- a We can't decide whether to fly to Paris or to go by train.
b Our flight was delayed for three hours because of bad weather.

- b Test a partner. **A** say one of the homophones, **B** say what the two spellings and meanings are. Then swap roles.

8 4 MP3))) SONG Holiday Romance 🎵

7&8 Revise and Check

GRAMMAR

a Complete the sentences with the right form of the verb in brackets.

- 1 Do you think I ought _____ to Mario yesterday? (apologize)
- 2 You'd better _____ to the doctor about that cough. (go)
- 3 You're not supposed _____ your mobile at work, but everyone does. (use)
- 4 Alex seems _____ a lot at the moment. Do you think he's studying enough? (go out)
- 5 Isn't there anywhere _____ here? (sit down)
- 6 Rick hates _____ that he can't dance very well. (admit)
- 7 I would love _____ the installation, but it finished the day before we arrived. (see)
- 8 There's no point _____ him. He always has his phone turned off while he's driving. (call)
- 9 It's important for celebrities _____ at all the right parties. (see)
- 10 Let's go and have a coffee. The meeting isn't due _____ until 10.30. (start)

b Circle the right phrase. Tick (✓) if both are possible.

- 1 It is *not allowed* / *not permitted* to wear jewellery at school.
- 2 *You should have listened* / *You should listen* to my advice, but it's too late now.
- 3 The flight was at midday so we *needn't have got up* / *we didn't need to get up* early. In fact, we got up at 9.30.
- 4 *You look* / *You seem* a bit down today. Is everything OK?
- 5 It smells *as if* / *as though* someone has burned the toast.
- 6 Is that your father upstairs? *I can hear* / *I'm hearing* his voice.
- 7 This coffee *tastes like* / *tastes of* tea. It's undrinkable!
- 8 *I'll be working* / *I'm working* at home this afternoon, so you can call me there.
- 9 You'd better get on the train now. *It's on the point of* / *It's about* to leave.
- 10 The princess *is to* / *is due to* open the new hospital early next month.

VOCABULARY

a Complete the sentences with a form of the **bold** word and a prefix.

- 1 Sorry, but you've _____ my name. It's K-A-T-Y, not K-A-T-I-E. **spell**
- 2 I get very _____ when I feel that I'm not making any progress. **motivate**
- 3 Nowadays in Venice, local residents are completely _____ by tourists. **number**
- 4 The film isn't as good as everyone says it is. I think it's very _____. **rate**
- 5 Look, I think they've _____ us. The bill should be £80, not £60. **charge**
- 6 I'm afraid this style of jeans has been _____ – we won't be receiving any more. **continue**
- 7 The staff meeting has been postponed and will be _____ for a later date. **schedule**
- 8 Trying to improve people's lives by imposing all kinds of new laws on them is _____. **logical**

b Write the expressions or idioms for the definitions.

- 1 a _____ - _____ *noun* a painting or drawing of arrangements of objects such as flowers, fruit, etc.
- 2 a _____ - _____ *noun* a painting or drawing that an artist does of him / herself
- 3 a _____ **IDM** an unimportant fact or idea that takes people's attention away from the important things
- 4 a _____ **IDM** a thing that is useless even though it may have cost a lot of money
- 5 the _____ **IDM** an illegal form of trade in which goods that are difficult to obtain are bought and sold
- 6 _____ **IDM** bureaucracy

c Circle the right word.

- 1 I wore my new shoes to work today and now I've got a *blister* / *plaster* on my toe.
- 2 That's a very deep cut. It may need *bandages* / *stitches*.
- 3 Do you know which *surgeon* / *GP* will be operating on you?
- 4 I've got a strange *scan* / *rash* on my hands. I think it might be an allergy to detergent.
- 5 My husband is as stubborn as a *horse* / *mule*.
- 6 Grandad never hears the doorbell. He's as deaf as a *bat* / *post*.
- 7 I was so tired I slept like a *fish* / *log* last night.
- 8 Now that my laptop's been mended it works like a *dream* / *flash*.

d Complete the missing words.

- 1 It's a very quiet place, completely off the **b**_____ track.
- 2 We **s**_____ off at 7.00 and we were there by 11.00.
- 3 As soon as we get there, let's **h**_____ the shops!
- 4 It used to be an unspoilt village, but now it's really **t**_____ – there are ten hotels!
- 5 Sadly, my father-in-law died suddenly, so we had to **c**_____ our holiday.
- 6 It's been such a stressful couple of months. I need a break to **r**_____ my batteries.
- 7 Our room had a **br**_____ view of the mountains.
- 8 On the first day we decided to go to the market and **s**_____ the local street food.

CAN YOU UNDERSTAND THIS TEXT?

- a Read the article once. What does Nick Trend conclude about travel insurance?
- b Read the article again and mark the sentences **T** (true) or **F** (false).
 - 1 The writer was surprised by Edward's letter.
 - 2 Edward takes some domestic flights.
 - 3 He sees travel problems as challenges.
 - 4 He doesn't think that he has saved money as a result of not taking out insurance.
 - 5 The writer thinks we are at the same risk of crime at home as when we are travelling.
 - 6 He thinks Edward is wrong about not taking out travel insurance because of the cost of medical treatment abroad.
- c Look at the **highlighted** words and phrases and work out their meaning. Check with your teacher or with a dictionary.

CAN YOU UNDERSTAND THIS FILM?

4 MP3 Watch or listen to a short film on the history of penicillin and mark the sentences **T** (true) or **F** (false).

- 1 Alexander Fleming was the first person to find a way to prevent infection
- 2 After discovering penicillin, his problem was that he couldn't produce enough of it.
- 3 Florey and Chain weren't interested in Fleming's results.
- 4 By early 1940 they had discovered a way to produce penicillin in large quantities.
- 5 The drug was urgently needed because of World War II.
- 6 In 1945 Fleming, Florey, and Chain won the Nobel Prize for Chemistry.
- 7 Doctors are not to blame for the reduction in effectiveness of antibiotics.
- 8 Antibiotics can be bought without a doctor's prescription in some countries.
- 9 If we do not control the use of antibiotics, it will be impossible to carry out operations.
- 10 We need national legislation to restrict the use of antibiotics.



Travel insurance: do I really need it?

Regular readers of my column will know that the complications, costs, and **pitfalls** of insurance are subjects I regularly try to **tackle**. Often I get follow-up enquiries from readers as a result. But the last article, two weeks ago, drew a very unusual response. It came from a reader called Edward and here, slightly edited, is what he said:

'I am in my mid-sixties and have been travelling regularly since my late teens. At present I live in China, and take about 60 to 70 flights a year, both inside the country and abroad – including to some **dodgy** places. I have never once paid for travel insurance. Naturally, I've had **mishaps** and dozens of cancelled flights, for example: 1968 – stuck in Amman in transit when a war broke out and all flights were cancelled. I treated it as an unexpected opportunity to visit the city. 1972 – Rome. All documents and money stolen. I was repatriated by the British Embassy, by train, using a temporary document (one sheet of paper) – I had to pay back the fare on arrival, and received nothing else, surviving until Dover on fellow passengers' snacks. I've always **put these incidents down to experience**, and **dined off** some of them for years. Never once have I been tempted to pay for insurance. Indeed, it is my firm conviction that in the end I've lost far less cash than I would have paid for policies. Moreover, many people I know have been **ripped off** by insurance companies that refuse to pay or find ways of paying less than the customer expected. Do you sincerely believe that travel insurance would have been worth it for me in the past, or will be in the future?'

Obviously Edward's approach is not for everyone. He is clearly a highly experienced traveller and he apparently enjoys taking risks. But he did make me think again about the whole question of travelling without insurance. After all, very few of us **would bother** to insure ourselves if we were spending a couple of days in London, so why do we rush out and buy cover when we jump on to a train to Paris for a weekend break? We are just as likely to get mugged, or have things stolen, in London as in Paris. And it is important to remember Edward's point that even if you have insurance, you can never be sure it will pay out when you need it.

However, for all the limitations on travel insurance cover, where Edward's argument **falls down** in my eyes is on the question of medical cover. The Foreign Office travel advice pages (fco.gov.uk) are explicit in advising us not to travel without insurance, and the examples it uses to explain why are the potentially high cost of hospital treatment, and medical repatriation. It quotes £35–45,000 for an air ambulance to return to the UK from the US east coast, and £12–16,000 for an air ambulance from the Canary Islands. The chances of having to use these services are **minuscule**, but the costs are so substantial that they would be a significant issue for most of us and not one we would like to have to deal with in such circumstances. On balance, while Edward's approach sounds temptingly refreshing, he is leaving himself open to some potentially very expensive risks.

By Nick Trend in The Telegraph

9A Animal planet

1 READING

- a Would you say that people in your country are animal lovers? Have you ever had a pet? How attached to it were you?
- b Look at the title of the article. Does it imply that the writer likes animals or dislikes them?
- c Now read the article. In which paragraph does the writer talk about...?
- his attitude to dogs
 - his current feelings about kittens
 - future plans about pets in his household
 - people's preference for animals over children
 - his general attitude to cats
 - his children's attitude to animals
 - his childhood experience of pets

d Read the article again. Choose a, b, or c.

- 1 The writer _____ kittens are cute.
- a agrees that
 - b disagrees that
 - c isn't sure whether
- 2 He thinks that in general cats are _____.
- a more loveable than annoying
 - b equally loveable and annoying
 - c more annoying than loveable
- 3 He _____.
- a prefers cats to dogs
 - b prefers dogs to cats
 - c doesn't have a preference
- 4 He thinks that some animal lovers would consider his attitude to animals _____.
- a oversensitive
 - b unnatural
 - c normal
- 5 He _____ people who prefer animals to children.
- a sometimes understands
 - b half-agrees with
 - c strongly disapproves of
- 6 His children have _____ attitude to animals.
- a an inconsistent
 - b a rigid
 - c an unhealthy

In defence of **NOT** liking animals

- 1 Our household at the moment is infested – sorry, blessed – with cats. Six of them. Having got rid of one, Dylan, last year – may he rest in peace – leaving only his infirm and senile brother, Floss, behind, my wife accepted a kitten. This kitten has just given birth to four of her own fluffy balls. I have to admit that the expression ‘cute as a kitten’ does not seem to be an arbitrary one. They are extraordinarily loveable. They meow and play and generally make the world a fluffier place. I like them.
- 2 But I doubt that it will last. I am a lifelong pet sceptic. Confronted with the kittens, it briefly slipped my mind why **I was sceptical**. I am now beginning to remember. The house is starting to smell. Cats come on to the bed in the morning at 6 a.m., sit on your head and wake you up. They drink the water in your bedside glass. If you close the door, they wait outside complaining until you open it so they can sit on your head, etc. Their lovability is more than offset by their extraordinary flair in the art of being annoying.
- 3 My prejudice is not confined to cats. To dogs **I am positively averse**. They are needy, time-consuming, easy to trip over, and frequently smell bad. Also, they have been known to bite people – certainly a lot of dogs in my neighbourhood appear to have evolved specifically for this purpose.
- 4 There are people – ‘animal lovers’ is the term – who find people like me, people who **care very little about** other species, barely human. If I were feeling apologetic, I would only say that I grew up in a house without pets, and so have never quite become acclimatized to them. My only pet was a stickleback I caught in the canal, which died after six hours in my mother's household bucket. And a tortoise, whose shell I found mysteriously empty one day.
- 5 But I'm not feeling apologetic. Should I feel sorry because I can stare at my children awestruck by love, but not feel the same way about another species? I cannot accept that people who don't much care for animals are emotionally defective. If anything, the reverse is true. Anybody who leaves their inheritance to a donkey sanctuary rather than research for, say, children's cancer strikes me as profoundly cynical about the human race.
- 6 Human beings are difficult to love – they are complex, contrary, and they often let you down. Animals are simple and easy to love. But it's a soft option. My children appear to **adore** animals, but in a highly partial way. They ooh and aah when they see lambs frolicking in the fields, but then sit down and eat their Sunday lunch with mint sauce without a second thought. This is sentimentality rather than genuine love.
- 7 But for the moment, cynic or not, **I am content** to have the gorgeous balls of fluff around the house. Three are being given away, we're keeping one, and Floss can't be for this earthly realm much longer. That will leave us with two. **I can live with that**, just about, as long as no one asks me, ever, to clean out the litter tray.

By Tim Lott in The Guardian

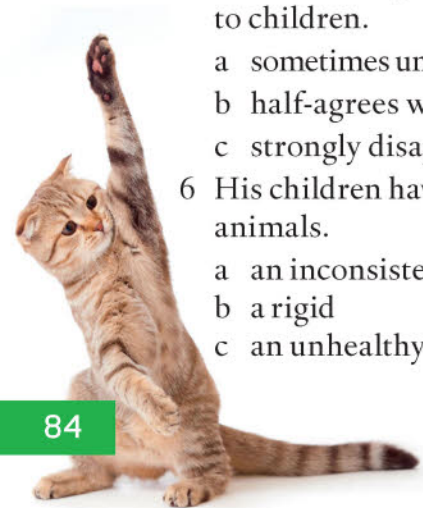
Glossary

stickleback a small, freshwater fish with sharp points on its back

tortoise

mint sauce a sauce traditionally eaten in the UK with roast lamb

litter tray a shallow box full of a dry substance used by cats as an indoor toilet



LEXIS IN CONTEXT

e Look at the **highlighted** verbs and expressions related to feelings and try to work out their meaning. Then match them to 1–6.

- 1 _____ be happy and satisfied with
- 2 _____ really dislike sth
- 3 _____ not feel strongly about
- 4 _____ really love
- 5 _____ have doubts about sth
- 6 _____ **PHRV** accept sth that isn't perfect

f Talk to a partner.

- 1 Do you think the writer's attitude to animals is...?
a realistic b sentimental c hard-hearted
- 2 What is your attitude to animals: a, b, or c? Explain why.

2 VOCABULARY & SPEAKING

animal matters

a Look at the definition of 'stickleback' in the glossary. Then make dictionary-style definitions for these words from the article:

donkey kitten lamb pet tortoise human being

b ➤ **p.170 Vocabulary Bank** *Animal matters*.

c Choose five circles. Tell your partner something about a person you know who...

goes hunting or fishing regularly

has an unusual pet

doesn't eat meat or fish because of their principles

is allergic to bee or wasp stings

is afraid of certain animals or insects

has a really annoying pet

doesn't look after an animal properly

doesn't believe in wearing fur / leather

is a member of an organization that protects the environment

is passionate about animal rights

has had an infestation of insects or animals recently in their house / garden

can't eat shellfish

has been attacked by a wild animal

d Read the idioms and their definitions. Choose the correct word to complete the expressions.

1 **cow donkey horse**

I **did all the _____ work** on this project, so I hope I'm going to get the credit for it.
= did the hard, boring part

2 **duck goldfish penguin**

I told him what I thought of him, but **it's like water off a _____'s back**.
= criticism doesn't affect him

3 **duck fish frog**

He **was like a _____ out of water** when he left the village and went to live in London.
= felt uncomfortable or awkward in unfamiliar surroundings

4 **calves chickens lambs**

You think you've passed the exam, but **don't count your _____ before they hatch**.
= don't be too confident that you will be successful

5 **cat dog horse**

I think James was married before, but I'm not sure. He's a bit of a **dark _____**.
= a person who doesn't tell others much about their life (but sometimes surprises them)

6 **lion leopard tiger**

When they divorced, Nick's wife got **the _____'s share** of everything they owned.
= the main part

7 **mouse pig rat**

The company says they're not going to make anyone redundant in the restructuring, but I **smell a _____**.
= think that sth is wrong or that sb is trying to deceive you

8 **birds cats fish**

If the meeting's in Manchester, I can go and visit my mother at the same time – it'll **kill two _____ with one stone**.
= achieve two things by doing one action

9 **bark meow roar**

My boss can seem quite aggressive, but in fact, **her _____ is worse than her bite**.
= her words are worse than her actions

10 **beak paws tail**

After playing so badly, he walked off **with his _____ between his legs**.
= feeling ashamed, embarrassed, or unhappy because you have been defeated or punished

e Do you have the same or similar idioms in your language?



3 GRAMMAR ellipsis

- a (57) Read a conversation about pet owning and complete the gaps with one word. Listen and check. What is the function of these words in the sentences?

W Have you ever had a pet?
 M Sadly not. I've always wanted ¹ *to* _____, but I've never been able ² _____ because I'm allergic to cats and dogs.
 W Are you? I'm not, but my sister ³ _____, which is why we never had them either. But my kids really want a puppy and so ⁴ _____ my husband.
 M I think you probably ⁵ _____ then. What's stopping you? You ought to go to a rescue centre for abandoned dogs.
 W I already ⁶ _____.
 M So, you really are going to get one then?
 W I suppose ⁷ _____. I'm not 100% convinced, but the children ⁸ _____.

- b ► p.156 Grammar Bank 9A. Learn more about ellipsis, and practise it.

4 PRONUNCIATION auxiliary verbs and to

- a (58) Read the conversations and underline the auxiliaries or *to* when you think they are stressed. Listen and check. Then practise the conversations.

- A Do you like dogs?
 B No, I don't, but my husband does.
 A So does mine. We have three Alsatians.
- A I went to Iceland last summer.
 B Lucky you. I'd love to go there. Did you see any whales?
 A No. I wanted to, but I got seasick and I mostly stayed in my cabin.
- 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 ► **Communication** Match the sentences A p.109 B p.111. Read sentences and choose responses.

5 LISTENING

- a Answer the questions in small groups.

- Do you know anyone who...?
 - eats fish, but not meat
 - doesn't eat meat or fish, but does eat eggs and dairy products
 - doesn't eat any animal products at all
 - says they're vegetarian, but sometimes eats meat
- Are there many vegetarians or vegans in your country? How easy is it for them to eat out?
- What is your attitude to vegetarians and vegans?

- b You are going to listen to a radio programme where two people are debating the pros and cons of being vegetarian. Before you listen, try to predict two arguments that the pro-vegetarian might make and two that the anti-vegetarian might make.

- c (59) Listen to the pro-vegetarian making her points. Did she make any of the arguments you predicted?



- d Listen again and make notes in the chart. Write her main arguments next to 1, 2, and 3, and write the details underneath.

We should stop eating meat		
1 _____	2 _____	3 _____

- e (510) Now listen to the anti-vegetarian opposing these arguments. Did he make any of the points you had predicted?



- f Listen again and make notes in the chart. What is his final argument when he sums up?

We should not stop eating meat		
1 _____	2 _____	3 _____

- g Who did you find more convincing? Are there any other arguments you would add?

6 SPEAKING

- a (5 11)) Listen to some short extracts of people discussing the pros and cons of zoos and complete the expressions in the box with an adverb.

Common adverb collocations

- 1 It's 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 I don't _____ agree with you.
- 5 Well, I'm _____ convinced that the animal does not want to be there.
- 6 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 discuss some of the issues below. Each person in the group should choose a different issue, for which they will start the discussion. Decide whether you agree or disagree with the statement and make notes with reasons and examples.
- c Hold your discussions. Try to use language from a.
- d On which topic, in your group, do you most strongly
a) agree, b) disagree?

7 (5 MP3)) SONG Talking Bird 🎵

Animals raised for food should be kept in humane conditions. #animalissues

Animal rights activists are wrong to object to animals being used in experiments. #animalissues

It is hypocritical for people who call themselves animal lovers to eat meat and fish. #animalissues

Hunting is a traditional sport that has existed for centuries and should not be banned. #animalissues

In today's society, there is no place for entertainment that exploits animals. #animalissues

People who live in flats should not be allowed to have pets that need exercise. #animalissues

People should not be allowed to keep very aggressive breeds of dog such as pit bulls as pets. #animalissues

9B How to eat out...and in

1 VOCABULARY preparing food

- a Imagine you are in a restaurant and are given the menu below. Study it for a couple of minutes and choose what to have. Compare with a partner.



- b Complete the chart with words from the menu. Find three for each category.

Ways of preparing food	
Vegetables	
Fruit and nuts	
Sauces and dressings	
Fish and seafood	

- c What fruits, vegetables, and meat, fish or seafood are really popular in your region or country? Do you know how to say them in English?
- d ➤ p.171 Vocabulary Bank *Preparing food*.

2 PRONUNCIATION words with silent syllables

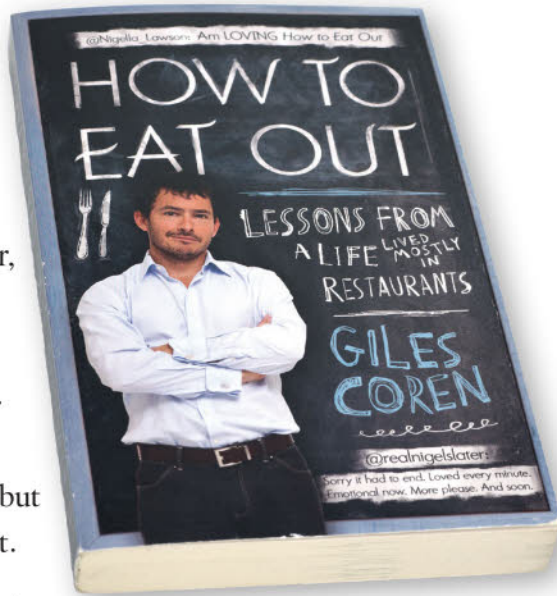
- a (5 15))) You are going to hear eight sentences. For each one, write down the last word you hear.

Fine-tuning your pronunciation: silent syllables
 Some common multi-syllable words in English have vowels that are often not pronounced, e.g. the middle *e* in *literature* and the *o* in *history*. 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.

- b Cross out the vowels that are not pronounced in the words you wrote down in a.
- c (5 16))) Listen and check. Practise saying the words.

3 LISTENING & SPEAKING

a You are going to listen to extracts from a book called *How to Eat Out* by restaurant critic Giles Coren, giving advice about how to get the best out of restaurant meals. Before you listen, with a partner, decide what you think the missing words are in his tips.



- 1 Always order the _____.
- 2 Never eat the _____.
- 3 Have the vegetarian option – but not in a _____ restaurant.
- 4 Never sit at a table _____.
- 5 Insist on _____ water.
- 6 How to _____ – and get a result.
- 7 Be nice to the _____.

b (5 17)) Listen once and complete the tips. Did you guess any of them right?

c Listen again. Why does he mention the following?

- ordering steak in a restaurant
- an ex-girlfriend of his
- meat-eating chefs
- smokers
- bottled water
- free main courses
- waitresses and foreign staff

LEXIS IN CONTEXT

d (5 18)) Listen to some extracts from the book and try to complete the missing words. How do you think they are spelt and what do you think they mean?

- 1 It's often _____ to prepare and very smelly to cook.
- 2 So, whenever we meet for dinner, she is utterly starving and _____ up the entire bread basket and three pats of butter without pausing for breath.
- 3 But in an expensive place with a TV chef and a whole range of exciting things to _____ on for the next couple of hours...
- 4 ...personally I would much rather restaurants focused on doing one or two things brilliantly than offered a whole load of _____ that was just about OK.
- 5 'I'm awfully sorry to make a _____,' you might say, 'but this fish really isn't as fresh as I'd hoped.'

e In groups, discuss the questions.

- 1 Do you agree with Giles Coren's tips? Are there any other tips that you could give visitors to your country that would help them to get the most out of local food and restaurants?
- 2 Where would you recommend eating out...?
 - for a weekday lunch
 - to celebrate a friend's birthday
 - with a wealthy relative
- 3 Think of a good meal out you've had. Where was it? Who were you with? Can you remember what you had to eat and drink?
- 4 Have you ever had a disastrous meal out? Why was it so awful?
- 5 In general, do you think that eating out is good value in your country? Why (not)?



4 WRITING

► p.124 Writing A complaint. Analyse a model email and write an email of complaint to a hotel.

5 GRAMMAR

nouns: compound and possessive forms

a Circle the correct phrase in each pair. If you think both are possible, explain the difference between them, if any.

- 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.157 Grammar Bank 9B. Learn more about compound nouns and possessive forms, and practise them.

6 READING

- a Read the introduction to an article. What exactly is 'comfort food'? Do you have an equivalent expression in your language?
- b Now read about five people describing their comfort food and complete gaps 1–5 with sentences A–F below. There is one sentence you don't need.
- A Who am I kidding, it's still great.
- B The kitchen is where the love comes from.
- C It's when this connection between a dish and a certain context comes together that food makes most sense and is comforting to me.
- D Nobody has ever made it quite like my mother used to.
- E I miss that now that I live in London.
- F It was light, but incredibly comforting.

Glossary

Ladbroke Grove a road and an area in west London
Dalston an area in north-east London

Well-known faces reveal their ultimate comfort food

Comfort food takes us somewhere safe and cosy and simple. Many of the things we eat have a unique ability to transport us – a fresh tomato salad with basil and peppery olive oil can help us re-experience, for a moment, a long-gone summer in Tuscany. Comfort food can also take us back to our childhood and remind us of exactly who we are. A photograph is good at doing that, but the way something tastes is the greatest, most comforting time machine of all.



Goldie, musician

Growing up in a children's home, I got used to the kind of meals that work for feeding 25 to 30 kids – things like sausage and mash, bacon and eggs – but I first associated comfort with food when I'd go home at the weekends and visit the Jamaican side of the family. The smell of Jamaican cooking, be it in a home kitchen, a patty shop in Ladbroke Grove or Junior's Caribbean takeaway in Dalston is, to me, home. And home means comfort. ¹_____. The smells, the pots and pans, all the dried and fresh ingredients, the heat from the Scotch bonnet chillies catching your throat, it's all so beautiful.



1



Gareth Pugh, designer

I miss a lot of the foods I can't get hold of now for geographical reasons, like my grandmother's ginger and chocolate cake, which she used to make every Saturday for the family tea. ²_____. Also, 'stottie bread' (a large, round, flat bread) is nowhere to be found and I often bring



2

a few back on the train if I've been to visit the family. Fish and chips always taste better there, too, by the sea – although I recently found a great place that serves amazing fish, chips, and mushy peas in Paris, where I spend a lot of time – and I miss my dad's lasagne. Nothing comes close.



Cornelia Parker, artist

Something like fish soup rates high on the comfort-food list for me. A *bouillabaisse*, or a fish stew – anything wet with fish in it, really. If I see something soupy and fishy like that on a menu, I have to have it. I went to Portugal at the beginning of the summer and we went to the same restaurant every night of the week, as you do, and I had monkfish stew four nights out of six. ³ _____.



Yotam Ottolenghi, chef

Comfort food is about eating the right food in the right place at the right time. ⁴ _____. In this way, any food can be comforting depending on the time and place, whether that's a can of smoked oysters for breakfast or a glass of red wine and pasta at the end of the day. But my true comfort dish, I think, would be brown rice with miso vegetables.



Azealia Banks, singer

If we're talking guilty, comforting pleasures, mine has to be candy. Particularly Haribo gummy bears. As well as candy, I love steak. It's a guilty pleasure because red meat is so bad for you! When I was a kid, I used to really love McDonald's. ⁵ _____.



LEXIS IN CONTEXT

c Read the article again. Write the food words for photos 1–5.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

d Underline all the other types of food mentioned in the article. With a partner, say what you think they mean. Check with your teacher or with a dictionary.

e Work in groups and answer the questions?

- Is there any food that the people mentioned that you also find comforting? Why?
- What are your comfort foods?
- What do they remind you of?
- How do they make you feel?
- How often do you eat them?
- Where do you eat them, and who with?

7 VOCABULARY

food adjectives with -y

Making food words into adjectives

A fresh tomato salad with basil and **peppery** olive oil.

A lot of food words can be made into adjectives by adding -y. Common examples include *buttery, cheesy, chocolatey, creamy, fishy, fruity, herby, lemony, meaty, minty, peppery, salty, spicy, sugary, and watery*.

a Which of the adjectives in the box might you use to describe...?

- a cake or pudding coffee
 Indian food pizza a sauce soup
 a stew toothpaste wine

b Tell your partner about five things you really like or dislike eating or drinking using adjectives from the box.

I love really buttery biscuits.

8&9 Colloquial English Talking about...

1 VIDEO THE INTERVIEW Part 1

- a Read the biographical information about George McGavin and look at the photos of insects on these pages. How many of them have you seen?



George McGavin is a well-known British entomologist, academic, author, explorer, and TV presenter. He is Honorary Research Associate at the Department of Zoology of Oxford University. He studied zoology at the University of Edinburgh before completing a PhD at the Natural History Museum and Imperial College London. He is a Fellow of the Linnean Society and the Royal Geographical Society, and has several insect species named in his honour. He has presented several TV programmes for the BBC, including *Expedition Borneo*, *The Dark: Nature's Nighttime World*, and *Monkey Planet*, as well as for the Discovery Channel and Channel 4. He enjoys eating insects, which he describes as 'flying prawns'.

- b (5 19)) Watch or listen to **Part 1** of the interview. What is an arthropod, and why does he think they are so important?
- c Now listen again. Answer the questions.
- 1 What examples does George McGavin give of animals with a spine, and why does he think they are less important than arthropods?
 - 2 When did he first decide to focus on arthropods? What insect caught his attention?
 - 3 What usually influences how new species are named? How many does he have named after him?
 - 4 What currently makes him sad about arthropods?

Glossary

crustacea /krʌ'steɪʃə/ creatures with a soft body and a hard outer shell, usually aquatic, e.g. crabs, prawns
mammal /'mæml/ an animal that gives birth to live babies (not eggs) and feeds its young on milk, e.g. a cow
amphibian /æm'fɪbiən/ an animal that can live on land and in water, e.g. a frog
badger /'bædʒə/ a nocturnal animal with grey fur and wide black and white lines on its head
Borneo /'bɔːniəʊ/ a large tropical island in south-east Asia



a shield bug /'ʃiːld bʌg/



VIDEO Part 2

- a (5 20)) Now watch or listen to **Part 2**. How sympathetic is George McGavin to people who have phobias of insects? Has he ever been afraid of a living creature?

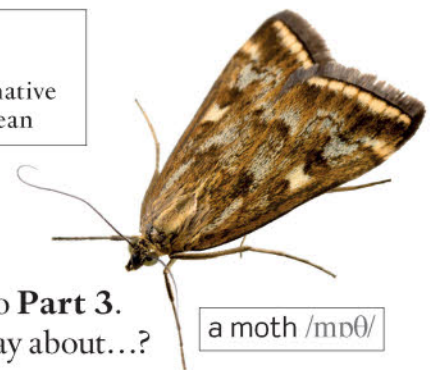
- b Listen again. Mark the sentences **T** (true) or **F** (false). Correct the false sentences.

- 1 People say they have a phobia of insects because of the way insects look and move.
- 2 George McGavin thinks children develop phobias as a result of adults' fears.
- 3 He thinks a fear of spiders is never justifiable.
- 4 In the UK there are spiders whose bite can make you seriously ill.
- 5 He thinks curing people of phobias always takes a long time.
- 6 His first reaction when he saw the snake in the Amazon was excitement.
- 7 The snake didn't like the clothes McGavin was wearing.
- 8 When he realized how dangerous the snake was, he dropped it and ran away.



Glossary

tarantula a large hairy spider
fer-de-lance a poisonous snake native to South America and the Caribbean



VIDEO Part 3

- a (5 21)) Now watch or listen to **Part 3**. What does George McGavin say about...?

- 1 killing insects at work
- 2 killing insects at home
- 3 'optimal foraging theory'
- 4 harvesting insects in cold and hot countries
- 5 a mealworm in a snack
- 6 cooking crickets for children in Oxford
- 7 one boy's mother



insects and animals

- b Compare with a partner. Then listen again. Can you add any more details?

Glossary

a flash in the pan **IDM** a sudden success which lasts only a short time and is not likely to be repeated

ecology the relation of plants and living creatures to each other and to their environment

swarm *verb* (of insects) move around together in a large group, looking for a place to live

harvest *verb* cut and gather a crop; catch a number of animals or fish to eat

snail a small soft creature with a hard round shell on its back, that moves very slowly and often eats garden plants



a wasp /wɒsp/

2 LOOKING AT LANGUAGE

Informal and vague language

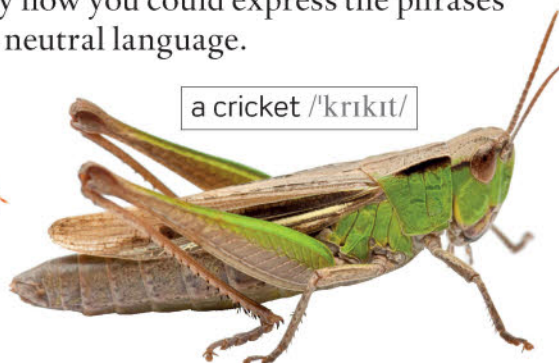
George McGavin uses a lot of informal expressions, as well as vague language, which is common in colloquial English when we don't want to be too specific or precise. Vague language makes us sound more informal and chatty.

- a (5 22)) Watch or listen to some extracts from the interview and complete the missing words.
- 'And the sad truth is that although we are **sure** there are eight million species of arthropods **there** unknown...'
 - 'And I think adults sometimes pass their fears on by, **by**, "Oh, what's that? Oh, it's a spider."'
 - '...but, but still there are **like** seven million people in the United Kingdom who are terrified of spiders, and, and moths.'
 - '...however, if you have a cat and you don't control the fleas, are a **of a pest**...'
 - 'No, it, it isn't a flash in the pan, um, we will have to, to address this quite seriously in the next, you know, **hundred or** years.'
 - '...lots of people say it's because insects are dirty or they look funny **or**...'
 - '...and the kids went wild! They, they ate **the** lot.'
 - '**I**, "Yeah, and your point is?" **She was**, "At home he doesn't even eat broccoli."'

- b With a partner, say how you could express the phrases in more formal or neutral language.



a mealworm
/'mi:lwɜ:m/



a cricket /'krɪkɪt/

3 IN THE STREET

VIDEO

- a (5 23)) Watch or listen to five people talking about animals. Who (T, A, L, J, or K) saw an animal or a group of animals...?



Teit,
Danish

Alex,
English

Lauriann,
English

James,
English

Karen,
English

- which really impressed them by the elegant way it moved
- which were extremely near where they were
- which seemed very large despite being small for their breed
- completely unexpectedly, while they were travelling across the country
- despite having been warned that they probably wouldn't see any

- b Watch or listen again. Who mentions an animal that they would like to see in the wild rather than a place they would like to visit? What places do the other four people mention?

- c (5 24)) Watch or listen again and complete the Colloquial English phrases. What do you think they mean?

- 'The savannah, with the lions and _____.'
- 'But, we'd been told the _____ of seeing them in the wild were _____.'
- 'Um, well, actually _____ would be...'
- 'I mean, it's _____ I suppose, but I did see it in the wild.'
- '...so, um, it's very rare that you can, actually, um, _____.'

Glossary

savannah a wide, flat, open area of land in Africa that is covered in grass but has few trees

David Attenborough an English broadcaster and naturalist

4 SPEAKING

Answer the questions with a partner or in small groups.

- How do you feel about insects in general? Are there any you particularly like or dislike?
- Would you be prepared to eat insects?
- Do you ever watch wildlife programmes on TV? Why do you think they are so popular?
- What's the most interesting animal that you've ever seen in the wild? Where was it?
- Is there anywhere you would particularly like to go to see animals or the natural world?

10A Where do I belong?

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?

b (5 25)) You are going to listen to an interview with David and Emma Illsley, who went to live in Mairena, a small village in the south of Spain, in 1997. Number pictures a–g in the order they mention them (1–7).

c (5 26)) Listen again to the first half of the interview. Answer the questions with **D** (David), **E** (Emma), or **B** (both).

Who...?

- 1 first got a job in Spain
- 2 studied at Warwick University
- 3 taught English
- 4 fell in love with Mairena
- 5 taught in Granada for a year
- 6 worked in local government
- 7 thinks having children helped them to integrate
- 8 employs local people

d (5 27)) Now listen again to the second half of the interview. Make notes under the following headings:

What they like most about living in Mairena

What they don't like about living in Mairena

What they miss about the UK

Whether or not they will go back to the UK



David and Emma Illsley

LEXIS IN CONTEXT

e **5 28**) Listen to some extracts from the interview and complete the idioms and phrasal verbs. With a partner, say what you think they mean.

- 1 ...he'd agreed to, to let us rent this house for, for _____ to _____...
- 2 ...we wandered around and cycled around and finally _____ this little village of Mairena where we live now...
- 3 ...we were _____ a _____ and enjoying it too much really to, to want to go back...
- 4 ...as long as I can remember I always _____ a _____, I really wanted to live in a very small community...
- 5 ...on the one hand, it's great being away from shops, it's like a kind of a, real kind of _____...
- 6 ...so we, we've never really _____ it _____, it would be tricky I think to come back, largely for economic or financial reasons...
- 7 ...to take them back to the UK, I think now, that would be perhaps a, a _____.
- 8 ...I think once you've spent 15 years building up a business then also that's something you don't want to, to easily _____ your _____ on.

f Talk to a partner.

Do you (or friends of yours) have any experience of going to live in another country?

Yes

Where did you (they) move from or to?

Why did you move?

What are / were the pros and cons?

How integrated do / did you feel?

What do / did you miss?

Did / Might you go back home?

No

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

Would you like to move to another country or city yourself?

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 David convinced me it was a good idea.
'It was _____.'
- 2 When we had children it really made a difference.
'The thing _____.'
- 3 I really like the sense of cultural diversity in the UK.
'What I _____.'
- 4 I can't see us going back because of Dan and Tom...
'The main reason _____.'

b **5 29**) Listen and check. Now look at the pairs of sentences. What's the difference between them?

c **p.158 Grammar Bank 10A.** Learn more about adding emphasis using cleft sentences, and practise them.

3 PRONUNCIATION intonation in cleft sentences



Fine-tuning your pronunciation: intonation in cleft sentences

Cleft sentences beginning with *What...* or *The person / place / thing*, 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 that 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 **5 30**) Read about intonation in cleft sentences. Then listen to each example sentence twice.

b **5 31**) Listen and repeat the sentences, copying the intonation.

- 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 that 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.

4 SPEAKING

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 living here is...
- What I least like about living here is...
- The person I get on with best in my family is...
- The place where I can relax the most is...
- The reason I decided to carry on learning English was...

5 READING & SPEAKING

- a Look at these requirements for becoming a British citizen. Do they seem fair to you?

You must usually have lived in the UK for five years before you can apply to be a citizen.
If you're between 18 and 65 years old, you need to prove that your level of English is B1 or above.
You have to take a 'Life in the UK' test and score at least 75%.
You must attend a citizenship ceremony, where you have to promise to respect the rights, freedoms, and laws of the UK.

- b Read an article by Kamila Shamsie. Number the emotions 1–5 in the order she experienced them.

- She felt amused.
 She felt disappointed.
 She felt emotional.
 She felt emotional again.
 She felt uncomfortable.



Kamila Shamsie is a writer from Pakistan, whose novels include *Burnt Shadows* and *A God in Every Stone*. She recently applied for British citizenship after living in the UK for six years.



Kamila's citizenship certificate

Tea and sandwiches with the Queen

- 1 **W**ithin a few months of applying for citizenship, I was on my way to Camden Town Hall for the ceremony, accompanied by my sister and parents, who were visiting London from Karachi at the time. My family was taken to the rows of seats for those viewing **the proceedings**, and I joined 60 or 70 other people in the queue to have my name checked against an official list and enter the seating area of the chamber.
- 5 Just before I entered, a photographer appeared, thrust a little Union Jack into my hand and asked me to smile for the camera. It brought about a strange unease, which wasn't in any way about my feelings towards Britain, but rather my feelings towards Pakistan, a nation of which I would continue to be a citizen. I had thought dual citizenship would feel like a gain, not a loss. Instead I found myself **reflecting on** what it means to be from a country in which acquiring a second passport is regarded as reason for celebration. Weeks later, I was trying to explain this to British-Libyan writer, Hisham Matar, who knew exactly what I meant. 'In that moment you are betrayed and betrayer both,' he said. 'You're betraying your country by seeking another passport and you're betrayed by your country which makes you want to **seek** another passport.'
- 10 What dispelled the feeling of **melancholy** was a glance towards one end of the chamber. There was a picture of the Queen in her tiara, set against a large Union Jack. I might have laughed out loud. It seemed so American: the smiling portrait, all those flags. And then someone pressed 'play' on a CD player and classical music filled the room. I kept looking across the room at my sister and giggling.
- 15 The Mayor of Camden **entered**, and made a rather nice speech. Then she read out a list of the different nationalities of the people present, which was the most emotional part of the ceremony for me. When she reached Iraq, a man standing across from me nodded to identify his country of origin and his eyes filled with tears. I kept my eyes on him as I read out in unison with my fellow almost-citizens the words of allegiance 'to her Majesty the Queen, her Heirs and Successors'. I looked at him again as we all sang – or moved our lips meaninglessly in time to – the national anthem; he was near tears at various points and although I knew nothing about him other than 'Iraq' and the fact that he didn't appear affluent, I found myself trying to imagine what he must be feeling.
- 20 And then my name was called out. I stepped forward to collect my certificate of naturalisation, posed for a photograph in front of the Queen and flag, and sat back down. After the ceremony, there was tea and sandwiches and then I returned home, feeling the whole thing had been rather an anticlimax and in some ways quite **dispiriting**, when I had expected the opposite.
- 25 The first thing I did **on returning home** was to download a passport application form. Wanting to stay in the UK was my **primary** reason for **acquiring** citizenship, but the added benefit of a passport that allowed me to travel without the visa nightmares that come attached to a Pakistani passport was also a strong motivating factor. I filled out the form, took it to the post office, and handed it across the counter to a bearded man with the name tag 'Khaled'.
- 30 'First passport?' he asked.
'Yes.'
Khaled looked **gravely** at me.
'Welcome,' he said, and everything uncomplicated and moving I had wanted to feel in that citizenship ceremony, I felt then.

By Kamila Shamsie in *The Guardian*

Glossary

Camden an area of north London
Karachi the largest city in Pakistan
the Union Jack the flag of the United Kingdom
Khaled a common Arabic man's name

c Read the article again. Then answer the questions with a partner.

- 1 What did Hisham Matar mean when he said 'you are betrayed and betrayer both'?
- 2 How did Kamila feel about becoming a citizen of both Pakistan and Britain?
- 3 In what ways was the ceremony 'so American'?
- 4 Why do you think Kamila and her sister kept giggling?
- 5 How did she feel after the ceremony? Why? How do you think she had expected to feel?
- 6 Why was she so keen to apply for a British passport?
- 7 Why do you think her encounter at the post office made her feel so emotional?

LEXIS IN CONTEXT

d Look at the **highlighted** words and phrases which are all quite formal and try to work out their meaning. Then match them with the informal or neutral equivalents 1–10.

- 1 _____ came in
- 2 _____ depressing
- 3 _____ getting
- 4 _____ try to get
- 5 _____ main
- 6 _____ sadness
- 7 _____ seriously
- 8 _____ thinking about
- 9 _____ the event
- 10 _____ when I got home

e Could you imagine ever becoming a citizen of another country?

6 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 that are often confused. For each pair, complete the sentences with the correct word.
- 1 **suit** /su:t/ / **suite** /swi:t/
 - 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 Let's not go out tonight. I'm tired and _____, I want to read.
 - b They live in that new block of flats _____ the school.

3 **lay** /lei/ / **lie** /lai/

- 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 rate of inflation has gone up since last month; it's _____ 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 week.
- b The company is planning to _____ the new product both on TV and online.

6 **affect** /ə'fekt/ / **effect** /i'fekt/

- a How does the crisis _____ you?
- b What is 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 I love parties. I never _____ an invitation.

9 **compromise** / **commitment**

- a I know we will never agree about what to do, but we should try to reach a _____.
- b The company's _____ to providing quality at a reasonable price has been crucial to its success.

10 **economic** / **economical**

- a I think we should buy the Toyota. It's nicer looking, and it's much more _____.
- 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 _____ to 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.

7  **SONG** *Immigrant Eyes* 

10B A good sport



BATTLE OF THE WORKOUTS

TENNIS OR SQUASH? YOGA OR PILATES? Making the decision to get fit is the easy part – choosing how to go about it is more difficult. We answer four key questions to help you decide for yourself.

- 1 How quickly will it make a difference?
- 2 How many calories does it burn?
- 3 Will it keep me motivated?
- 4 What are the benefits?



- TENNIS** VS. **SQUASH**
- 1 After six weeks of twice-weekly matches.
 - 2 476 per hour in a singles match, 340 in doubles.
 - 3 Tennis is competitive and there is nothing better than playing outdoors. However, your motivation may diminish if you keep having to cancel due to the weather!
 - 4 The strength for a great serve is provided by your thigh muscles. Sharp turns and twists put the abdominals and upper body through a vigorous workout.

- 1 Two to three weeks if playing three times a week.
- 2 748 per hour.
- 3 Squash is sociable and if you join a club, there will be a league structure.
- 4 Rated the number one healthy sport by *Forbes* magazine, squash is easier to learn than tennis and you can play all year round. It helps to strengthen your legs, arms, and core region. **WINNER**



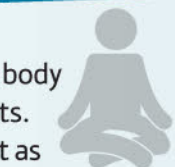
- WEIGHTS** VS. **CIRCUITS**
- 1 After the first session, your muscles will feel more toned, but significant changes will take three to four weeks.
 - 2 136–340 per hour depending on weight lifted and the recovery time between repetitions.
 - 3 If improved body tone is your goal, then yes.
 - 4 Great for toning your muscles and improving overall bone density. Weight training speeds up the rate at which calories are burned, resulting in quicker weight loss.

- 1 After two weeks of twice-weekly circuits.
- 2 476 per hour.
- 3 You are unlikely to get bored, as circuits can constantly change their content and order.
- 4 Circuits address every element of fitness – aerobic, strength, balance, and flexibility. A good instructor should introduce new tools like skipping ropes and weights to make sure you are always developing new skills. **WINNER**



- YOGA** VS. **PILATES**
- 1 After eight weeks of thrice-weekly sessions.
 - 2 102 per hour for a stretch-based class. Power yoga burns 245 per hour.
 - 3 Yoga is about attaining a sense of unity between body and mind rather than achieving personal targets. However, you will feel a sense of accomplishment as you master the poses and there are lots of different types to try.
 - 4 The American Council on Exercise found that women who did yoga for eight weeks experienced a 13% improvement in flexibility. They were also able to perform six more press-ups and 14 more sit-ups at the end of the study.

- 1 After five to six weeks of thrice-weekly sessions.
- 2 170–237 an hour.
- 3 Once you start noticing positive changes in the way you move and hold your body, Pilates is hard to give up.
- 4 Widely used by dancers and top athletes, Pilates improves your posture and strength. It develops the abdominal muscles which support the trunk. **WINNER**



- SPINNING** VS. **STEP**
- 1 After two to three weeks of twice-weekly sessions.
 - 2 408–646 an hour.
 - 3 Although it's a group session, you can increase the workload as you get fitter. Avoid boredom by looking out for classes with video screens that take you on a virtual ride through pleasant scenery.
 - 4 Pedalling works most of the muscles in the legs and buttocks, so you will get an unbelievably toned lower body. But your heart and lungs are the biggest beneficiaries.

- 1 After four weeks of twice-weekly classes.
- 2 510–612 per hour (depending on height of step).
- 3 You will notice changes in your body shape fairly quickly, but there are only so many times you can step on to a platform before utter boredom takes hold.
- 4 A study carried out in California showed that women who did step for six months experienced a 3.3% increase in the bone density of their spines, and hip and leg bones. It has good aerobic benefits as well as toning muscles in the bottom and legs. **WINNER**



1 READING & SPEAKING

- a Look at the activities in the article. Do you know what they all are? Do you do any of the activities, or have you ever done them? Is / Was your experience positive or negative?
- b Read the article. For which activity are these statements true?
- Once you start you won't want to stop.
 - It's probably the most boring of all the activities.
 - It takes the longest time to show any benefits.
 - Having the right instructor will make it more varied.
 - It will make some difference straightaway.
 - The amount of calories you burn depends on the number of people you do it with.
 - Some gyms have equipment which can make it less dull.
 - You will burn most calories in an hour.
- c Read the article again. For each pair of workouts, which do you think, according to the article, was the winner? Why? Compare with a partner.

LEXIS IN CONTEXT

- d In pairs, think of words related to exercise and the body which match the definitions below. Then find them in the article.
- th** _____ *noun* the top part of the leg between the knee and the hip
 - v** _____ *adj* very active and energetic
 - tr** _____ *noun* the process of improving your fitness by doing exercises
 - fl** _____ *noun* the ability to bend
 - str** _____ *noun* the act of making your muscles longer
 - pr** _____ - _____ *noun* an exercise in which you lie on your stomach and raise your body off the ground with your hands until your arms are straight
 - s** _____ - _____ *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
 - tr** _____ *noun* the main part of the body apart from the head, arms, and legs
 - l** _____ *noun* the organs in the chest that you use for breathing
 - sp** _____ *noun* the bones down the middle of the back
- e Think of a sport or physical activity which you have done, or know something about. In small groups, say as much as you can about it, answering some of the questions in the article.

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 the adjective *strong*.
- It helps to _____ your legs, arms, and core region.
 - Widely used by dancers and top athletes, it improves your posture and _____.
- b Complete the chart.

adjective	noun	verb
strong		
long		
deep		
short		
wide		
high		<i>heighten*</i>
weak		
thick		
flat		

*Note that *heighten* (verb) doesn't mean *make higher*; it means *intensify*.

- c Complete the sentences with words from **b** in the correct form.
- I often have to _____ new trousers because they're usually too long for me.
 - Can you measure the _____ and _____ of the living room? I want to order a new carpet.
 - I'm more or less the same _____ as my sister, but my brother's much taller than us.
 - People's muscles tend to _____ as they get older.
 - A** What's the _____ of the water here?
B About ten metres, I think.
 - If you want to _____ the sauce, add flour.
 - The building was completely _____ in the explosion.
 - He's almost unbeatable. He doesn't have any real _____.
 - This road needs to be _____. It's too narrow.
 - My grandfather suffers from _____ of breath. He used to be a heavy smoker.



3 PRONUNCIATION homographs

Homographs

Homographs are words that are spelt the same but pronounced differently, and which have different meanings, e.g.

bow /baʊ/ = move your head or the top half of your body forwards and downwards, as a sign of respect

bow /bəʊ/ = 1 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.

- a Read the information box. Then look at the sentences which contain homographs. Match them with pronunciation a or b.

close a /kləʊz/ b /kləʊs/

- 1 It was a really **close** race and they had to study the replay to see who won.
2 What time does the ticket office **close**? We need to get our tickets for the match on Saturday.

row a /rəʊ/ b /raʊ/

- 3 We were sitting in the front **row**, so we could almost touch the players.
4 The coach had a **row** with the owner of the team.
5 People who **row** tend to have very well-developed biceps.

minute a /'mɪnɪt/ b /maɪ'njuːt/

- 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 /teə/ b /'tɪə/

- 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, a **tear** rolled down her cheek.

content a /'kɒntent/ b /kən'tent/

- 10 Footballers never seem **content** with their contracts. They're always trying to negotiate better terms.
11 The **content** of the programme wasn't very interesting – just a long analysis of the match.

wound a /wʊnd/ b /waʊnd/

- 12 He **wound** the tape tightly around his ankle to prevent a sprain.
13 You could see his head **wound** bleeding as he was taken off the pitch.

use a /juːz/ b /juːs/

- 14 If you **use** a high-tech swimsuit, you'll be able to swim much faster.
15 It's no **use** complaining – the umpire's decision is final.

- b (5 33)) Listen and check. Practise saying the sentences.

4 GRAMMAR relative clauses

- a Look at the gaps in the sentences below. Complete them with a relative pronoun (*who, which, etc.*) where necessary.

- 1 He ran the marathon in 2 hours 22 minutes, _____ was a new course record.
- 2 I feel really sorry for the players _____ lost.
- 3 The coach, _____ daughters also play in the team, has had a really successful season.
- 4 She got on well with the players _____ she trained.
- 5 John McEnroe, _____ won Wimbledon in the 1980s, now works as a sports commentator.
- 6 New trainers! Thanks, that's just _____ I wanted.
- 7 Those are the gloves _____ Muhammed Ali wore when he beat Joe Frazier.

- b ➤ p.159 Grammar Bank 10B. Learn more about relative clauses, and practise them.

Defining relative clauses in spoken English

In informal spoken English, we tend to use *that* rather than *who* or *which* and almost always leave out the relative pronoun when the subject of the clause changes, e.g. *There's the restaurant (that) John told us about.*

- c Choose five new words from this lesson and define them for your partner to identify. Use *that* instead of *who* / *which* and leave out the relative pronoun where appropriate.

5 SPEAKING & LISTENING

- a Read the information on page 101 about a book called *Foul Play*, and six of the points the author makes. Decide what you think about each point and write A (agree), HA (half-agree), or D (disagree).
- b In groups of three or four, discuss each point, explaining what you think and giving examples where possible.



- c **534**) Now listen to Ron Kantowski, a sports journalist in Las Vegas, talking about the topics in a. Mark the statements **A**, **HA**, and **D**. Do any of his opinions coincide with what you said in your groups?



Glossary

Super Bowl the annual championship game of the National Football League (NFL), the highest level of professional football in the United States

- d Listen again and write a summary of the reasons he gives in answer to each of the interviewer's questions.
- 1 Sport teaches you to...
People who do individual sports...
 - 2 Sports can enhance your life because...
On the other hand...
 - 3 The World Cup is an example of...
Sports should be entertainment, not...
 - 4 It's hard to see a difference between...
Drugs have improved performance less than many things, including...
 - 5 Athletes are only human, and...
They're under a lot of pressure from...
 - 6 There's too much media coverage of...
But the media are just...
- e Do you agree or disagree with his arguments? Do you think these aspects of sport will ever change?

Foul Play

What's wrong with sport?

In *Foul Play*, sports journalist Joe Humphreys challenges the idea that sports are 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. You Ron
- 2 Sport doesn't make you happy. Spectators as well as athletes have higher than normal levels of stress, anxiety, and hopelessness, especially in relation to professional sports. You Ron
- 3 Sport is like a religion in its ability to 'move the masses'. You Ron
- 4 Doping is no worse than any other kind of cheating and really no different from using technology to gain an advantage, e.g. high-tech running shoes. You Ron
- 5 It's ridiculous to expect professional athletes to be role models. You Ron
- 6 Sport has too high a profile in the media, often making the headlines in the papers and on TV. You Ron



MAGNIFICENT MURRAY 12-PAGE WIMBLEDON SPECIAL
The Daily Telegraph
40th ANNIVERSARY telegraph.co.uk 50-60 178 £12

AFTER 77 YEARS, THE WAIT IS OVER

9&10 Revise and Check

GRAMMAR

a Right (✓) or wrong (✗)? Correct any mistakes in the highlighted phrases.

- 1 She's never been to the UK, but **her son has**.
- 2 They bought the flat **immediately after see it**.
- 3 **A** Do you think it's cold outside?
B **I hope no**.
- 4 Do you have **a tins opener**?
- 5 **A** I'd love **a wine glass**.
B Sure. Red or white?
- 6 Jim hasn't called back, **that is a bit strange**.
- 7 This is the café **I used to work in**.

b Circle the right word or phrase. Tick (✓) if both are possible.

- 1 **A** Can I come with you?
B I suppose *so / yes*, but hurry up.
- 2 **A** You must read her latest book.
B I already *am / have*.
- 3 Look, I found an old *photo album / album of photos* in the attic!
- 4 Come over about 9.00. We'll be *at Alex's / at Alex's house*.
- 5 I can't find my *car's keys / car keys*. Have you seen them?
- 6 She has two sisters, *both of whom are very pretty / who are both very pretty*.
- 7 I got exactly *that / what* I wanted for my birthday – a Kindle.
- 8 Her aunt, *who / that* never normally said a word, suddenly burst out laughing.

c Rewrite the sentences using the bold word.

- 1 I didn't bring sunscreen because the weather forecast said rain. **reason**
The _____ because the weather forecast said rain.
- 2 I spoke to the head of Customer Service. **person**
The _____ the head of Customer Service.
- 3 I don't like the way he blames other people for his mistakes. **what**
_____ the way he blames other people for his mistakes.
- 4 I only said that I thought she was making a big mistake marrying him. **all**
_____ I thought that she was making a big mistake marrying him.
- 5 A boy from my school was chosen to carry the Olympic torch. **it**
_____ was chosen to carry the Olympic torch.

VOCABULARY

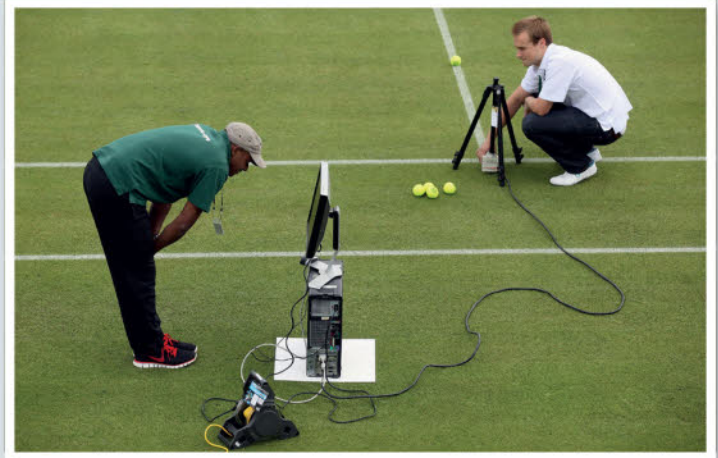
a Write the words for the definitions.

- 1 _____ *noun* a young cow
- 2 _____ *noun* a small shelter for a dog to sleep in
- 3 _____ *verb* (of a horse) to make a long, high sound
- 4 _____ *noun pl* the sharp curved nails on the end of an animal or a bird's foot
- 5 _____ *noun* a group into which animals, plants, etc. are divided
- 6 _____ *verb* to chase wild animals or birds in order to catch or kill them for food or sport
- 7 _____ *noun* the hard pointed outer part of a bird's mouth
- 8 _____ *noun* a thing you use to cut vegetables on
- 9 _____ *verb* to cook sth slowly in liquid
- 10 _____ *verb* to rub food against a sharp surface in order to cut it into small pieces
- 11 _____ *verb* to fill with another type of food
- 12 _____ *verb* to make sth become liquid as a result of heating
- 13 _____ *verb* to beat very quickly until it becomes stiff, e.g. cream
- 14 _____ *verb* to cut food, especially meat, into very small pieces, e.g. to make hamburgers

b Circle the right word.

- 1 I definitely don't want to go to the party, and *beside / besides* I'm going to have to work late that night.
- 2 As I'm doing the cooking, could you *lay / lie* the table?
- 3 The cinema will be closed until June as it is *actually / currently* being refurbished.
- 4 You don't *deny / refuse* that you were responsible, do you?
- 5 Petrol's so expensive – a smaller car would be much more *economic / economical*.
- 6 My daughter looked such a mess that I was *ashamed / embarrassed* of her.
- 7 What *affect / effect* do you think climate change is having on the weather in your country?
- 8 The names of the six finalists will be *announced / advertised* next week.

- c Complete the sentence with the right form of the **bold** word.
- 1 The real _____ of the film is its witty dialogue. **strong**
 - 2 I need to get someone to _____ my new jeans. **short**
 - 3 The pole-vaulter Sergei Bubka was the first man to clear the _____ of six metres. **high**
 - 4 The custard will _____ as it cools. **thick**
 - 5 I can't express the _____ of my feelings for you. **deep**
 - 6 The team has been _____ by the injury to its top player. **weak**
 - 7 Can you measure the _____ of the window? **wide**
 - 8 The school has decided to _____ the holidays by three days. **long**



How is technology affecting sport?

Technology plays a major role in sport: it has changed the way athletes perform, the way professional sports are officiated, and the way fans watch the game.

¹ _____. For example, some competitive ice skaters are taking their experience on the ice to the design table. They have developed a new way to make skates using a process called rapid prototyping, using CAD (computer-assisted design). This process allows athletes to get a **custom-made** pair of boots in record time and be on the ice with them faster than ever before.

² _____. Unlike a video or instructional **pamphlet**, the 'Haptic Sports **Garment**' senses your every move and lets you know which areas you need to improve. The garment uses vibrations to help improve posture, target key muscle groups, and even help maintain optimal speeds.

³ _____. But there is no longer a need for instant replay with the new RFID tags (Radio Frequency Identification technology), which European rugby teams are experimenting with. This amazing micro-location technology can transmit the exact coordinates of the ball and players an **astounding** 2,000 times per second. It can also be used to calculate movement, speed, accuracy, and even force of impact. It essentially eliminates the **guesswork** from officiating.

⁴ _____. High-speed cameras mounted around the stadium, combined with a 3D (three-dimensional) model of the tennis court, can track the position of the tennis ball in space. This not only affects the game itself, but also the ability of players to self-analyse at a new level of detail.

⁵ _____. Will there one day be tiny live cameras and microphones inserted into basketballs and footballs that allow fans to get an even closer view of the action? In the future, will we all be playing video games with **holographic** players on a life-size field? It may all sound **far-fetched**, but the technology is there, and it may be on the market sooner than you think.

From www.sportsnetworker.com

CAN YOU UNDERSTAND THIS TEXT?

- a Read the article once. What technological advances described in the article have affected sport? Do you know of any others?
- b Read the article again and complete it with phrases A–F. There is one phrase you do not need.
- A Even more remarkable is a state-of-the-art clothing line that allows athletes to coach themselves.
- B The 'Hawk-Eye' system is an example of successful technology that has been used in professional tennis for several years now.
- C Where will technology take us next?
- D Many people think that new technology is creating even more inequality in sport than doping.
- E Because athletes are always looking for an edge against the competition, many are taking advantage of the latest trends in technology.
- F Years ago, the instant replay was considered a giant technological leap because, for the first time, it allowed judges and fans to watch the video of an event almost immediately after it happened.
- c Look at the **highlighted** words and phrases and work out their meaning. Check with your teacher or with a dictionary.

VIDEO CAN YOU UNDERSTAND THIS FILM?

VIDEO

5 MP3 Watch or listen to a short film on Ellis Island and answer the questions.

- 1 Which three countries does the presenter say she has ancestors from?
- 2 Who was Annie Moore?
- 3 How many people passed through Ellis Island between 1892 and 1954?
- 4 Why was 1907 a significant year?
- 5 Which passengers were allowed to disembark in Manhattan?
- 6 What was the Great Hall used for until 1924?
- 7 What did the doctors check immigrants for?
- 8 What kind of people got sent back?
- 9 Roughly how many people left New York for other parts of America?
- 10 Who are the three well-known immigrants mentioned, and what did they become famous for?



Communication

1A WHAT'S YOUR PERSONALITY?

Students A + B

- a Use your four types to find out which personality you have and read the description.
- b Now find out what your partner's personality is and read the description.

PLANNER + FACTS + HEAD + INTROVERT = REALIST

How you see yourself mature, stable, conscientious

What you are like loyal, straightforward, 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

PLANNER + FACTS + HEAD + EXTROVERT = SUPERVISOR

How you see yourself stable, practical, sociable

What you are like natural organizer and administrator, irritated when people don't follow procedures, other people find you bossy

PLANNER + FACTS + HEART + INTROVERT = NURTURER

How you see yourself gentle, conscientious, mature

What you are like caring, may have trouble making decisions that could hurt others, tend to avoid conflict, others may take advantage of you

PLANNER + FACTS + HEART + EXTROVERT = PROVIDER

How you see yourself sympathetic, easy-going, steady

What you are like warm, caring, traditional, tend to avoid conflict, not afraid to express your beliefs

PLANNER + IDEAS + HEAD + INTROVERT = MASTERMIND

How you see yourself logical, thorough, bright

What you are like efficient, independent, rarely change your mind, critical of those who don't understand you

PLANNER + IDEAS + HEAD + EXTROVERT = LEADER

How you see yourself bright, independent, logical

What you are like organized, good at solving large-scale problems, can be critical and aggressive

PLANNER + IDEAS + HEART + INTROVERT = COUNSELLOR

How you see yourself gentle, peaceful, cautious

What you are like relaxed and creative, deeply private, can be difficult to get to know

PLANNER + IDEAS + HEART + EXTROVERT = MENTOR

How you see yourself intelligent, outgoing, sensitive

What you are like articulate, warm, lively, extremely sensitive to people's needs, may become overbearing

SPONTANEOUS + FACTS + HEAD + INTROVERT = RESOLVER

How you see yourself understanding, stable, easy-going

What you are like independent, rational, good at finding solutions, natural risk taker, enjoy an adrenaline rush, often focus on short-term results, sometimes lose sight of the bigger picture

SPONTANEOUS + FACTS + HEAD + EXTROVERT = GO-GETTER

How you see yourself inventive, enthusiastic, determined, alert

What you are like resourceful, tough-minded, may become frustrated by routines and constraints

SPONTANEOUS + FACTS + HEART + INTROVERT = PEACEMAKER

How you see yourself steady, gentle, sympathetic

What you are like sensitive to the feelings of others and the world around you, can be self-critical, often difficult to get to know

SPONTANEOUS + FACTS + HEART + EXTROVERT = PERFORMER

How you see yourself enthusiastic, sociable, sensitive

What you are like fun-loving, outgoing, often a good motivator, can be unreliable

SPONTANEOUS + IDEAS + HEAD + INTROVERT = STRATEGIST

How you see yourself bright, logical, individualistic

What you are like quiet, easy-going, intellectually curious, logical, may be critical or sarcastic, can be insensitive to the emotional needs of others

SPONTANEOUS + IDEAS + HEAD + EXTROVERT = BIG THINKER

How you see yourself talkative, curious, logical, self-sufficient

What you are like ingenious, bored by routine, can be rude, rebellious, critical of others

SPONTANEOUS + IDEAS + HEART + INTROVERT = IDEALIST

How you see yourself bright, forgiving, curious

What you are like generally easy-going, flexible, can be stubborn, may refuse to compromise

SPONTANEOUS + IDEAS + HEART + EXTROVERT = INNOVATOR

How you see yourself imaginative, sociable, sympathetic

What you are like energetic, sensitive, creative, sometimes illogical, rebellious, unfocused

3A BLIND DATE Student A

a Read what Stef says about her blind date with Graham.

Life & style Blind date

🏠 Previous | Next | Index

Stef on Graham

First impressions? Friendly, funny, attractive, and forgiving: I was late.

What did you talk about? Music, comedy, food, bad dancing.

Any awkward moments? Only when we were playing pool – neither of us are fabulous players.

Good table manners? Impeccable, even though it was burgers. He faced the ultimate date challenge well.

Best thing about him? Really genuine and friendly.

Did you go on somewhere? No, but then we didn't leave till 2 a.m.

Marks out of 10? 9 (being a teacher, I can never give full marks).

Would you meet again? I'd really like to, yeah.

b Using your own words, tell **B** about Stef's opinion of the date.

When Stef met Graham at the restaurant her first impressions were positive. She thought he was...

c Now listen to **B** describing Graham's opinion of the date. How do you think their relationship might develop?

d Turn to p.111 and see if you were right!

◀ p.26

3B GUESS THE SENTENCE Student A

a Look at sentences 1–5 and guess what the missing phrase could be. Remember: \oplus = positive verb and \ominus = negative verb.

- 1 A lot of people say the book is better than the film, but actually I _____. \oplus
- 2 It wasn't a particularly nice day for the barbecue, but at least it _____. \ominus
- 3 The sea was blue, the sun was shining, and the picnic was marvellous. All in all, it was _____. \oplus
- 4 On the one hand, dogs are much better company than any other pets, but on the other hand, you have to _____ at least twice a day. \oplus
- 5 Make sure your suitcase weighs less than 20 kilos, otherwise you may _____. \oplus

b **B** has the complete sentences 1–5. 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.

- 6 I'm not sure you would enjoy the play, and in any case it will be very difficult **to get tickets**.
- 7 Some of the teachers aren't very inspiring, but on the whole I think it's **a good school**.
- 8 Laura's husband only thinks of himself and he always gets his own way. In other words, **he's totally selfish**.
- 9 I don't feel like going to Miranda's birthday party and besides, I **don't have anything to wear**.
- 10 It's no big surprise that Leo didn't do very well in his exam. After all, he **didn't study at all**.

◀ p.31

4A BORIS LEFT HANGING

Students A + B

Boris left hanging

By **Hannah Furness**

1:58PM BST 01 Aug 2012



Boris Johnson was featuring as a special guest in Victoria Park, east London, during the 2012 Olympics, to ride the 1,050ft (320m) zip wire, wearing a hard hat and waving two Union Jack flags as he attempted to sail down. Instead, he came to a halt about 65ft (20m) before the end of the wire, and was left dangling inelegantly in front of a watching crowd. The Mayor spent around five minutes hanging comically from the line, as spectators took video footage and photographs of his misfortune. When one asked how he was feeling, he replied 'Very, very well, thank you', before shouting: 'Get me a rope, get me a ladder'.

5A THE TIMEX SURVEY Students A + B

Survey Results

	Length of time
for a blind date to arrive	26 minutes
for a bus / train	20 minutes
for a car in front of you to start moving when the light turns green	5 seconds
for a table in a restaurant	15 minutes
for people to stop talking during a film at the cinema	2 minutes
for the doctor	32 minutes
for your partner to get ready to go out	21 minutes
in a queue at a coffee shop	7 minutes

◀ p.46

◀ p.36

7A QI QUIZ Student A

- a Read the answers to questions 1–6 of the quiz and remember the information.
- b Explain the answers to 1–6 to **B** in your own words. **B** will tell you the answers to 7–12.

QI
everything
you think you know
is probably wrong...

- 1 Octopuses have eight limbs (= arms or legs), but recent research into how they use them has redefined what they should be called. In fact, they use only their two back limbs to move and the other six to feed themselves, so biologists now refer to them as having **two legs** and **six arms**.
- 2 Although Australia is home to many of the world's most dangerous spiders, snakes, jellyfish, crocodiles, and sharks, the creature that causes most animal-related deaths per year is the **horse**. The second is the **cow**, followed by the **dog**.
- 3 Not at 0 degrees, which is the temperature at which pure water freezes. Seawater freezes at about **-2°** centigrade. Scientists have also 'supercooled' pure water to below **-40°** without it freezing.
- 4 It's true that white reflects sunlight and black absorbs it, so in direct sunlight you will be cooler wearing white. However, in the shade dark colours are more effective, because they radiate heat better, and **loose black clothes** will carry heat away from your body faster than they absorb it.
- 5 It isn't 50 / 50. If the coin is heads up to begin with, it is slightly more likely that it will land on heads. Students at Stanford University in the USA recorded thousands of coin tosses with high-speed cameras and discovered that the chances are approximately **51 / 49**.
- 6 Napoleon was not short. The universal belief that he was tiny comes from a mistranslation of a French term of measurement, and propaganda. It is now accepted that he was **1.69m**, which is 5cm taller than the height of the average Frenchman at the time.

◀ p.64

7A 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 phone while I was parked.
 - My sister got married on Saturday and it rained all day.
 - I thought we could go to the cinema and then have dinner at the new Italian place down the road.
 - My daughter's goldfish died this morning.
 - Did you know my parents were both born on exactly the same day?
 - You won't believe it, but my sister just won €200,000 in the lottery!
- b Respond to **B**'s sentences with an exclamation beginning with either *How...!* or *What (a / an)...!* Make sure you use expressive intonation and link the words where appropriate.

◀ p.65

8A GUESS THE SENTENCE Student A

- a Look at sentences 1–7 and imagine what the missing phrase could be. Remember: + = positive verb and - = negative verb.

- 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 _____ to 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 **B** has the complete sentences 1–7. 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 that 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 drive to** 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 family **to go to** university.
- 14 I really regret **not having known** my grandfather. He died before I was born.

◀ p.76

Communication

8B WHAT KIND OF TRAVELLER ARE YOU? Students A + B

Read about your traveller type. Then compare with a partner. Are the descriptions accurate for you? Would you be good holiday companions?

What kind of traveller are you?

Pampered princess

You're at your happiest when you're relaxing in the spa, indulging in beauty treatments, or simply curled up in a fluffy bathrobe sipping a fruit tea. You've worked hard all year, so it's time to put those freshly pedicured feet up and let everyone else take care of you. After all, you deserve it.



Action addict

You're not the average holidaymaker and following the typical tourist trail is never enough for you. You can't sit still for a minute – even on holiday. Whether it's extreme sports or going right off the beaten track, you see every trip as an adventure.



Hippie at heart

You're a free spirit and love discovering far-flung places. Whether travelling alone or with an equally laid-back companion, it's all about going where the mood takes you. You've got your guidebook and your roll-up mattress and the rest can take care of itself.



Culture vulture

You don't just want to visit a country – you want to immerse yourself in it. You'll see all the sights, learn the language, and find out about the history of a place. If you find the time to sit down, it's because you're sampling the local cuisine – no English menu for you, thanks very much!



Lazy cruiser

You like to take things at a slower pace on holiday – doing as much or as little as you please. You love being out on the ocean waves and you enjoy exploring new places, but you're equally happy sitting on deck taking in a beautiful sunset.



Beach bum

You're in your swimwear almost as soon as the plane touches down – and once you're on that sun-lounger, you won't be moving far. Reaching for your pina colada is about as energetic as you get, and why not? That's what holidays are for, aren't they?



Happy camper

You like to get away from it all and you'll happily swap your creature comforts for a sleeping bag if it means waking up to birdsong every morning. Whatever you fill your days with, you'll do it at your leisure. And if it happens to pour with rain, it's all part of the fun.



City slicker

You love the buzz of the city and you'd rather hit the shops than the beach any day. You're happy to take in the famous sights and tick all the touristy boxes – but you've got to bring back a few souvenirs, right? It's the best way to explore a new city...



9A MATCH THE SENTENCES Student A

- a Read your sentences 1–6 to B. Make sure you stress auxiliaries where appropriate. B will choose a response.

- 1 Have you seen the latest James Bond film?
- 2 I absolutely hate getting up early.
- 3 Is Lina 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 below. Make sure you stress auxiliaries and *to* where appropriate.

- He is! He won the under-18 cup this year.
- I don't, 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.

◀ p.86

3A BLIND DATE Student B

- a Read what Graham says about his blind date with Stef. Then listen to A describing Stef's opinion of the date.
- b Now, using your own words, tell A *When Graham met Stef he thought she was beautiful. Unfortunately...* about Graham's opinion of the date.
- How do you think their relationship might develop?

Life & style Blind date

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Graham on Stef

First impressions? Effortlessly beautiful and unforgivably late. But she had phoned.

What did you talk about? Music, cooking, and why Abba are the greatest pop band ever.

Any awkward moments? Not really.

Good table manners? I've never seen a burger crammed into a face with such grace and finesse.

Best thing about her? Anyone who knows the full routine to *Saturday Night Fever* and is prepared to strut their stuff scores highly with me.

Did you go on somewhere? Cash machine, bus stop.

Marks out of 10? 9. Would have been higher, but I lost a game of pool.

Would you meet again? Yes, it'd be great to do it again.

- c Turn to p.111 and see if you were right!

◀ p.26

3B GUESS THE SENTENCE

Student B

- a Look at sentences 6–10 and guess what the missing phrase could be. Remember: \oplus = positive verb and \ominus = negative verb.

- 6 I'm not sure you would enjoy the play, and in any case it will be very difficult _____ . \oplus
- 7 Some of the teachers aren't very inspiring, but on the whole I think it's _____ . \oplus
- 8 Laura's husband only thinks of himself and he always gets his own way. In other words, _____ . \oplus
- 9 I don't feel like going to Miranda's birthday party and besides, I _____ . \ominus
- 10 It's no big surprise that Leo didn't do very well in his exam. After all, he _____ . \ominus

- 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 It wasn't a particularly nice day for the barbecue, but at least it **didn't rain**.
- 3 The sea was blue, the sun was shining, and the picnic was marvellous. All in all, it was **a great day**.
- 4 On the one hand, dogs are much better company than any other pets, but on the other hand, you have to **take them for a walk** at least twice a day.
- 5 Make sure your suitcase weighs less than 20 kilos, otherwise you may **have to pay extra**.

- c A has the complete sentences 6–10. Now read your sentences to A. Keep trying different possibilities until you get each sentence exactly right.

◀ p.31

Communication

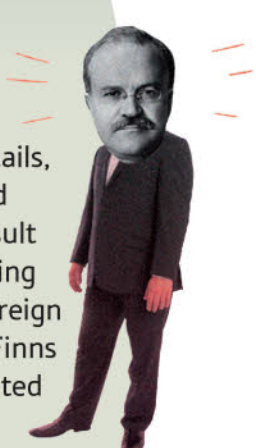
7A QUIZ Student B

- a Read the answers to questions 7–12 of the quiz and remember the information.
- b A will tell you the answers to 1–6. Then explain the answers to 7–12 to A in your own words.

QI
everything
you think you know
is probably wrong...

- 7 **Molotov didn't invent anything.** Molotov cocktails, handmade incendiary devices made from bottles filled with flammable liquid, were named after him as an insult by the Finns, who used them against the Russians during the Second World War. Molotov, who was the Soviet foreign minister, had authorized the invasion of Finland. The Finns had themselves copied the devices from weapons invented by Franco's forces during the Spanish Civil War.
- 8 The language most commonly spoken in ancient Rome was not Latin, but **Greek**. Rome was the capital city of a rapidly expanding empire and many of its inhabitants were not native-born Romans. *Koine*, or 'common Greek', was the *lingua franca* used by all tradespeople and Greek was also the language of choice for Rome's elite, as it was considered more educated.
- 9 Although the Nile is usually associated with Egypt, in fact most of it is in **Sudan**. The main river (the White Nile) rises in Rwanda and flows through six countries on its journey to the sea.
- 10 Apart from **Margaret Thatcher**, Prime Minister of Great Britain from 1979–1990, who was given this nickname, it could also be **the Eiffel Tower** in Paris. It was called 'The Iron Lady' because of the material used to make it.
- 11 A game that involved kicking a leather ball stuffed with fur or feathers and trying to score a goal without using hands was played in **China** over 2,000 years ago, long before the English claim to have started playing it. The game was called *cuju*, and it was first recorded in the 5th century BC.
- 12 His full name is Cristiano Ronaldo dos Santos Aveiro, so his surname is **dos Santos Aveiro**. He was called Ronaldo after the US president Ronald Reagan, who his parents admired.

◀ p.64



7A WHAT A RIDICULOUS IDEA!

Student B

- a Respond to A's sentences with an exclamation beginning with either *How...!* or *What (a / an)...!* 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 to New York on Friday for a long weekend.
 - Jack's going to take Sue to the theatre for their anniversary and then they're having a candlelit dinner at the new Italian restaurant.
 - My parents were burgled last night. They took all my mum's jewellery.
 - Even though I got 70% in the exam, the teacher refused to pass me.
 - I really put my foot in it at the party last night. I called Tom's wife 'Anna', but that's his ex-wife's name!
 - Maria's husband collects photos of Angelina Jolie. He has hundreds of them.

◀ p.65

8A GUESS THE SENTENCE Student B

- a Look at sentences 8–14 and imagine what the missing phrase could be. Remember: = positive verb and = negative verb.

- 8 It's a very rewarding job that 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 _____ 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 family _____ 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** to 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 A has the complete sentences 8–14. Now read your sentences to A. Keep trying different possibilities until you get each sentence exactly right.

◀ p.76

9A MATCH THE SENTENCES Student B

- a A will read you his / her sentences. Choose a response from 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.
- 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 Now read your sentences 7–12 to A. Make sure you stress auxiliaries where appropriate. A will choose a response.

- 7 Are you going to go skiing at Christmas?
- 8 Katie doesn't look like her parents, does she?
- 9 Were there many people in class yesterday?
- 10 Do you do a lot of gardening?
- 11 Erica did say she was coming, didn't she?
- 12 Adam isn't particularly good at tennis, is he?

- c Practise all 12 mini-dialogues again, making sure you get the stress right.

◀ p.86

3A BLIND DATE Students A + B

Life & style ▶ Blind date

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Stef and Graham on their wedding day

◀ p.26

Writing A job application

KEY SUCCESS FACTORS

- using appropriate, professional-sounding language
- conveying a positive image of yourself without appearing over-confident or arrogant
- avoiding basic mistakes which will make you look careless

ANALYSING A MODEL TEXT

- a You see the following advertisement on the Skyscanner website. Would you be interested in applying for the job? Why (not)?



Receptionist

Location: Edinburgh

The receptionist is the first point of contact for staff and visitors. The role involves a variety of tasks including answering and directing calls, welcoming visitors, scheduling meetings, and general admin support.

Core hours are 8 a.m.–6 p.m. and you will need to be available to work earlier shifts some days and later shifts other days.

About you:

The ideal candidate will have a customer-focused personality with a strong can-do attitude. We're looking for someone with proven communication skills for liaising with individuals at all levels in a very fast-moving environment.

Interested? The closing date for applications is Wednesday 18 June – click 'Apply' before this opportunity flies away!

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

To: irena.foster@skyscanner.net
From: Agata Beck
Subject: Application

Dear ^{Ms} Miss Foster,
My name is Agata Beck. I am writing to apply for the post of receptionist advertised in your website.

- 1 I have recently graduated from the University of Berlin, where I completed a degree in business studies. 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 made many American friends during this period, but we lost touch when I came home.
 - 2 As you will see from my CV, I have some relevant experience because I am currently an intern at a leading German travel company. I have worked in various roles, including marketing asistant and administrator and my tasks have included organizing and running meetings and dealing with clients by phone and email. The director of company would be happy to provide a reference. He is, in fact, my uncle.
 - 3 I am very enthusiastic on travel and would welcome the chance to be part of such a high-profile and successful company. I believe I would be suitable for the job advertised as, apart of my work experience, I am an outgoing person and get along well with people. Friends describe me as calm and consciensious and I would enjoy the variety and excitement the job would offer. I would definitely not panic when things got busy!
- I attach a full CV and if you require a further information, I would be very happy to provide it.

I look forward to hearing from you.

Yours sincerely,
Agata Beck

Improving your first draft

Check your writing for correct paragraphing, mistakes, irrelevant information, and language which is in an inappropriate register.

- c Read the draft email again and try to improve it.
- 1 Cross out three sentences (not including the example) which are irrelevant or inappropriate.
 - 2 Correct ten more mistakes in the highlighted phrases, including spelling, capital letters, grammar, and vocabulary.
- d Do you think Skyscanner would have given her an interview if she had sent her first draft?

USEFUL LANGUAGE

- e Look at 1–9 below. How did Agata express these ideas in a more formal way? Use the **bold** word(s) to help you remember. Then look at the text again to check your answers.
- 1 This letter is to ask you to give me the job of receptionist. **apply**
I am writing to apply for the post of receptionist.
 - 2 I've just finished uni, where I did business studies. **graduate / degree**

 - 3 I can speak English very well. **high**

 - 4 I've done this kind of job before. **relevant**

 - 5 My tasks have included talking to people on the phone. **dealing / clients**

 - 6 I'd love to work for such a famous company. **welcome / high-profile**

 - 7 I'm sending a full CV with this email. **attach**

 - 8 If you need to know anything else, I'll tell you. **require / provide**

 - 9 Hope to hear from you soon! **forward**

PLANNING WHAT TO WRITE

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

Festival staff required to work at **Global Stage UK**,
a world music event in the west of England, from 12th to 14th July

Responsibilities

- To ensure the safety and comfort of the public and to assist in the running of a successful festival.
- To help to manage 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 physically fit and healthy and able to work under pressure in a demanding atmosphere.
- You should speak English well and have some experience of dealing with the public.

How to apply

Send an email and full CV to Emma Richards:
e.richards@globalstage.org

- 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 email / letter to apply for a job, grant, etc.

- Use appropriate sentences to open the email / letter.
- Organize the main body of the email / letter into clear paragraphs.
- 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 can often sound more polite, e.g. *I would welcome the chance to...*
- When you say why you think you are suitable for the job, be factual and positive, but not over-confident. Be careful not to sound arrogant.
- Use appropriate phrases to close the email / letter.

WRITING

You have decided to apply for the festival job advertised opposite. Write a covering email of between 200 and 250 words.

DRAFT your email.

- Write an introductory sentence to explain why you are writing.
- Paragraph 1: Give personal information including skills and qualifications.
- Paragraph 2: Talk about any relevant experience you have.
- Paragraph 3: Explain why you think you would be suitable for the job.
- Write a closing sentence.

EDIT the email, checking paragraphing, cutting any irrelevant information, and making sure it is the right length.

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

◀ p.11

Writing An article

KEY SUCCESS FACTORS

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

ANALYSING A MODEL TEXT

- a You 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 children's lives 50 years ago and children's lives now?
 - Why have these changes occurred?
 - Do you think the changes are positive or negative?
- b Now read the article. Did the writer include any of your ideas? With a partner, choose what you think is the best title from the options below and say why you prefer it to the others.

How childhood has changed
Children of the past
My childhood

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



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

- 1 It's difficult to look back on one's own childhood without some element of nostalgia. I have four brothers and sisters and my memories are all about being with them, playing board games on the living room floor, or spending days outside with the other neighbourhood children, racing around on our bikes, or exploring the nearby woods. My parents hardly ever appear in these memories, except as providers either of meals or of severe reprimands after some particularly hazardous adventure.
- 2 These days, in the UK at least, the nature of childhood has changed dramatically since the 1960s. First, families are smaller and there are far more only children. It is common for both parents to work outside the home and far fewer people have the time to bring up a large family. As a result, 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. This is due more than anything to the fact that parents worry much more than they used to about real or imagined dangers, so they wouldn't dream of letting their children play outside by themselves.
- 3 Finally, the kinds of toys children have and the way they play is totally different. Computer and video games have replaced the board games and more active pastimes of my childhood. The fact that they can play electronic games on their own further increases the sense of isolation felt by many young people today. The irony is that so many of these devices are called 'interactive'.
- 4 Do these changes mean that children today have a less idyllic childhood than I had? I personally believe that they do, but perhaps every generation feels exactly the same.

USEFUL LANGUAGE

Using synonyms

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

d Find synonyms in the article for...

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

Using richer vocabulary

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

e Can you remember how the words in *italics* were expressed in the article, to make the style more interesting?

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

PLANNING WHAT TO WRITE

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 and / or 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.
- 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 topic you are going to write about and which ideas you want to include.

b Think of a possible title for your article.

TIPS for writing an article:

- Remember that this is not an essay. In an essay, you would focus on the most important points, but for an article, you should choose the points that you could say something interesting about, or where you can think of any interesting personal examples.
- There is no fixed structure for an article, but it is important to have clear paragraphs. Use discourse markers to link your points or arguments.
- Use a suitable style, neither very formal nor very informal.
- 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.
- Vary your vocabulary using synonyms where possible.

WRITING

Write an article of between 200 and 250 words.

DRAFT your article.

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

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

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

◀ p.19

Writing A review

KEY SUCCESS FACTORS

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

ANALYSING A MODEL TEXT

a Which of the following would normally influence you to read a book?

- a friend of yours recommended it
- it's a bestseller – everybody is reading it
- you saw and enjoyed a film based on it
- you were told to read it at school
- you read a good review of it

b Read the book review. In which paragraph 1–4 do you find the following information? Write **DS** if the review doesn't say. Does the review make you want to read the book?

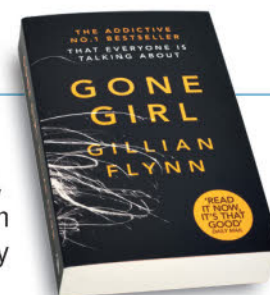
- the strong points of the book
- the basic outline of the plot
- what happens in the end
- where and when the story is set
- the weakness(es) of the book
- whether the reviewer recommends the book or not
- who the author is
- who the main characters are
- how much the book costs
- who the book will appeal to

c Look at these extracts from a first draft. Which words did the reviewer leave out or change to make it more concise? Then read the information box about **Participle clauses** to check.

1 A thriller, **which is set in the present day** in a small town in Missouri in the USA, it immediately became an international bestseller.

2 ...a couple, Nick and Amy Dunne, **who are now living in Nick's home town** of Carthage,...

3 Nick now owns a bar, **which was opened with his wife's money**, which he runs with his sister Margo.



- 1 *Gone Girl* is the third novel by American writer Gillian Flynn. A thriller, set in the present day in a small town in Missouri in the USA, it immediately became an international bestseller.
- 2 The main characters in the novel are a couple, Nick and Amy Dunne, now living in Nick's home town of Carthage, after Nick lost his job as a journalist in New York City. Nick now owns a bar, opened with his wife's money, which he runs with his sister Margo. On the day of his fifth wedding anniversary, Nick discovers that his wife, Amy, is missing. For various reasons, he becomes a prime suspect in her disappearance. The first half of the book is told in the first person, alternately by Nick, and then by Amy through extracts from her journal. The two stories are totally different: Nick describes Amy as stubborn and antisocial whereas she makes him out to be aggressive and difficult. As a result, the reader is left guessing whether Nick is guilty or not. In the second half, however, the reader realizes that neither Nick nor Amy have been telling the truth in their account of the marriage. The resulting situation has unexpected consequences for Nick, Amy, and the reader.
- 3 The great strength of this book is how the characters of Nick and Amy unfold. Despite having the typical devices common to thrillers, for example, several possible suspects and plenty of red herrings, the novel is also a psychological analysis of the effect on personalities of failure and disappointed dreams. My only criticism would be that the first half goes on too long and perhaps could have been slightly cut down.
- 4 Not only is this a complex and absolutely gripping novel, but it also tackles real problems in society, such as the unhappiness that is caused by problems with the economy and the effect of the media on a crime investigation. For all lovers of psychological thrillers, *Gone Girl* is a must.

Glossary

red herring an unimportant fact, event, idea, etc. that takes people's attention from the important one

Participle clauses

The writer uses participles (*set, living, opened*) instead of a subject + verb. Past participles replace verbs in the passive, and present participles (*-ing* forms) replace verbs in the active. The subject of the clause is usually the same as the subject of the main clause.

Participle clauses can be used:

- instead of a conjunction (*after, as, when, because, although, etc.*) + subject + verb, e.g. *Having run out of money...* instead of *Because she has run out of money...*
- instead of a relative clause, e.g. *set in the present day / opened with his wife's money* instead of *which is set... / which was opened...*

When you use a participle clause, you do not need to link the next clause with *and*, e.g. *It is set in 1903 and it tells the story of a young girl...* → *Set in 1903, it tells the story...*

d Rewrite the sentences, making the **highlighted** phrases more concise by using participle clauses.

- 1 **As she believes him to be the murderer**, Anya is absolutely terrified.

- 2 Armelle, **who was forced to marry a man she did not love**, decided to throw herself into her work.

- 3 Simon, **who realizes that** the police are after him, tries to escape.

- 4 **It was first published in 1903** and it has been reprinted many times.

- 5 **When he hears the shot**, Mark rushes into the house.

- 6 **It is based on his wartime diaries** and it tells the story of a young soldier.

USEFUL LANGUAGE

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

The two stories are totally different...

...and perhaps could have been slightly cut down.

f Cross out any adverbs that don't fit in these sentences. Tick (✓) if all are possible.

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

PLANNING WHAT TO WRITE

- a** Think of a book or film that you have read or seen recently. Make a list of the main things about the characters and plot that you should cover in a review. Don't include a spoiler. Use the present tense and try to include at least one participle clause.
- b** Exchange your list with other students to see if they can identify the book or film.

TIPS for writing a book / film review:

- Choose a book or film that you know well.
- Organize the review into clear paragraphs.
- Use a suitable style, neither very formal nor very informal.
- Give your reader a brief idea of the plot, but do not give away the whole story. This is only part of your review, so choose only the main events and be as concise as possible.
- Use the present tense when you describe the plot. Using participle clauses will help to keep it concise.
- Use a range of adjectives that describe as precisely as possible how the book or film made you feel, e.g. *gripping*, *moving*, etc. (see p.39). Use adverbs of degree to modify them, e.g. *absolutely gripping*.
- Remember that an effective review will include both praise and criticism.

WRITING

A student magazine has asked for reviews of recent books and films. Write a review of between 200 and 250 words.

DRAFT your review.

- Paragraph 1: Include the title of the book or film, the genre, the author or director, and where / when it is set.
- Paragraph 2: Describe the plot, including information about the main characters.
- Paragraph 3: Talk about what you liked and any criticisms you may have.
- Paragraph 4: Give a summary of your opinion and a recommendation.

EDIT the review, making sure you've covered all the main points, checking paragraphing, cutting any irrelevant information, and making sure it is the right length.

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

◀ p.39

Writing A discursive essay (1): A balanced

KEY SUCCESS FACTORS

- constructing an argument on both sides
- writing an effective introduction and conclusion
- using appropriate discourse markers to contrast and balance points

ANALYSING A MODEL TEXT

- a You have been asked to write the following essay:

Do smartphones really improve our lives?

With a partner, discuss three reasons why you think smartphones make our lives better and three reasons why they do not. Order them 1–3 according to their importance.

- b Read the model essay and check if the writer has mentioned some or all of your arguments. Where does the writer put the main argument in each paragraph?

🔍 Introductions and conclusions

- In an essay, it is important that the introduction engages the reader's attention. A good introductory paragraph describes the present situation and gives supporting evidence. It should introduce the topic, but should not include the specific points that you are going to mention in the body of the text. 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. 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.

Do smartphones really improve our lives?

Introduction

Arguments in favour

Perhaps the greatest benefit of smartphones is that they give us an incredible amount of information. They are not just phones – we can also use them as maps, encyclopaedias, novels, entertainment systems, and much more. We live in an age of information and smartphones help us to make the most of it all. In addition, they allow us to live our lives spontaneously. Whether you need a taxi, have to book a restaurant table, or want to identify stars in the night sky, you can do it straightaway. Finally, they keep us in touch with our friends and family and the social role they play in a fast-moving society is hugely important.

Arguments against

However, there are strong arguments to suggest that the advantages of smartphones can also be disadvantages. One drawback is the cost – monthly contracts are far from cheap and smartphones tend to become obsolete quickly, so people feel they need to buy the newest model. What is more, they are a constant distraction and they encourage people to spend hours checking social networking sites when they could be doing something more useful. But perhaps the most significant downside is for professionals. On the one hand smartphones offer great convenience, but they also mean that employees can be contacted by their boss all the time, even on holiday.

Conclusion

- c Read the information box. Then look at the three introductory paragraphs below and choose which one you think is best for the essay. Compare with a partner. Discuss why you think it is the best and why the other two are less suitable. Then do the same with the concluding paragraphs.

Introductions

- 1 Smartphones dominate the field of personal communications and it sometimes seems that nearly everyone owns one. The technology is universal, but do smartphones really make our lives better?
- 2 Smartphones clearly have important advantages and disadvantages. In this essay, I am first going to analyse the advantages of this technology and then I will outline some important disadvantages, before finally drawing my conclusions.
- 3 Can you imagine life without your smartphone? Probably not, as this fantastic technology has become such a crucial tool for our work and social lives. So how did we manage before smartphones were invented?



argument

Conclusions

- 1 To sum up, smartphones have both advantages and disadvantages, but all things considered, I believe that their influence is entirely beneficial – after all, we could not live without them.
- 2 In conclusion, smartphones have improved our lives considerably in my view, especially if you want to use the internet. They are very useful, for example, if you are in a shop and you decide to buy something online instead.
- 3 On the whole, smartphones are a wonderful tool, but they have both pros and cons and they have to be used appropriately. It is very important that we control them and not the other way round.

USEFUL LANGUAGE

- d** Complete the missing words. Some (but not all) are in the model essay.

Expressing the main points in an argument

+

- 1 The greatest **b** _____ is that...
- 2 **First and most im** _____, smartphones give us an incredible amount of information.

-

- 3 One **d** _____ of smartphones is that...
- 4 Another **dr** _____ to smartphones is that monthly contracts can be expensive.

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 smartphones allow us to live our lives spontaneously.

Weighing up arguments

- 9 **On the wh** _____,
- 10 **On b** _____,
- 11 **A** _____ **in a** _____,
- 12 **All things c** _____, smartphones have both pros and cons.

PLANNING WHAT TO WRITE

- a** Look at the essay titles below and, with a partner, choose one of them. Brainstorm the pros and cons. Then decide on three main arguments on each side that are relevant to the title.

The growth of online shopping has greatly improved life for the consumer.

Ready meals have revolutionized eating at home – but at what price?

- b** Write an introduction for the essay. Follow this pattern:
- 1 Write an introductory sentence about how important online shopping or ready meals have become.
 - 2 Write a second sentence supporting the first one.
 - 3 Ask the main 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 giving 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 the introduction with a question you are going to answer.
- An essay is not just a list of ideas and opinions. Link your ideas in a logical sequence. Use phrases to order, contrast, and weigh up the points in your argument.
- Make sure your conclusion is a summary of what you have previously said and refers back to what you were asked to write about.

WRITING

Write an essay of between 200 and 250 words.

DRAFT your essay.

- Paragraph 1: Write an introduction.
- Paragraph 2: Give arguments in favour of online shopping or ready meals.
- Paragraph 3: Give arguments against online shopping or ready meals.
- Paragraph 4: Write your conclusion, saying whether you think the advantages outweigh the disadvantages or vice versa.

EDIT the essay, making sure you've covered the main points, cutting any irrelevant information, and making sure it is the right length.

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

◀ p.61

Writing A report

KEY SUCCESS FACTORS

- making sensible recommendations based on your observations
- being clear and concise
- organizing your report under headings

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 Can you remember how some of the **highlighted** phrases below were expressed in a more formal way? Then look at the text again to check your answers.
- 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 there should be no more than 12 students in a class.
_____, most students think there should be no more than 12 students in a class.
 - 5 **As for how long the classes last**, they officially last an hour...
_____, they officially last an hour...
 - 6 We suggest **buying** more computers...
We suggest _____ more computers...
 - 7 **Most students** are extremely positive...
_____ are extremely positive...
 - 8 ...that **if you make the changes we suggest**, it will be an even better place to study.
...that _____, it will be an even better place to study.

The King James Language School



A report

Introduction

The aim of this report is to assess student satisfaction with the classes and facilities at the King James 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 registration, 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. In terms of 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 hours to 9 p.m.

The cafeteria

The cafeteria was recently replaced by vending machines for drinks and snacks. Although it is true that people often had to wait to be served, most students greatly preferred the cafeteria and would like it to be reopened.

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 (but not all) are in the model report.

Some common expressions for generalizing

- 1 **In g** _____, people think...
- 2 **Generally sp** _____, people think...
- 3 **It is generally co** _____ / thought...
- 4 **The general v** _____ is that certain improvements need to be made.
- 5 **Ov** _____, the majority of students think...

- d Rewrite the following sentences.

Making suggestions

- 1 Please buy new computers.

We suggest _____

- 2 The registration process ought to be improved.

It would be advisable _____

- 3 Why don't you make the classes smaller?

We propose _____

- 4 You really should extend the opening hours.

I strongly recommend _____

- 5 It would be much better if classes lasted an hour.

It would be far preferable for classes _____

◀ p.67

PLANNING WHAT TO WRITE

- a Read the following task and study 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 in the first trip 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 the following notes about the views of the majority of participants:

- *People with families much happier than ones who stayed in the halls of residence because they were able to practise their English with the families.*
- *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, to 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.
- Decide what the sections of the report are going to be and think of headings for them.
- Use an appropriate professional style, avoiding very informal expressions.
- In the introduction, state what the aim of the report is.
- 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.
- Use a variety of expressions for generalizing and making suggestions.

WRITING

Write a report of between 200 and 250 words.

DRAFT your report, using the headings and suggestions you worked on in the planning stage.

EDIT the report, making sure you've covered all the main points, checking paragraphing, cutting any irrelevant information, and making sure it is the right length.

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

Writing A 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 does 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 usually establishes what the paragraph is going to be about. This is sometimes called the 'topic sentence'.

- b In pairs, read each topic sentence below and 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 spoiled as a result of over-development.
 - C Tourism is one of the world's great growth industries.
 - D Another point in favour of tourism is that governments are becoming aware of the need to protect tourist areas in order to attract visitors.
 - E The main positive effect of tourism is on local economies and employment.
- c Now read the model essay and match topic sentences A–E to paragraphs 1–5.




Tourism always does a place more harm than good

- 1 _____ People today are travelling further and further, not only 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 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 _____ This is leading to better conservation not only of areas of natural beauty and endangered habitats in rural areas, but also of historic buildings and monuments in towns and cities.
- 5 _____ For instance, many people argue that tourist development results in ugly hotels and apartment blocks. This may have been true in the past, but nowadays developers recognize that new buildings should blend in with old ones and should not change the character of a place.
- 6 To sum up, I believe that, on the whole, tourism has a positive influence provided its development is properly planned and controlled. Tourist destinations have a lot to gain from visitors and the business they bring. 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, with its topic sentence. Answer the questions with a partner.

- 1 Where does the writer state his overall 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 in general _____, _____

USEFUL LANGUAGE

f Complete the missing words. Some (but not all) are in the model essay.

Giving personal opinions

- 1 I **b** _____ that...
- 2 I **f** _____ that...
- 3 **In my v** _____, the influences of tourism are generally positive.
- 4 **In my o** _____, ...
- 5 **P** _____, I think that...

Introducing opposite arguments

- 6 Some / Many people **ar** _____ ...
- 7 It is often **cl** _____ **that** popular destinations are spoiled by tourism.
- 8 There are **th** _____ who say...

Refuting them

- 9 This **m** _____ **h** _____ been true in the past, but **n** _____ ...
- 10 There are a number of **fl** _____ in this argument.
- 11 That is simply not the **c** _____.

PLANNING WHAT TO WRITE

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 with examples.

Drivers should be charged for using roads linking major towns and cities.

Our lifestyles are less healthy than our grandparents'.

b Compare with a partner. Decide which you think are the three most important reasons. Decide on typical opposing arguments which you could refute.

c Choose which of the essays you are going to write. Decide on the main paragraphs and write topic sentences for each one. 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 p.118).
- 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 and introducing an opposing argument and refuting it.

WRITING

Write an essay of between 200 and 250 words on one of the topics above.

DRAFT your essay.

- Introduction: Introduce the topic and state your opinion.
- Main argument: Write two or three paragraphs giving your reasons.
- Opposing arguments: Write a paragraph stating one or more common opposing arguments and refuting each one.
- Conclusion: Sum up, stating what your arguments have shown.

EDIT the essay, making sure you've covered the main points, cutting any irrelevant information, and making sure it is the right length.

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

◀ p.79

Writing A complaint

KEY SUCCESS FACTORS

- summarizing 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 formal email. What exactly is the complaint about?

To: manager@fiorellis.co.uk
From: a.knight10798@gmail.com
Subject: Complaint

Dear Sir or Madam,

- 1 I am writing to complain about the meal which my husband and I had on Thursday March 16th at Fiorelli's in Regent Street. 1 _____ that the dinner 2 _____.
- 2 First of all, according to our online reservation, the table was booked for 7.00 and we 3 _____ to leave the table by 9.00, which we 4 _____. However, the service was extremely slow and at 8.45, we had only just been brought our dessert. At this point, the waiter not only brought us the bill, but also asked us to hurry as he would need the table back very soon. This left us feeling extremely 5 _____.
- 3 Secondly, when we were ordering our meal, the waiter recommended several dishes which were not on the menu and we both chose *tagliatelli al tartufo*. We assumed that the price of this item would be in line with those on the menu, 6 _____, between £10 and £15. However, when the waiter brought the bill, we discovered that 7 _____ a total of £50, making them more than twice as expensive. When we complained to the waiter, he said that we should have asked the price when we ordered; however, in my opinion the waiter himself should have pointed out that this dish was considerably more expensive than the other choices.
- 4 I feel strongly that if customers are given a table which has a time limit, the service should be efficient enough to ensure that 8 _____ within that time. I also think that, while it is understandable that some of the daily 'specials' may be more expensive because of the ingredients used, this should always be made clear from the start.
- 5 Under the circumstances, we believe that 9 _____ and that we should receive 10 _____. I look forward to hearing your views on this matter.

Yours faithfully,
Andrew Knight

- c With a partner, discuss which phrase, a or b, is better for each gap and why.
- 1 a I'm sorry to say
b I am afraid to say
- 2 a did not live up to our expectations
b was a complete disaster
- 3 a were requested to
b were told we had to
- 4 a thought was OK
b considered reasonable
- 5 a fed up
b dissatisfied
- 6 a that is to say
b I mean
- 7 a we had been charged
b you had charged us
- 8 a they can eat their food
b their meal can easily be completed
- 9 a we are owed an apology
b you ought to say sorry
- 10 a some form of compensation
b a lot of money back



USEFUL LANGUAGE

d Can you remember how the writer expressed the following in a more formal way? Then look at the text again to check your answers.

1 In this letter I want to complain...

2 It said on our online booking...

3 The waiter gave us the bill and asked us to hurry.

4 I really think that if customers are given a table...

5 I'd like to know what you think about this.

PLANNING WHAT TO WRITE

a Read part of a website post by Hannah. What problems did she have at the Westfield Hotel?



Hannah Jones
2 hours ago

Just got back from Brighton. That's the last time we stay at the Westfield Hotel! We stayed there a couple of years ago and had a good time, so I booked again for a week in July. The website described it just as I remembered it and said you could have bar food in the evening – you know what a pain it is to have to go out with the kids, much easier to get room service – so I just went ahead and booked. Anyway, when we turned up we were gobsmacked! The kitchen and bar area were being done up and they said that in fact they were now a B & B and didn't do any food except for breakfast. It was too late to find anywhere else, so we decided to stay, but it was a nightmare. The builders started making a noise at 7.30 in the morning, the breakfast was rubbish – just cold food because the kitchen wasn't up and running – and we had to buy drinks and sandwiches and take them back to our room in the evening for dinner. I tried to complain, but somehow the manager was never there, only reception staff who weren't really responsible and obviously felt sorry for us. So I'm going to email the manager and if I don't hear anything, I'm definitely going to put something on Twitter...

Like • Comment • Share

b You are going to write Hannah's email to the Westfield Hotel. With a partner:

- underline the relevant information in the website post.
- summarize exactly what you are dissatisfied with.
- discuss what it would be reasonable for the hotel to do to compensate you for the inconvenience.
- invent any other details you think might be important to include in the email, for example, the exact dates of your stay, the room number, etc.

TIPS for writing an email 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.
- Use the passive, e.g. *we were told*, *we are owed an apology*, etc. to make it more impersonal, or to make it clear that you are not accusing individuals.
- Use a variety of expressions for generalizing and making suggestions.

WRITING

Write an email of complaint of between 200 and 250 words.

DRAFT your email.

- Introduction: Explain why you are writing.
- Main paragraphs: Say what the complaint relates to and give the details.
- Summary paragraph: Restate your complaints briefly.
- Closing sentences: Ask for some action from the hotel.

EDIT the email, checking paragraphing, cutting any irrelevant information, and making sure it is the right length.

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

◀ p.89

Listening

1 2))

Frida Kahlo is Latin America's best-known twentieth century painter, and a key figure in Mexican art. She has also become a kind of cultural legend. She was born in Mexico in 1907, the third of four daughters, and when she was six she caught polio – a disease which left her with one leg shorter than the other. Her second tragedy came when she was 18: she was riding in a bus when it collided with a tram. She suffered serious injuries, which affected her ability to have children. Although she recovered, she was in pain for much of her life and had three miscarriages. But it was this accident and the long periods of recuperation that changed Frida's career plans: she had wanted to study medicine, but instead she started to paint. This work is an unfinished one – you can see patches of bare canvas behind the row of women at the bottom of the picture and some of the faces have been painted over, suggesting she may have wanted to repaint them. Frida started it in 1949, five years before the end of her short life – she died in 1954 at the age of 47. She actually carried on trying to finish it on her deathbed, which suggests that it had a strong meaning for her.

As with many of her other works, the image contains at least one self-portrait: she is the third woman from the left in the bottom row, but the unborn child next to her may also be a representation of her – it is placed below her father, to whom she was very close. The painting is a kind of visual family tree: at the top are both sets of grandparents. On the left are her father's parents, whose ancestors were German-Hungarian. On the right are her maternal grandparents: her grandfather Antonio had American Indian origins, while her grandmother Isabel was the great-granddaughter of a Spanish general. Her parents Matilde and Guillermo, who were dead by the time this picture was painted, are in the middle of the picture. Their portraits are based on photographs and it is interesting that they are shown turning away from each other – their marriage was an unhappy one. They appear with their dead parents in a kind of cloud above their four daughters. From left to right the daughters are Matilde, the eldest, then Adriana, followed by Frida herself (with her niece Isolda) and then, with a blanked-out face, her sister, Cristina. Frida was very close to Cristina, but also jealous of her, especially because she had an affair with Frida's husband, the painter Diego Rivera. The next figure is Cristina's son Antonio, but it is not clear who the last unfinished face in the very bottom right-hand corner might be.

1 13))

Interviewer Well, today I'm very pleased to be visiting the Edinburgh offices of Skyscanner, a company which did extremely well in this year's *Sunday Times* Best Companies to Work For awards, coming sixth overall and winning outright in the categories for most exciting future and best personal growth. So, welcome to Lisa Imlach. Lisa, could you start by telling us a bit about what you do?

Lisa So I am the PR, PR Manager for the Danish, Swedish, and Turkish markets. I look after the, our PR agencies there, and what that really means is that I work with them to get Skyscanner messages and stories into the media, so that could be anything from a big report on trends, on the future of travel, to smaller stories about where the Turkish people are going on summer holidays.

I And how long have you worked at Skyscanner?

L I have just celebrated my year anniversary.

I Oh, well, congratulations!

L Lots has changed in a year, but all good changes.

I And what was it that attracted you to apply for a job here?

L I had always want, wanted to work somewhere that was kind of travel-focused, my previous job was in a very dry environment, so much so that I decided I would go travelling and then the day before I flew to South

America for a few months, I had an interview here and found out when I was in the Bolivian Salt Flats that I got the job, so really nice, yeah.

I Skyscanner did very well in this year's *Sunday Times* survey of Best Companies to Work For. Do you agree that it's a good place to work?

L Yeah, absolutely it's, it's a very funny thing, actually, because it very quickly becomes the norm for someone who works here, all these amazing benefits we have, so when you talk to someone else, you know, in another company, you suddenly think 'Wow, we're so lucky,' so, you know, anything from flexible working to the small things like free fruit, to people being able to work from their home country, they are all massive benefits that you quite quickly get used to, but I think everyone really does appreciate it.

I So I guess it would be difficult to go anywhere else after this?

L Yes, very much – maybe that's the plan, maybe that's the ploy that they've gone with!

I Is, is there one thing that you'd identify for you as a particularly significant benefit?

L I have to admit what I really love is, the flexible working policy, it's a quite casual thing, there is no formal procedure, but it, it very much places the trust with the, the employees, so, you know, if I want to leave early on a Friday, there is kind of this, relaxed understanding, 'Do you know what? You'll make up the time when you can, you're in charge, you're the, you're the one who knows your workload and your own role,' which is really nice, it's quite refreshing because it's quite unusual, especially within quite a large corporate –, you know, organization and so I particularly like that.

I Is there anything that you might change about, about the company or about its, the way it treats its employees?

L I think, so we're growing at quite a, kind of rapid pace and I think because we have six different offices – you know, Beijing, Miami – I think as we grow it will probably be something that we need to tackle in terms of how we all work together across different time zones, so I think at some point that will be something that becomes more of an issue – it's not at the moment, but I'm pretty confident that Skyscanner will be able to tackle that, and tackle that in good time.

I Wonderful. OK, well, thank you very much indeed, Lisa, thanks for your time.

L Thank you.

1 19)) Part 1

Interviewer Eliza Carthy, could you tell us a bit about your family background, your parents and grandparents?

Eliza Um, I come from a musical family; my parents are folk singers, my father is a guitarist who is known for playing for playing the guitar, um, and inventing a particular style of English folk guitar. Um, he started playing when he was 17, back in the fifties, and, um, really was, was quite instrumental in his youth in sort of building the, the sixties folk club scene in London. He was a friend of Bob Dylan and Paul Simon many, many years ago, and, um, is known for reconstructing old traditional ballads, traditional English ballads. My mother comes from a folk-singing family called The Watsons, and they were from the north of England, they're from Hull, which is in the north of England, and they were also instrumental in the beginning of the sixties folk revival, the formation of the folk clubs, and the, the beginning of, basically, the professional music scene that I work on now.

I And were your parents both from musical families?

E Um, really, both sides of my family are musical: my, my mother's side of the family were all travellers and gypsies, my – er, her grandmother, she was brought up by her grandmother, both of her parents died when she was very young. She had an uncle that played the

trumpet, you know, her father played the banjo, he used to listen to American radio in – during the Second World War and he used to learn the songs off the radio like that. Her grandmother was very into the sort of old romantic ballads like *The Spinning Wheel* and things like that, and she used to – she used to sing when they were little; the whole family sang, the whole family danced. And I was brought up in that kind of a family: my mother and her, her brother and her sister were in a singing group, my dad joined that singing group, and then, when I was old enough, I joined the family as well.

I So you had a very musical upbringing?

E My upbringing was – I suppose some people might think it was quite a hippy upbringing. I was brought up on a farm, um, that had three houses in a row, with me and my mum and dad in the end house, my uncle – my mum's brother – and his wife and their four children in the middle house, and then my mum's sister and her husband and their two children on the other end house. And we grew up basically self-sufficient, we had animals and we had chickens and goats and pigs and horses and things like that, and we, we grew up singing together and living together in that environment in North Yorkshire in the 1970s. Um, we had – Because my parents were professional musicians and touring musicians, we had a lot of touring musician friends who would come and stay at the farm and they would sing and play all the time and there was music all around when I was a child, and that really, that really formed the basis of, of, of how I live now.

1 20)) Part 2

Interviewer Do you think it was inevitable that you'd become a professional musician?

Eliza Well, if you if you were ever to ask any of us, were it – we would definitely have all said no. I wanted to be, I wanted to be a writer; my mum certainly didn't want me to go on the road. My mum retired in 1966 – 65 / 66 from professional touring to raise me. I mean, the road is a difficult place, whether you're travelling with your family or with a band or on your own, and she certainly didn't want that for me. My dad also probably never thought that I would do it, but I ended up following – exactly following his footsteps and quitting school when I was 17 and going on the road, and I've been on the road ever since.

I Can you tell us about your first public performance?

E My dad says that my first public performance was at the Fylde Folk Music Festival in Fleetwood in Lancashire when I was six, and we were at the Marine Hall and they were singing, The Watsons, the family – the family group were, were singing, and I asked if I could – I asked if I could go up on stage with them, and I was six. And Dad said, 'Well, you know, you probably don't know everything so just stand next to me on stage and we'll start singing and if you, if you know the song just pull on my leg and I'll lift you up to the microphone and you can, you can join in.' God, I must have been awful! But yes, apparently I just – the first song they started up singing, tugged on his leg, and he picked me up and held me to the microphone and I sang that, and he was like, 'Did you enjoy that?' 'Yes, I did!' Put me down again and they started singing the next one, tugged on his leg, same thing! And he just ended up doing the whole concert with me sitting on his hip! Which er – now I have a six-year-old and I know how heavy she is – it must have been quite difficult, God bless him!

I Has having children yourself changed your approach to your career?

E Er, yes, in a way. Yes, in a way it has. I've just reordered my working year because my eldest daughter has just started school, so I, you know – I'm, I'm not free to, to take the children with me on the road anymore and, and I'm now bound by the school terms. So I try to work only on the weekends and in school holidays now

and I try to, to be Mummy from Monday to Friday, taking them to school, bringing them back again. I'm not getting a great deal of sleep, but then I don't know many mothers of—many mothers of six- and four-year-olds that are getting a great deal of sleep!

1 21))) Part 3

Interviewer You do a lot of collaborations with other musicians. What is it that appeals to you about working like that?

Eliza I like working with other—I don't like working alone. I don't know if that's because I don't trust myself or I just don't like being alone; I like being surrounded by a big crowd of people. I suppose that's, that's partly to do with my upbringing, there were always so many people around, that, um, I, I'm at my best, I'm at my best in a, in a large event where loads of people are running around doing things and we're all sort of collaborating with each other and there's lots of ideas and everyone's having, you know, a creative time, and that's how I feel—yeah, that's how I feel I, I work best, and that's why at the moment I have a 13-piece band and it's just heaven for me being with so many people and just feeling like a part of a big machine, I love that.

I Is there a difference between playing with your family and playing with other people?

E Um, yes, very much so. I'm not sure if I could tell you how different or why it's different. My dad is very eloquent on how and why it's different and he, he knows that uniquely because he joined The Watsons, and The Watsons was, was a brother and two sisters, and he joined that, and of course he was married to my mum, but he wasn't related to her. And there is this thing within family groups, this blood harmony thing, this intuition, you have similar sounding voices, you know where a relative is going to go, and that may be because you know each other so well, but it also may be whatever it is that binds a family together anyway.

I Would you like your children to follow in your footsteps?

E I get very, very excited when the children, um, when the children love music, I get very excited. My daughter Florence is very, very sharp, she listens and she can already—she plays *Twinkle, Twinkle* on the violin, plucking like that, and on the guitar as well, and she's—yeah, she has a very, very good sense of rhythm. And she loves foreign languages as well, there's a real, um, there's a real sort of correlation there between, between language and singing, she has great pitch, she is able to learn songs and things very, very quickly, and I love that. And Isabella, my youngest as well, she's really, she's really showing interest in it and I love it when they do that. As to whether or not I'd want them to be touring musicians, I think I'm probably of the same opinion as my mother, which is, 'No, not really!' But, you know, I, I think the— I think the world is changing anyway, I don't know how many touring musicians there are going to be in the world in 20 years when they're ready, I don't know.

1 23)))

Interviewer How much do you know about your family tree?

Tom Erm, actually a surprisingly large amount. Er, my dad's quite into genealogy and the family tree, erm, so he's actually traced my surname back to, I think it's twelfth century, er, Durham, um, and we've gone to there and seen our crest on the family, er, on the font at the church and everything. So yeah, quite far back—it's a Saxon name and, you know, no Normans or anything in it. So yeah, quite a lot.

I Is there anyone in your family that you'd like to know more about?

T Erm, I think, yeah, there, um, one called Elizabeth Elstob. Um, she was a poet in London actually, erm and it would be quite interesting to know a bit more about her, because she was quite famous, by all means, but I don't know enough about her to be able to talk about it really, so yeah.

Interviewer How much do you know about your family tree?

Kent I know a fair amount—amount about my family tree. Um, I know we come back from ancestors in Sweden and, er, England, and I know we've traced it back I think to, to the 1500s for some of the lines.

I Have you ever researched it?

K Erm, you know, I haven't personally done a lot of research about my ancestors. I know we have the books and we have the stories and the journals and it's all there, so I guess I, I, I'd be interested to know a little bit about, er, what my my ancestors did, er, before they came to America. Um, 'cause I think they were farmers, I'm not entirely sure.

Interviewer How much do you know about your family tree?

Alison Um, I know a little bit because, um, my dad's done some research into his side of the family. Um, we know that my father's side stretches back to the 1700s in Cornwall. Um, my great-great-grandfather went down on the *Titanic*. Interesting piece of family history. Um, and we've got some family artefacts for that.

I Is there anyone in your family that you'd like to know more about?

A Um, probably the wife of the man who went down with the *Titanic*. I think she had quite an interesting and quite difficult life. Um, she had a baby, er, brought it up by herself, so sounds like a, an amazing woman.

Interviewer How much do you know about your family tree?

Marylin Um, I know quite a lot because a relative of my father's, um, did some research on our family tree, oh about 20 years ago. So, well, I know that my father's family, um, is from Luxembourg and in fact when I worked there I tried to get in touch with some distant relatives, but they weren't interested.

I Is there anyone in your family that you'd like to know more about?

M Um, well, guess what, it's precisely those relatives who are still living in Luxembourg. But what can I do, if they didn't want to meet me, oh well, I guess it's just destiny.

Interviewer How much do you know about your family tree?

Hannah You know, I, I know a little bit about my family tree because I was lucky enough to grow up with having great-grandparents in my life until about, like, ninth grade, so I know a lot from them and they told me a lot of stories about their parents and grandparents, but it doesn't go much further than that and that's only on my dad's side. I know about, um, immigration from Russia but that's all I know and then my mum's side I really don't know a lot about, but it's something that I'm interested in looking into.

I Have you ever researched it?

H I've tried to research it a little bit, er, like doing the ancestry dot com thing, but um I haven't really gotten much further than that.

I Is there anyone in your family that you'd like to know more about?

H I'd love to know more about my great-grandmother's grandmother. So I guess that would be my great-great-great grandmother. Um, she was involved with Prohibition and I heard stories of her, um, like, bringing, like making alcohol in their house and then, like, smuggling it to other areas of— they actually lived in New York, so other areas of the city. Yeah.

1 30)))

1 I'm from a small village on the south-east coast of Scotland, it's a very small place, not very many people live there. I liked growing up there, but I think it's a better place to visit than it is to actually live because there isn't very much for young people to do there. The people are quite nice and friendly, but most people have spent their whole lives there and their families have been there for several generations, so sometimes it can seem a bit insular.

2 I'm from Tipperary which is in the middle of Ireland. It's quite a rural place. The town I'm from has a population of around 2,000, so it's quite small, but that means that most people know each other. So I'd say the people there are friendly and quite welcoming.

3 I'm from Oxford in the south-east of England, I, I was born here and I've, I've lived here my whole life. Difficult to say what the people are like because it's, in a way it's a city of two halves, famous for its university, but also, which obviously has people from all over the world, but also, it's a city in its own right, it has a very large BMW factory where they make Minis, so, but it's a nice place, I like it, I've lived here my whole life pretty much, so, so there we are.

4 So I'm from Melbourne which is on the south-east coast of Australia, just in, in the state of Victoria, this is a really cultural city, very European, you've got everything from beaches to art galleries, lots of shopping, and bars and restaurants, so it's a fantastic city to be in. The people are really laid back and and quite friendly there. We've got a very big mixture of cultures there, so a very multicultural city. So it's quite diverse and a really interesting place to be.

5 I'm from New Jersey and it's a nice mix between rural and city life because it, it has a lot of nature and nice kind of mountain landscapes where you can go hiking or walking, but it also has nice access to the city and lots of nice little shops and restaurants as well.

6 OK, I was born in Johannesburg in the late, in the late 50s. I moved to Cape Town when I went to university and of course it's a very beautiful old colonial centre, with lovely buildings, and the aspect of Table Bay with the beautiful backdrop of Table Mountain, wonderful vegetation and a wonderful friendly community of people. It's very vibrant and exciting, people like bright colours in the strong sunlight, it's a very creative environment.

1 31)))

Interviewer Are there any native speaker accents that you find especially difficult to understand?

Joanna Anyone with a broad regional accent is, is going to be a challenge for non-native speakers, and from my personal experience, the accents that I would put into this category are, in no particular order: Ireland, Liverpool, the north-east, Glasgow, and the, the far north of Scotland. And I've, again personally, never been to, to the States, but just watching films, I sometimes struggle with accents from the Deep South. One of my favourite films is *No Country for Old Men*, but until this day I've got no idea what Tommy Lee Jones says in the closing scenes of the film.

I How comfortable do you feel with your own accent?

J I think I've reached a good place with my accent, it's, it's mine, and, and I'm happy with it, but it's, it's been a journey to get to this place, and when I was a student at Warsaw University, I did a comparative Polish-English phonetics class, which was very, very useful, along that journey, and I learnt lots about the mistakes that I was making in English because of my mother tongue. And so I consciously worked to improve my pronunciation, and in the end, I sort of sounded like a bit like the Oxford English Dictionary. And when I first came to England, the people I met would say, just after a few exchanges, would say 'Cor, you sound posh!' Funnily enough, it didn't sound like a compliment...but of course, living here, I, I lost the posh edge quite quickly.

I Do you find it easier to understand native or non-native speakers of English?

J I think the closer any speaker is to the standard pronunciation, whether they are native or non-native, it, it's going to be relatively easy to understand, and, at the same time, a strong regional accent or a really strong foreign accent is going to be an issue, and it can make communication really difficult. But at the same time, again, if, if you, are exposed to a certain type of accent for quite a long time, that sort of familiarity really helps, because you get used to the, the 'melody' of, of how somebody speaks. And I suppose the—, just to give you an example, the people who come from the Nordic countries are actually really easy to understand, they've got a very clear, very beautifully articulated, way in which they speak English, so they're a pleasure to listen to.

1 32)))

Interviewer How do you feel about having your English corrected?

Joanna I actually really appreciate it, because otherwise I would just not know that I've made a mistake. In fact sometimes I remember either a specific context or a place in which I was corrected and that just helps me recall the correct version much easier. And of course, a lot depends on who the person is who corrects me and how they do it. So if they're going to be nice and friendly, I will listen to them willingly, but if they're not, then I will naturally assume that they just wanted to be mean and point out that my English is not that good after all.

I Is there anything you still find difficult about English?

J There are so many words in English. I find I come across a new one pretty much every single day. And I think it'll always be a challenge, but also an adventure because there will be something new and something to learn for me, always. And just yesterday I learnt a new word, the word is 'intrepid' and I found it in a description of a film that I wanted to watch, which was *The Raiders of the Lost Ark*.

I Do you feel in any way a different person when you're speaking English compared to when you're speaking in your own language?

J This is, actually a really interesting question. If you Googled 'two languages two personalities', it's amazing how many different blogs and newspaper articles actually talk about it. I wouldn't say that I'm a, a different person, I don't think it's a split personality disorder we have to deal with, but I think that what does change is that, my behaviour, and the way that I communicate with people is affected by the language in which I speak at the time. Without trying to sound stereotypical, but, I'm more polite and tentative in English, and I'm much more direct when I speak Polish. And I think you can see it most obviously in writing, so if I have to write an email in Polish, and it, it's sort of squeezed somewhere in between messages that I write in English, then after a few sentences I, I've realized that I've just used so many *could have* and *would have*s, and I still haven't got to the point. So basically, it's just a question of delete and start again.

I Do you have any stories about not understanding someone?

J For me personally, the most traumatic experience linguistically was when I visited my partner's family, who live in Buckie, which is, a really charming small fishing village in the north of Scotland, it's in the Moray Firth, and I have to say that as I, I thought I spoke pretty good English, but, my confidence was crushed because I realized that I was understanding about 30% of what everyone around me was saying. And it wasn't just the accent, it was the actual words, they, they were completely different! So, turns out that, for example, I've got one 'bairn', and to go to the shops I have to go 'doon the brae', which, if you translate it, means that I actu- 'I've got one child' and to get to the shops I have to go 'down the hill'.

1 39)))

1 My, my earliest memory, I must have been about three, I guess, possibly two, was, when we'd been to, to a funfair and I would have gone with my brother, who's a bit older than me, and my parents, and I'd been bought, a, a helium balloon, and for some reason the balloon had a snowman inside it, it was only September; I don't know why there was a snowman, but, but there was, and I took it out into the back garden and because it was full of helium, obviously, it was pulling on the string, it wanted to, to fly away, and I let go, I didn't let go by accident, I remember letting go on purpose, to see what would happen, and of course what happened was the balloon flew up into the sky over the neighbours' trees and disappeared, and I was absolutely devastated, heartbroken by the loss of the balloon, and stood there crying and crying, and my dad had to go back to the funfair and get me another identical balloon, which did nothing to console me, I kept crying and crying and crying and that's my, my earliest memory, not a very happy one!

2 My earliest memory is probably from when I was about three or four years old and it was Christmas and I was at my nana's house with, all my family and my uncle was reading to me, he was reading *The Little Mermaid*, except that he was making it up, he wasn't actually reading the words in the book, he was just saying things like 'Ariel went to buy some fish and chips' and things like that, and that made me quite annoyed because I was at an age where I couldn't really read myself, but I knew that he was reading it wrong. So I got quite annoyed with him and told him to read it properly, but yeah, that's my earliest memory.

3 My earliest memory is from when, I must have been nearly three, and we were moving house, we moved to a block of flats and I remember arriving and it was, it was dark and we'd had quite a long journey and we arrived and we went in the door and we turned the lights on and

nothing happened, and the whole flat was completely black and dark, no power, no electricity, no lights, and I thought this was fantastic, and we had a torch and I was just running around, running around the, the hall and the rooms, finding all these new rooms all with a torch, and I imagined that it was always going to be like that, that we'd, we'd arrived in a house that wasn't going to have lights, so I was always going to have to use a torch. And I thought that was going to be brilliant. My mother was in tears, obviously she, she was very stressed from the journey and arriving somewhere and having no power. But I, I was really, really excited by it, and the next day when the power came on I was really disappointed.

1 40)))

Presenter Are our first memories reliable, or are they always based on something people have told us? What age do most people's first memories come from? John Fisher has been reading a fascinating new book about memory by Professor Draaisma called *How Memory Shapes Our Past*, and he's going to answer these questions for us and more. Hello, John.

John Fisher Hello.

P Let's start at the beginning, then. At what age do first memories generally occur?

J 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.

P Why is that?

J There seem to be two main reasons, according to Professor Draaisma. The first reason is that before 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 realize that the person he can see is him. Children of this age also have problems with the pronouns *I* and *you*. And a memory without *I* is impossible. That's to say, we can't begin to have memories until we have an awareness of self.

P And the second reason?

J 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 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.

P I see. What are first memories normally about? I mean, is it possible to generalize at all?

J Early memories seem to be related to strong emotions, such as happiness, unhappiness, pain, and surprise. Recent research suggests that three quarters of first memories are related to fear, to frightening experiences like being left alone, or a large dog, or having an accident – things like falling off a swing in a park. And of course this makes sense, and bears out the evolutionary theory that the human memory is linked to self-preservation. You remember these things in order to be prepared if they happen again, so that you can protect yourself.

P Are first memories only related to emotions or are there any specific events that tend to become first memories?

J 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. Festive 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.

P First memories are often considered unreliable, in that perhaps sometimes they're not real memories, just things other people have told us about ourselves or that we have seen in photos. Is that true, according to Professor Draaisma?

J Absolutely! He cites the famous case of the Swiss psychologist Jean Piaget...

1 41)))

Presenter First memories are often considered unreliable, in that perhaps sometimes they're not real memories, just things other people have told us about ourselves or that we have seen in photos. Is that true, according to Professor Draaisma?

John Fisher Absolutely! He cites the famous case of the Swiss psychologist Jean Piaget. Piaget had always thought that his first memory was of sitting in his pram as a one-year-old baby when a man tried to kidnap him. He remembered his nanny fighting the kidnapper to save him. The nanny was then given a watch as a reward by Jean's parents. But many years later, I think when Jean was 15, the parents received a letter from the nanny in which she returned the watch to them. The nanny, who was by now an old woman, confessed in the letter that she'd made up the whole story, and that was why she was returning the watch. Of course, Jean had heard the story told so many times that he was convinced that he'd remembered the whole incident.

2 8)))

Presenter A first date is loaded with expectation. Will I like them, and will they like me? Is this person going to be 'the one' or will I want to run for the door before the starter? Will we have anything to talk about and, if not, how will we get through the evening? Here's relationships expert Jenny with some suggestions on how to make sure that your first date is the best it can be – even if it turns out to be your only date.

Jenny Hello there. My first tip is 'Choose the venue carefully', that is, the place where you're going to meet. Try to avoid very noisy places where you can't hear each other, or places where you can't talk, like cinemas. So a good place to meet might be a quiet bar for an after-work drink, for example, or lunch in a little local place you know. The advantage of keeping the first date short and sweet, meeting for a drink or for lunch rather than dinner, is that if you don't like each other, you don't have to make it through a seven-course meal together. And of course if you do like each other, you can either extend the date, or plan a longer one for next time.

Tip number two is 'Make an effort with your appearance'. Obviously you don't want to make so much of an effort that your date wouldn't recognize you if they saw you in the street the next day. But getting your hair done, say, or wearing something you know you look good in, those kinds of things show that you care – and that you want to make a good impression. I mean, if you turn up with unwashed hair, wearing yesterday's clothes, you aren't likely to win anyone over.

The third tip, and it's an important one, is 'Be kind', even if you think the date is going nowhere. It doesn't cost anything, and it'll make a big difference to how much the other person enjoys themselves. Of course being kind also means not lying or giving your date false hope. Don't tell someone that you'll phone and that you can't wait to see them again if you have absolutely no intention of following through!

Tip number four, which is sort of related to number three, is 'Don't forget your manners'. Make sure you turn up on time, and if you're going to be late for whatever reason, let your date know. Try not to yawn even if you're getting a bit tired. Turn off your phone, and if the other person is footing the bill, do remember to say 'thank you'. And one last thing while we're on the subject of manners – you can tell a lot about a person by how they treat waiters and waitresses. So don't just be polite to your date, be polite to the other people, too.

Number five is 'Don't pretend to be anything you're not'. It can be very tempting to exaggerate, or to dress up the truth, or just to plain lie to try to get your date interested. Of course, you may get away with it if you don't see the person again after the first date, but if the relationship does last any longer, you may find yourself in a tricky situation further down the line. So, for example, if you're separated, don't say that you're divorced. If you hate football, don't say that you can't think of a better way to spend a Saturday afternoon than cheering on Manchester City. And if you work part-time in a call centre, don't say you're something big in communications.

Finally, and this is my last tip, 'Don't make an instant judgement'. Many of us make up our minds whether we like someone in the first few seconds or minutes of meeting them. But you know, first impressions can be misleading, so try not to rule someone out straightaway. It's much better to spend a bit of time getting to know them, and if you're not sure about someone, it may take two or three dates before you can really decide. If you make a snap decision, you may risk missing out on the love of your life.

P Jenny, thank you very much for the advice. And now we turn to the next...

2 14)) Part 1

Interviewer How important is historical accuracy in a historical film?

Adrian The notion of accuracy in history is a really difficult one in drama because you know, it's like saying, well, 'Was *Macbeth* accurate? Was—is Shakespearean drama accurate?', the ideo—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 an audience now. So I tend to take the view that, in a way, accuracy isn't the issue when it comes to the drama, if you're writing a drama you, you have the right as a writer to create the drama that works for you, so you can certainly change details. The truth is nobody really knows how people spoke in Rome or how people spoke in the courts of Charles II or William the Conqueror or Victoria, or whoever, you have an idea from writing, from books, plays, and so on. We know when certain things happened, what sort of dates happened. I think it's really a question of judgement, if you make history ridiculous, if you change detail to the point where history is an absurdity then obviously things become more difficult. The truth is, the, the more recent history is, the more difficult it is not to be authentic to it. In a way it's much easier to play fast and loose with the details of what happened in Rome than it is to play fast and loose with the details of what happened in the Iraq War, say, you know. So it, it, it's all a matter of perspective in some ways. It, it, it's something that you have to be aware of and which you try to be faithful to, but you can't ultimately say a drama has to be bound by the rules of history, because that's not what drama is.

I Do you think that the writer has a responsibility to represent any kind of historical truth?

A Not unless that's his intention. If it's your intention to be truthful to history and you, and you put a piece out saying 'This is the true story of, say, the murder of Julius Caesar exactly as the historical record has it,' then of course, you do have an obligation, because if you then deliberately tell lies about it, you are, you know, you're deceiving your audience. If, however, you say you're writing a drama about the assassination of Julius Caesar purely from your own perspective and entirely in a fictional context then you have the right to tell the story however you like. I don't think you have any obligation except to the, to the story that you are telling. What you can't be is deliberately dishonest, you can't say 'This is true,' when you know full well it isn't.

2 15)) Part 2

Interviewer Can you think of any examples where you feel the facts have been twisted too far?

Adrian Well, I think the notion of whether a film, a historical film has gone too far in presenting a dramatized fictional version of the truth is really a matter of personal taste. The danger is with any historical film that if that becomes the only thing that the audience sees on that subject, if it becomes the received version of the truth, as it were, because people don't always make the distinction between movies and reality and history, then obviously if that film is grossly irresponsible or grossly fantastic in its presentation of the truth, that could, I suppose, become controversial. I mean, if you—you know, the only thing anybody is ever likely to know about *Spartacus*, for example, the movie, is Kirk Douglas and all his friends standing up and saying 'I am Spartacus, I am Spartacus', which is a wonderful moment and it stands for the notion of freedom of individual choice and so on. So *Spartacus*, the film made in 1962, I think,

if memory serves, bec—has become, I think, for nearly everybody who knows anything about *Spartacus*, the only version of the truth. Now in fact we don't know if any of that is true, really. There are some accounts of the historical *Spartacus*, but very, very few, and what, virtually the only thing that's known about is that there was a man called *Spartacus* and there was a rebellion and many people were, you know, were crucified at the end of it, as in, as in the film. Whether that's irresponsible I don't know, I, I can't say that I think it is, I think in a way it's, it's, it's *Spartacus* is a film that had a resonance in the modern era.

There are other examples, you know, a lot of people felt that the version of William Wallace that was presented in *Braveheart* was really pushing the limits of what history could stand—the whole, in effect, his whole career was invented in the film, or at least, yeah, built on to such a degree that some people felt that perhaps it was more about the notion of Scotland as an independent country than it was about history as an authentic spectacle. But you know, again, these things are a matter of purely personal taste, I mean, I enjoyed *Braveheart* immensely.

2 16)) Part 1

Interviewer Professor Beard, what's the secret to getting people interested in the Romans, in ancient history?

Mary Well, you have to go about it in the right way, really. Um, you know, I think perhaps starting from rather arcane and difficult bits of literature isn't the right way. But, you know, one thing that you see in Britain, you know, one thing that we know is that an awful lot of our culture and our geography and our place names and so on are actually formed by the Romans, you know. You ask somebody, um, 'Why do you think so many English place names end in *-chester* or *-caster*, you know, Manchester, Doncaster?' And they'll often say, 'I don't know'. And then you say, 'That's because that bit—*-caster*—is from the Latin for 'military camp', and every place that ends *-caster* or *-chester* once had a Roman fort on it'. And I've got a pretty 99% success record with getting people interested after that, because suddenly it is a question, not of these, um, uh, remote people who wrote some literature that you probably suspect would be boring; it's the people who formed the geography of our country and much of Europe. Why is London the capital of, of Britain? It's because the Romans made it so.

I What do you think we can learn from Roman history?

M In political terms many of the issues and questions and dilemmas that we face now, uh, were faced by the Romans. And in many ways we're still thinking about and using their answers. I mean, one classic example of that is a famous incident in Roman history in 63 BC where there's a terrorist plot in, in the City of Rome to, to assassinate the political leaders, to torch the city, um, and to take over—revolution. Um, and that plot is discovered by, uh, one of the most famous Romans of all, Marcus Tullius Cicero, the great orator and wit of Roman culture. And he discovers the plot. He lays it before the Senate. He then decides to execute the leading conspirators without trial, summary execution. Um, and a couple of years later he's exiled. Now, in many ways that's the kind of problem we're still facing, uh, with modern responses to terrorism. I mean, what...how far does, how far should homeland security be more important than civil rights, you know? Uh, you know, what about those people in Guantanamo Bay without trial? Um, you know, where, where does the boundary come between the safety of the state and the liberty of the citizen? Now, the Romans were debating that in the 60s BC. And in many ways we're debating it, uh, along the same terms. And in part we've learned from how they debated those rights and wrongs.

2 17)) Part 2

Interviewer If you could go back in time, is there one particular historical period that you'd like to go back to?

Mary I think it would be a terrible kind of, er, punishment to be made to go back in history, you know, particularly if you're a woman, you know. There's, you know, there is not a single historical period in

world history where women had halfway as decent a time as they do now. So, deciding to go back there, uh, you know, that would, that would be a self-inflicted punishment. I think I'd rather go in the future. Um, and there's also, I mean, even for men there's considerable disadvantages about the past, you know, like, you know, no antibiotics and no aspirin.

I Today we live in a celebrity culture, but in *Meet the Romans*, you focus on the lives of the ordinary people in Rome. Was that a conscious decision, to try to get people away from celebrity culture?

M I was rather pleased that people did actually find, you know, the non-celebrity, um, version of the Romans interesting. Um, and in some ways if it, if it was a small antidote to modern celebrity culture, I'm extremely pleased. Um, I think that, that wasn't quite what was driving me, though, because, uh, I think the celebrities of the ancient world are so remote from us in some ways. Um, and one of the things that puts people off ancient history is that, you know, you know, the big narrative books, the kind of the history of 'the big men', you know, never seem to answer all those questions that we know we all want to know about the ancient world, you know, or any period in the past, you know: where did they go to the loo, you know. Um, and actually I think people are often short-changed, uh, about, um, the...in, in terms of providing an answer to questions which are really good ones, you know. Um, you know, in the end most of us, most women—don't know about men—most women, you know, do really want to know what having a baby was like, um, uh, before the advent of modern obstetrics, you know. That's a big question. It's not a—it's not, simply because it's, uh, intimate and female doesn't mean it's a less important question than why Julius Caesar was assassinated. And actually world history contains a lot more people like me and my family and women and slaves and people who, you know, want to do many of the things that we want to do, you know. But they can't clean their teeth 'cause there's no such thing as an ancient toothbrush, you know. Now, how does that feel? And I'm not saying in that I guess that those big blokish issues aren't important, you know. The assassination of Julius Caesar, you know, is an event in world history that has formed how we look at every other assassination since, you know. When Kennedy's assassinated we see that partially in relation to that, that formative defining bit of political assassination in Rome. But it's not the only way that Rome is important.

2 18)) Part 3

Interviewer As a historian, how important do you think it is that historical films should be accurate?

Mary I'm not sure quite how keen I am on accuracy above everything else. The most important thing, if I was going to make a historical movie, I'd really want to get people interested. And I think that, that, um, film and television, um, programme makers can be a bit, can be a bit sort of nerdy about accuracy. I remember a friend of mine once told me that, uh, he'd acted as advisor for some Roman film and the, the crew were always ringing up when they were on location, um, saying things like, 'Now, what kind of dog should we have?' You know, 'Should it, you know, if we're going to have a dog in the film, should it be an Alsatian or, you know, a Dachshund or whatever?' And to start with, he said he'd go to the library and he'd kind of look up and he'd find a breed. And eventually after question after question he'd think, look, these guys are getting the whole of Roman history in, in the big picture utterly wrong, and yet there they are worrying about the damned dogs, you know.

I Can you think of any historical films that you've really enjoyed?

M I absolutely loved *Gladiator*. Um, you know, never mind its horribly schmaltzy plot, you know; I thought in all kinds of ways it was just a wonderful, uh, brilliant, and I don't know if it was accurate, but a justifiable recreation of ancient Rome. Um, the, the beginning scenes of *Gladiator* which show, you know, Roman combat, um, just in a sense punctured the kind of slightly sanitized version of, you know, legionaries standing, you know, with all their shields, you know, face to—, you know, facing the enemy, um, you know,

all looking ever so kind of neat and tidy. I mean, it was messy and it was bloody and it was horrible. And it was such a different kind of image of, uh, Roman combat that I remember we set it in Cambridge as an exam question, you know, um, you know: how, how would, how would students judge that kind of representation of Roman warfare.

I It's very interesting that there seem to be more and more historical films recently, and many have won Oscars. Is that because history has all the best stories?

M Yes, there's no such good story as a true story – and that's what history's got going for it, you know, actually. Um, you know, non-fiction in a, in a kind of way is always a better yarn than fiction is. Um, and I think it's, you know... I feel very pleased because, uh, I think, you know, for one thing it gets, it gets some of the best stories from history into the popular, into popular attention, popular consciousness. But I think also, I mean, it shows that you don't always have to be deadly serious about history. I mean, you know, history, like classics, you know, is often treated as something which is good for you; but isn't actually going to be much fun, you know. You'll be improved by knowing about it, but it probably will be a bit tedious in the process. And I think that, you know, showing that history can be larky, it can be funny, it can be surprising, um, it can be something that you can sit down and have a good two and a half hours at the cinema enjoying, is really all to the good.

2 20))

Interviewer Is there a period of history that you would like to go back to?

Daisy I'd really like to go back to Tudor England, sixteenth-century England.

I Why that period?

D Well I'm doing a PhD in the music of that period and I just think it's such a fascinating time because there was so much change happening and the way people lived their lives, their religion, the way the politics of the country was working. It must have been a really exciting time to live.

I Is there a person from history that you admire or find especially fascinating?

D There was a lady called Bess of Hardwick, um, who owned a lot of property in Derbyshire. She was a real social climber, and she lived through Henry VIII, Edward VI, Mary I, and Elizabeth I and into a bit of James I as well. Um, so she had a really long life, a really exciting life and she started from absolutely nothing and worked her way right to the top. I think she must have been a really amazing lady to know.

Interviewer Is there a period of history that you would like to go back to?

Heather I think I would have loved to be around in California in the sixties. I think it, it sounds like it was a really exciting time. I think, er, there was a lot of frightening things happening, in Vietnam, and, but it – but people were excited and, um, excited about the potential, I think of, of something new and really exploring their freedom, I guess.

I Is there a person from history that you admire or find especially fascinating?

H I think I most admire Nelson Mandela. I'm South African. So, er, he's the first person that comes to mind. I think he was, um, an incredible person and an amazing leader. So, um, yeah, I would have loved to have met him.

Interviewer Is there a period of history that you would like to go back to?

Harry Um, ooh, that's a really, that's a weird one. I don't know. Um, history was pretty brutal, life was really quite hard. Um, I mean, there are some parts, some aspects of it that I'd like, where time was slower, life was defined by the seasons and daylight, um, and you didn't have the same sort of pressures as you do now. So, I'd like aspects of it, but I'm not sure I'd really like to go back to the actual way of life.

I Is there a person from history that you admire or find especially fascinating?

H Um, probably, er, probably Queen Elizabeth I, because she, she managed to be the queen in a society where women weren't expected to have or hold or command any power and respect and that they were meant to do

the bidding of men and their families and she actually stood up and was a person to be counted.

Interviewer Is there a period of history that you would like to go back to?

Adam Yes, there's a period I'd like to go back to, absolutely! I love ancient Greece. I love, er, ancient Athens. I think it would be so amazing to spend time there and see what it was like being in the Agora with, you know, er, Plato and Aristotle and talking. And, er, that entire world be very, very interesting to me.

I Is there a person from history that you admire or find especially fascinating?

A Hmm. A person from history that I find, eh, that I admire. There are a lot of people, I study a lot of ancient history, so I would love to meet Julius Caesar or someone like that who really transformed the entire world with his actions and you know he has a very unique personality, he was a very cocky person and it'd be fun to, er, just see what he was like in person and see how he was able to kind of take over the entire Roman Empire by himself.

Interviewer Is there a period of history that you would like to go back to?

Richard Oh, there's so many. Um, I kind of have this romantic idea of the 1920s maybe, when there was, a motor car had been invented, but not many people were driving so I like the idea of wandering and walking the quieter roads of, of England.

I Is there a person from history that you admire or find especially fascinating?

R Erm, it would probably be one of the ordinary men. So not a, a big person, a big name, but one of the hundreds of men who were like, on, say, Nelson's ship, the *Victory*, who were maybe firing cannons or pulling up the sails. So one of those characters, so just an ordinary seaman, sailor.

2 28))

1 Sounds or noises that particularly annoy me, I would say dogs barking, very irritating, they just don't stop, especially the small yappy dogs, they just go on and on and on and just keep yapping at you and I just find that extremely irritating because there isn't any real way to shut them up like a child, or something – you can tell them to shut up, but a dog, no, they'll just keep going.

2 Any noises that annoy me? I suppose I'm annoyed by excessively creative cell phone ringers, that can be of overly popular songs or themes from television series that people obviously think are really cute, but I probably don't think they are as cute.

3 The one sound I really hate is car horns, which you hear an awful lot of in cities. And the reason I hate them is because in my mind, at least, a car horn is meant as a warning, but of course nobody uses them for warnings any more, they use them because they're angry and impatient, and it, it seems to me that it's like shouting at somebody, and I don't like hearing that expression of anger all around me from dozens of cars.

4 For me, the most annoying sound is the buzzing noise of a mosquito. When you're just falling asleep in your bedroom at night and you hear that sound, and it's just terrible, I actually can't sleep until I've stopped the sound by killing the mosquito. So what I tend to do is, I tend to leave the light off actually, and just follow the sound, and just search the room for the sound for as long as I can until I can track it down and kill it, 'cause otherwise I, I can't sleep knowing that I will wake up in the morning covered in bite marks.

5 I work in an office, and the person who sits next to me, Julie, she crunches on rice cakes every lunchtime, and it's really annoying, and I don't know what to say to her, or how to put it, and if I do tell her now, she'll know I've been annoyed for the last four years, but I think she's leaving soon, so maybe I'll just have to bear with it for the next few weeks, or months.

2 29))

Interviewer London has often been accused of being an unfriendly place, but is it really, and if it is, does it matter and what could or should we do about it? Today I'm talking to Polly Akhurst, one of the co-founders of 'Talk to me London', an organization that aims to get Londoners chatting to each other. Hello, Polly.

Polly Hello.

I Could you start by telling us a bit about 'Talk to me London'?

P Sure. 'Talk to me London' is all about finding ways for people to talk to other people they don't know. And we do this through fun activities including a badge, which says *Talk to me London* on it and shows you are open to conversation, as well as through regular events that, that get people talking, and we are also organizing, a 'Talk to me London' day at the end of August.

I And how did you get the idea for it, I mean, do you personally find London unfriendly?

P Well I personally talk to a lot of people I don't know, and I think that is where the idea came from, I found that the conversations that I have with people just kind of randomly, have been hugely, kind of, beneficial, really, so I've made, I might have made new friends, new business connections, sometimes they just kind of just cheer up my day. So 'Talk to me London' comes from this idea of, you know, what happens if we do start talking to each other more and you kind of, you know, are able to see more opportunities and possibilities there.

I Have you ever been anywhere either in the UK or abroad, a, a large city, which you thought really was a friendly place, which made you think you wish London was like that?

P There are definitely places that I've found friendlier than London, but I think that we all kind of change a bit when we travel and when we're out of our normal circumstances, we feel like, you know, more free to, to do things and perhaps talking to people is one of them. There is a tendency for, people say that Mediterranean countries are friendlier, however, or Latino countries even, but there was a similar initiative to this which was set up in Madrid a couple of years ago which I think indicates that, that they're facing the same problem as us, and perhaps, you know, points to the fact that this is a phenomenon in all large cities.

I So you wouldn't say it was a uniquely London problem?

P No, I wouldn't, no.

I You've had some quite high profile support of 'Talk to me London', on your website I think there's a quote from Boris Johnson saying what a wonderful idea it sounds. But on the other hand there's, there's been some quite negative media coverage which must have been a bit discouraging for you?

P I mean, I don't think so, I think that this idea is quite controversial in some ways because we're trying to encourage people to think about the way that they act and to reflect on that and to possibly change that, so, it hasn't really been surprising for us that we've had the negative coverage.

I And what would you say to people, and there are plenty of them I think, people who would say, 'I'm sitting on the bus, I'm sitting on the Tube, I really don't want to talk to anybody, I really don't want anyone to talk to me, I just want to read my book or listen to my music, whatever it is'. What would you say to those people?

P I would say that it's not about everyone talking to everyone else, it's about enabling those people who want to talk to do so, basically, so that's why all the things that we do are opt in, so the badge, for example, you wear it if you want to talk, if you don't want to talk you don't have to wear it, so you know, this, this isn't something for everyone, but we want to give people the choice between talking or not talking and currently there doesn't really seem to be that choice.

I Well, I wish you all the best with the project, I hope it's extremely successful and thank you very much for talking to us.

P Thanks a lot.

2 30))

James's story

I was heading home at rush hour a few weeks ago. I was tired and bored, and there was this guy standing beside me reading a book. So I started reading it over his shoulder – it was all about the history of popular social movements. I couldn't see the title, so I asked him what it was called. Surprisingly, he reacted quite positively and told me the name. He told me that he commuted for two hours each day and that he always tried to read something enlightening cause it made him feel a bit better about his life and being productive by the time

he got home! It was such a nice unexpected conversation – and it got me thinking about my own reading habits!

Anneka's story

I was getting the last Tube back home one evening, and I had to wait for ages on the platform, so I started talking to the girl sitting next to me. She was Czech and had just come over to the UK with her boyfriend for work. She was a science graduate in the Czech Republic, but was working at a sandwich chain. I suppose in many ways it was a pretty typical story, but she was so upbeat and positive about London and living in the UK. At the end of the journey she emphasized how good it was to talk, and pulled out a sandwich from her bag and gave it to me. I was both shocked and grateful! Perhaps my stomach had been rumbling too loudly...

Philippa's story

I was on the Tube home today and this young man asked me how my day had been. We chatted about the area and iPads and TV and that kind of thing. Then I mentioned the concept of 'Talk to me London' and encouraged him not to stop talking to people. An older lady in the meantime had sat down by us and thought the fact that we were chatting was lovely! And then I bumped into an old neighbour from about ten years ago, and we caught up. When he got off the Tube, the guy opposite me mentioned how nice it was to see us catching up, and then we got talking too. It was enthusing. It was quite contagious. I had a smile across my face for the rest of the day.

Alise's story

I was standing on a bus, and I would have thought I'd looked unapproachable, but instead a man sitting close by saw I was carrying a guitar. He gave me a big smile and asked if I'd play him a song! Before long we were chatting about travelling and living in different countries and cities around the world, and about music. He was leaving the next day for a few months travel around South America. Because the man was a small distance away from where I was standing, quite a few people nearby were able to hear us talk, and many of them also joined in. It felt a little surreal, stepping off the bus later, smiling and saying goodbye to a bunch of strangers as though they were long-time friends.

2 34))

Interviewer What made you want to be a translator?

Beverly It was something that I'd done when I was at university and when I moved to Spain it was difficult to get a job that wasn't teaching English, so I went back to England and I did a postgraduate course in translation. After doing the course I swore that I would never be a translator, I thought it would be too boring, but I kept doing the odd translation, and eventually I, I came round to the idea because I liked the idea of working for myself, and it didn't require too much investment to get started. And, and actually, I enjoy working with words, and it's, it's very satisfying when you feel that you've produced a reasonable translation of the original text.

I What are the pros and cons of being a translator?

B Well, um, it's a lonely 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 have always got tight deadlines. You know, it's really rare that somebody'll, 'll ring you up and say 'I want this translation in three months' time'. You know, that, that just doesn't really happen.

I And the pros?

B Well the pros are that it, it gives you freedom, because you can do it anywhere if you've got an internet connection and electricity, and I suppose you can organize your time, cause you're freelance, you know, you're your own boss, which is good. I, I like that.

I What advice would you give someone who's thinking of going into translation?

B I'd say that – I'd say, in addition to the language, get a speciality. Do another course in anything that interests you, like, economics, law, history, art, because you really need to know about the subjects that you're translating into.

I What do you think is the most difficult kind of text to translate?

B Literary texts, like novels, poetry, or drama because you've got to give a lot of consideration to the author,

and to the way it's been written in the original language.

I In order to translate a novel well, do you think you need to be a novelist yourself?

B I think that's true ideally, yes.

I And is that the case? I mean are most of the well-known translators of novels, generally speaking, novelists in their own right?

B Yes, I think in English anyway, people who translate into English tend to be published authors, and they tend to specialize in a particular author in the other language. And of course if it's a living author, then it's so much easier because you can actually communicate with the author and say, you know, like, what did you really mean here?

I Another thing I've heard that is very hard to translate is advertising, for example, slogans.

B Yeah, well, with advertising, the problem is that it's got to be something punchy, and, and it's very difficult to translate that. For example, one of the Coca-Cola adverts, the slogan in English was 'the real thing', but you just couldn't translate that literally into Spanish – it, it just wouldn't have had the same power. In fact it became *Sensación de vivir*, which is 'sensation of living', which sounds, sounds really good in Spanish, but it, it would sound weird in English.

I What about film titles?

B Ah, they're horrific, too. People always complain that they've not been translated accurately, but of course it's impossible because sometimes a literal translation just doesn't work.

I For example?

B OK, well, think of, you know, the Julie Andrews film, *The Sound of Music*. Well, that works in English because it's a phrase that you know, you know like 'I can hear the sound of music'. But it doesn't work at all in other languages, and in Spanish it was called *Sonrisas y Lágrimas* which means 'Smiles and tears'. Now let me – in German it was called *Meine Lieder, meine Träume* which means 'My songs, my dreams', and in Italian it was *Tutti insieme appassionatamente* which means I think, 'All together passionately' or, I don't know, something like that. In fact, I think it was translated differently all over the world.

I Do you think there are special problems translating film scripts, for the subtitles?

B Yes, a lot. There are special constraints, for example the translation has to fit on the screen as the actor is speaking, and so sometimes the translation is a paraphrase rather than a direct translation, and of course, well, going back to untranslatable things, really the big problems are cultural, and humour, because they're, they're just not the same. You can get across the idea, but you might need pages to explain 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, and that sometimes they've simply misheard or they didn'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, like humour and jokes, especially ones which depend on wordplay are just, you know, they're, they're simply untranslatable. And often it's very difficult to get the right register, for example with, with slang and swear words, because if you literally translate taboo words or swear words, even if they exist in the other language they may well be far more offensive.

3 2))

Again and again people tell us that mindfulness greatly enhances the joys of daily life. In practice, even the smallest of things can suddenly become captivating again. For this reason one of our favourite practices is the chocolate meditation. In this, you ask yourself to bring all your attention to some chocolate as you're eating it. So if you want to do this right now, choosing some chocolate, not unwrapping it yet, choosing a type that you've never tried before, or one that you've not eaten recently. It might be dark and flavoursome, organic, or fair-trade, or whatever you choose. Perhaps choosing a type you wouldn't normally eat, or that you consume only rarely.

Before you unwrap the chocolate, look at the whole bar or packet – its colour, its shape, what it feels like in your

hand – as if you were seeing it for the very first time. Now very slowly unwrapping the chocolate, noticing how the wrapping feels as you unfold it, seeing the chocolate itself. What colours do you notice? What shapes? Inhaling the aroma of the chocolate, letting it sweep over you. And now taking or breaking off a piece and looking at it as it rests on your hand, really letting your eyes drink in what it looks like, examining every nook and cranny. At a certain point, bringing it up to your mouth, noticing how the hand knows where to position it, and popping it in the mouth, noticing what the tongue does to receive it. See if it's possible to hold it on your tongue and let it melt, noticing any tendency to chew it, seeing if you can sense some of the different flavours, really noticing these.

If you notice your mind wandering while you do this, simply noticing where it went, then gently escorting it back to the present moment.

And then when the chocolate has completely melted, swallowing it very slowly and deliberately, letting it trickle down your throat.

What did you notice? If the chocolate tasted better than if you'd just eaten it at a normal pace, what do you make of that? Often we taste the first piece and perhaps the last, but the rest goes down unnoticed. We're so often on autopilot, we can miss much of our day-to-day lives. Mindfulness is about bringing awareness to the usual routine things in life, things that we normally take for granted. Perhaps you could try this with any routine activity, seeing what you notice? It could change your whole day.

3 3))

- 1 One thing I really hate waiting for is waiting at home for a delivery to arrive, 'cause sometimes you get, like, a two-hour delivery window, and that's fine, but more often they'll say 'Could be any time 7 a.m. to 7 p.m.', and you're stuck in the house – you don't even dare go and buy a pint of milk – and of course it always ends up arriving at five to seven in the evening, and you've spent the whole day waiting.
- 2 It annoys me if I have to wait for web pages to load, if there's a really bad internet connection and the pages are very slow to load and you actually sort of see one line loading at a time, pixel by pixel it seems, but, you know, invariably, if you need the information you sit and wait as long as it takes.
- 3 Is there anything I really hate having to wait for? Not particularly, I'm, I'm fairly patient. If I'm in a queue I'm fairly patient, but I will get annoyed if people start to disregard the laws of queues, and try and jump them or, or try and get to the front in some other way. As long as there's a system to follow, it, that usually keeps me calm.
- 4 I really hate waiting for anything where I've been given an appointment time for a specific hour, you know, a specific time, and then having to wait for ages before I have it, so, well, you know, for example a hairdresser or, or a dentist or a doctor. I think particularly things like hairdressers and dentists, because I think they must know how long the previous person's going to take, you know, they don't have to deal with emergencies or anything like that, so why can't they give me a correct time? I mean, I'm very punctual so I always turn up on time, in fact usually at least five minutes early, and it really, really annoys me if I have to wait for a long time. Anything more than fifteen minutes over the appointment time drives me completely insane.
- 5 Waiting for Jerry, my husband, is a complete nightmare, because he's never ready on time and I always tell him to be ready fifteen minutes before we need to be ready, and even so he's so late, it drives me completely bananas. I don't know why it drives me completely bananas because, in fact, often we don't need to be there on time, or it doesn't need to be that kind of precise, but it does. I hate it. He's preening himself, you know, getting his jacket on and looking at himself in the mirror, I mean, he takes much more time than I do.
- 6 I can't abide waiting in check-in queues at airports, because I'm standing in the queue watching people take ages and ages and ages to check in, and I know when I get to the front of the queue I'll do my check-in in twenty seconds. I don't know why these other people can't do the same.

3 15))

Interviewer Where did the idea of microfinance come from?

Sarita The idea behind microfinance again goes back to the mid-70s. There had been, by that time, several decades of what we call the Western World giving massive amounts of aid to the developing 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, he's an economist living in Bangladesh, a very poor country, and he looked around and he said – what, 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 to borrow 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.

I How did Dr Yunus solve these problems?

S There are really three innovations that he came up with that are brilliant in, 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 pay back the loan, that somebody's held responsible. So he came up with a lending methodology where there was a group of peers that were given the loan and they would be lending to each other and the group held each member accountable for paying back. 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 up that payment into very small regular payments that are coming out of your daily income, then it's feasible to pay back the loan. So what micro-credit did was, to break up the, the loan payment into these very sort of regular small payments. And the third was really an incentive system, that the poor were not encouraged to borrow a large 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 16))

Interviewer Do you have any examples of individual success stories?

Sarita Oh, I love talking about, individual success stories, because this is what, sort of gets us up in the morning and, you know, gets us to come to work and stay late, and, and do this, this work, since I've been at Women's World Banking I have been to the Dominican Republic, Jordan, and India, so I am happy to give you a story from each, each, each of the three countries.

The DR is a more established economy, if you will, and so the, 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 out a loan, sort of increased that business and then set up a little cantina 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 rent it out and so over seven 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 ensure income in her old age, because at some point she's going to be too old to, to work in the kitchen, and to be, you know, standing on her feet behind the cantina counter and she's looking at the, the, these rental rooms that she has been able to put on as her, her old age security.

3 17))

In Jordan, I'll, I'll tell you about a young woman that, that we met, you know, sort of the, the cultural, norm in Jordan is that, a fairly old husband can marry again and marry a, a fairly young woman, so the one that we met, her husband was now too old and sick so while, while, he took care of the...having a roof over her head, she had absolutely no means of earning more money for 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.

3 18))

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 gleaming, it's, Indians themselves are thinking of it as the next cyber city. But across town they have slums, 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 family that we met, the husband, was a vegetable cart—a vegetable seller, so 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 car...cart, and the mother had taken a loan to embroider saris, and, she did this at home, sort of in her spare time and what she really wanted to do was to, amass enough income so that she would cut out the middleman, because she basically got half of what the sari was worth, because she was handing it over to a, a middle man, so that if she could buy the materials herself, embroider it herself, and sell it herself to the store she could in effect double her income without doubling her labour.

3 23)) Part 1

Interviewer In your experience, what are the main causes of stress?

Jordan My clients and audiences tell me that their big stressors are, er, too much to do, too little time, er, money stressors, commuting is a big stressor. I think that the opportunities to be stressed are everywhere.

I Do you think life is more stressful now than it was, say, 20 years ago?

J I think that today there are many more opportunities to be stressed, there are many more distractions, especially ones that are technology-driven. And I'm a big fan of technology, we can use technology to help us reduce stress, but when you have emails coming in and text messages left and right, and Twitter feeds and Facebook messages, and, er TV, and the kids and a job, and maybe school, it really divides our attention and it produces a stress response that is often ongoing, continuous within us. And all of that stuff can take away the time to just relax, er, take a walk, not think about who's trying to communicate with us, and not needing to be on all of the time. So, er, so I think there are just more chances to be stressed today, er, and therefore we need to really pay more attention to reducing stress.

I Can you tell us something about the effects of stress on the body and mind?

J Stress impacts the body because it produces wear and tear, and when we are constantly stressed, our organs, our immune system, become the punching bags of our stress response. Stress is really important, and, in fact, it can be a lifesaver, but when it kicks into action all the time, it, er, has a corrosive effect on us. So, for example, our immune systems are weakened when we are under a lot of stress, and especially for a long period of time. When our immune systems are weaker, it opens us up to be more susceptible to illnesses in the environment. Er, stress contributes to high blood pressure, which contributes to heart problems and stroke. Stress impacts our sleep, so when we get stressed during the day it often makes it more difficult for us to fall asleep at night or to stay asleep or to have a quality night's sleep, and if we don't get a good night's sleep, then we are tired the next day, which makes us more stressed in many cases, so it becomes a stress-poor-sleep cycle that is stressful and tiring. So these are all reasons to really pay attention to our stress levels and to take action to reduce the stress.

3 24)) Part 2

Interviewer How can you help people deal with stress and how long does it take to find a solution?

Jordan The great thing about stress management is that it's like a salad bar. There are 30 different choices on a salad bar and some of us like most of the things that are offered, but some of us don't like everything, but we get to choose what works for us and what we enjoy.

Same thing with stress management – there are more than 30 different ways you can manage stress, there are probably, er, 30 million and counting, and we should pick the techniques, many of them easy and simple and fun, that we like, and therefore we'll be more likely to use them on an ongoing basis. So stress management can take as little as ten seconds. You can look at a beautiful picture that you took on your last vacation, you can put it on your computer screen, you can put it next to your bed, you can put it on your desk, and just focusing on that photo of the ocean or a mountain or a beach can alleviate stressed feelings immediately. We can do one-minute breathing exercises, we can exercise, we can take a ten-minute walk around the block, we can meditate each day. So there are many different ways to prevent and reduce the stress that we're experiencing and the, the key is to do it on a regular basis.

I Are the solutions to stress physical, mental, or both?

J Stress management involves both the mind and the body, they make great partners when we're trying to feel better and to cut down on the stress that we're experiencing. I once worked in a school where a student identified his stressor as riding on the subway. He felt very stressed going to school every day and very stressed when it was time to go home, because the subway made him feel very closed in and like he wanted to escape, he couldn't stand the, the crowds. And then we opened up to the rest of the group and we asked them for different ways that this student might think about this stressor and different ways that he might act to try and reduce it. And the group came up with all sorts of great possibilities, including that he ride in a different car, in the first car or the last car, because it's often less crowded compared to the centre car, which is where he always used to ride. And he liked that idea, and I heard from the principal of the school a few weeks later that he in fact had started riding in the first car, and for the first time in his subway-taking life, he didn't feel stressed, he didn't feel anxious, because the car was less crowded and he felt so much better. And you might think, 'Well, that's such an easy answer, why didn't he think of that himself?' The truth is, and I think we all identify with this, we get into very fixed ways, habits almost, of thinking and acting, because we, we deal with our stressors and have dealt with them in similar ways for a long, long time, so we lose the perspective, we don't take as much time to think about how we could deal with our stressors in different ways. So this is an example of how the mind and body and actions and thoughts can work together to really make a big difference in the way we feel.

3 25)) Part 3

Interviewer Are some age groups more susceptible to stress than others?

Jordan Stress is a very democratic occurrence, so older people are stressed, college students are stressed, babies get stressed, 30-somethings get stressed, men are stressed, women are stressed, so, er, it's hard to say if one group is more stressed than another.

I What makes students stressed? How does stress affect their lives or their studies, and what are the most stressful times in a typical student's life?

J College, and being a student can be really fun and exciting and rewarding. There are also a lot of stressors associated with it: there's the studying, there's the pressure to do well on exams so that you can get a better job and perhaps make more money. You are in a different environment that doesn't have the same support that you used to have, especially if you were back home. Er, there is the social stress of needing to meet new people, and also for a lot of young people, especially those in their teens and twenties, we see a lot of mental, er, health issues arise and there's a greater need to get help for, er, them while in school, but if you're not with your usual support network it's even more challenging sometimes to do so. Stress makes it difficult to study, to focus, to concentrate. When you're sitting down to take an exam and you studied really hard for the exam, and then all of a sudden you're having trouble remembering what you studied, stress can play a big role in making it more difficult for us to recall information. If you're doing a presentation, public speaking, that can be very stressful for a lot of

students as well as professionals. In fact, still, public speaking is feared more than death by most people. Then there's the financial stress of being in school, not only, er, not having a lot of money to spend on things that you want to do, fun activities, but what awaits you when you graduate, which for many, er, students is a lot of financial, er, stress and loans to repay. So being a student – great fun, and also can provide a lot of – great stress.

I You set up Stressbusters as an anti-stress programme for students. Can you tell us something about it and how it works?

J We train teams of students to provide five-minute free back rubs at events all over campus, all year long, and people on campus come to the events, and not only do they get an amazing stress-relieving back rub, but they also learn about other stress reduction and wellness resources on campus that we train our students to provide. And we have seen incredible reductions in feelings of stress, tension, anxiety, lowering of feelings of being overwhelmed, from before someone has the Stressbusters experience to after. We also find students telling us that they're better able to cope with their stressors and they're better able to complete the tasks that they have at hand after they have one of our Stressbusters experiences.

3 27))

Interviewer Are you currently more stressed at work or at home?

Simon Am I more stressed – er, I'm more stressed at home at the moment because my wife, um, has just had, or, I say my wife has had, we have just had twin little girls. Eight months old or eight and half months old now, so it is far more stressful being at home than being at work. I found work easy compared to being at home at the moment.

I When things are stressful, what do you do to try to de-stress?

S I put my earphones on and listen to music, to drown out the sound of the babies.

Interviewer Are you currently more stressed at work or at home?

Stephanie OK definitely at work. Er, why? Because, er, I work for myself, I'm self-employed and, er, I'm, I'm working for, er, I'm a consultant for restaurant groups, um, and at the moment London is, is booming with new restaurants, so, er, yeah, for the past three years I've been kind of non-stop, really.

I When things are stressful, what do you do to try to de-stress?

S OK, um, I have a couple of holidays a year. I disappear off to Wales. Er, so the weekend after next, I'm going to disappear for a couple of weeks. I'm currently looking for a place to buy out there. Er, ultimately I will disappear for good. But, er, yeah, I like my holidays and I also like to go out eating and spend some time with friends.

Interviewer Are you currently more stressed at work or at home?

Jim Er, well, I work at home, er, I'm a self-employed writer and, er, I experience very little stress, except those rare periods when I'm up against a deadline. So, er, I have no commute, I – my commute is walking from one room to the other, and I have a cosy little office and I'm very happy, er, and unstressed with work, which I think is very unlike most New Yorkers and I'm very fortunate.

I When things are stressful, what do you do to try to de-stress?

J Ah, I de-stress by, er, sitting er down and breathing calmly and thinking about nothing, or sometimes thinking about the cosmos and thinking about, er, the illusory nature of time. And, um, that usually works, er, but as I say, I experience very low levels of stress, er, because I actually spend a lot of time thinking about cosmological matters and that has a very calming effect, I think, and, er, I commend it to my fellow New Yorkers.

Interviewer Are you currently more stressed at work or at home?

Myfannwy I don't think I'm very stressed in either place. Um, but I am giving a lecture on Tuesday, and so that's stressing me out a bit.

I When things are stressful, what do you do to try to de-stress?

M To de-stress, I like to eat really good food and to watch TV.

Interviewer Are you currently more stressed at work or at home?

Sean I would say definitely more stressed at work.

Um, I think stress is quite contagious. I think I spend a lot of my time around stressed people, um, either in a room with them, or on the phone to them, or, or just having emails from them, so I think that that builds a lot of stress, um, just from the environment, really.

I When things are stressful, what do you do to try to de-stress?

S I've realized quite recently that when I am stressed, I build a lot of tension in my shoulders, um, and I think it's not just a metaphor when we say we have things, we carry the weight of things on our shoulders. So I think it really helps just to be conscious of that and every half an hour or so, just if I concentrate on relaxing my shoulders, everything seems to be a little bit more bearable.

3 29))

A few years ago I felt like I was stuck in a rut, so I decided to follow in the footsteps of the great American philosopher Morgan Spurlock and try something new for 30 days. The idea is actually pretty simple. Think about something you've always wanted to add to your life, and try it for the next 30 days. It turns out 30 days is just about the right amount of time to add a new habit or subtract a habit, like watching the news, from your life. There's a few things that I learned while doing these 30-day challenges. The first was, instead of the months flying by forgotten, the time was much more memorable. This was part of a challenge I did to take a picture every day for a month, and I remember exactly where I was and what I was doing that day. I also noticed that as I started to do more and harder 30-day challenges, my self-confidence grew. I went from desk-dwelling computer nerd to the kind of guy who bikes to work – for fun. Even last year I ended up hiking up Mount Kilimanjaro, the highest mountain in Africa. I would never have been that adventurous before I started my 30-day challenges. I also figured out that if you really want something badly enough, you can do anything for 30 days. Have you ever wanted to write a novel? Every November, tens of thousands of people try to write their own 50,000-word novel, from scratch, in 30 days. It turns out all you have to do is write 1,667 words a day for a month. So I did. By the way, the secret is not to go to sleep until you've written your words for the day. You might be sleep-deprived, but you'll finish your novel. Now, is my book the next Great American Novel? No, I wrote it in a month, it's awful. But, for the rest of my life, if I meet John Hodgman at a TED party, I don't have to say 'I'm a computer scientist'. No, no, if I want to, I can say 'I'm a novelist'. So here's one last thing I'd like to mention. I learned that when I made small, sustainable changes, things I could keep doing, they were more likely to stick. There's nothing wrong with big crazy challenges, in fact, they're a ton of fun, but they're less likely to stick. When I gave up sugar for 30 days, day 31 looked like this. So here's my question to you: What are you waiting for? I guarantee you the next 30 days are going to pass whether you like it or not. So why not think about something you have always wanted to try, and give it a shot for the next 30 days? Thanks.

3 38))

Interviewer Can you begin by explaining exactly what an addiction is?

Doctor Stork I think we often think of addiction as being something like an illegal drug, but the truth is you can be addicted to a lot of things – wine, fatty, sugary foods, it could be drugs, but it could be a whole host of other things. What's happening in your brain's pleasure centres, is that whenever you do this thing, it rewards you, you get a flood of dopamine in your brain's pleasure centres. And over time you start having more and more dopamine. Well, the brain responds to that in an interesting way. All this dopamine in your brain, just like with the radio when it's turned up too loud, your brain turns down the volume. So if you've

been drinking too much, eating too much, your brain actually turns down the volume, so you have to drink even more or eat even more just to get back to your normal state.

I So what does that mean for someone who's addicted to something and wants to give it up?

Dr S Well, have you ever noticed how people, when they quit a substance, or a behaviour, they're angry, they're depressed, they're unhappy. The reason is because their brains rely on the 'drug' to make them not only feel good, but to stop them from feeling bad. So this is all a matter of reward centres in the brain, and when you become addicted to a behaviour you are just trying to get that pleasurable feeling, to not feel so bad any more. And that's why it's so difficult to give up, because once you're addicted it's so hard to stop.

I If someone wants to give up an addiction, would you recommend that they went cold turkey?

Dr S Well, it depends on what they're addicted to, and it also depends on the person. If you're a true alcoholic, to the point where when you stop taking in alcohol you develop severe withdrawal symptoms like seizures or something called *delirium tremens*, that is a life-threatening condition, so in the hospital we will give people medicines to almost mimic alcohol in the body and slowly wean them off it. They couldn't go cold turkey without it being a serious risk. But food addiction, you know, if you're addicted to fatty and sugary foods, you can't stop eating food, but you can quit that kind of food cold turkey. There's not going to be any problem in your body from doing that. And for some people, stopping smoking cold turkey is the best way to do it, but other people may be dependent on nicotine patches or gum for a while, or some other substitute.

I I see. What other kind of treatment do addicts need?

Dr S The best treatment options are multi-pronged, so you may need counselling, and sometimes you may need medication, and it's also vital if you can get support from your family, because these addictive personalities, they tend to push the limits, and they need all the help they can get not to have a relapse, fall back into their bad habits.

I Dr Stork, thank you very much.

4 2))

Why is it that so many children don't seem to learn anything at school? A TV producer-turned-writer has come up with some very revolutionary ideas.

A few years ago TV producer John Lloyd thought up a formula for a new quiz show. 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 panellists have to answer unusual general knowledge questions, and it is perhaps surprising that it's particularly popular among 15 to 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 240 questions, all of which reveal surprising answers. So we learn, for example, that you are 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, even the best schools can take a fascinating subject, such as electricity or classical civilization, and make it boring, by turning it into facts which have to be learnt by heart and then regurgitated for exams. Secondly, *QI*'s popularity seems to prove that learning takes place most effectively when it's done voluntarily. The same teenagers who will 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.

4 3))

So how could we change our schools so that children would enjoy learning? What would 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 story-telling 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 are interested in.

Thirdly, they argue that children should also be in control of when and how they learn. The QI school would not be compulsory, so pupils wouldn't have to go if they didn't want to, and there would be no exams. There would only be projects, or goals that children set themselves with the teacher helping them. So a project could be something 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 that 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 7))

Interviewer So, could you tell us a bit about the four pieces of art, and explain the ideas that they are somehow communicating?

Ghislaine OK, let's start with the frog. It's called *Kobe Frog* and it's by the Dutch artist Florentijn Hofman, and it's an enormous inflatable 10-metres-high object, and it was made in 2011 for a particular place – the roof of the Museum of Art in Kobe, in Japan. And Kobe was the site of a very severe earthquake in 1995. And the frog is wearing a party hat and it sits very close to the edge of the roof. The artist says that it's about enjoying life and having a flexible attitude in times of disaster. I'm not sure whether the people of Kobe would agree with that.

Next we come to the stones. This is a work called *Blaenau Ffestiniog Circle* – Blaenau Ffestiniog is the name of a town in Wales and this work is by the artist Richard Long, and it was in an exhibition of his called 'Heaven and Earth'. And what Richard Long does is that he spends months of the year walking through different landscapes and he creates art out of the things he finds there. His main theme is the relationship between art and landscape, and here he has created a beautiful harmonious arrangement of different local stones that he's chosen, and what he wants to do is to make people stop and look and realize how beautiful the countryside and in this case the stones also can be.

Then we come to the cot, and this is a modern sculpture by Mona Hatoum, and it's called *Incomunicado*, and at first sight you might think it was a baby's cot. It doesn't look like a modern cot, but it looks as if it might be a hospital cot from, say, 50 years ago. But when you look at it a bit more closely you notice that there's something strange about the bottom of the cot, where the support for the mattress should be, and in fact it's a series of very sharp wires. Mona Hatoum is a Palestinian artist who was born in Beirut, but she was exiled from her homeland to London, and I think if we ask ourselves what her idea might be, well, it's a cot and a cot is normally a protective bed for a baby, where a baby will be safe, but this cot is the opposite of that, so if you got into this cot instead of being safe, you'd be seriously damaged, or seriously injured. I think this cot is a kind of metaphor for the idea of the state, the country that should look after you, your mother country or your fatherland, but in an extreme political situation, instead of being safe, or being at home, you feel threatened because of political oppression, and I think probably that's the metaphor that she's making here.

Finally, there's *Pharmacy*. This is an installation by Damien Hirst, and it occupies a whole room. If you were in an art gallery and you suddenly walked into this

room, you might almost think you'd walked into a real pharmacy by accident, but if you start looking, you'll start seeing things which look strange, for example, there are three little stools that – the kind of stools you use to reach up to higher shelves and on top of each one is a bowl with honey in it, and if you look up, suspended from the ceiling there is a kind of machine for killing insects. And there are four old-fashioned apothecary bottles, which originally were in pharmacies because they were meant to represent the elements of earth, air, fire, and water, but which you wouldn't often see in a pharmacy today. So what could the idea be about here? Well, most of Hirst's works, like the work of many artists of the past, are about life and death. The honey attracts flies to come in, or other insects, but they end up zapped in the insectocutor, the, the killing machine. Drugs, medicines, to us represent healing, so people might come into a pharmacy to get better, but even if you spend thousands of pounds on drugs, in the end you, like the flies, will die. But we also have the four bottles, which are the four primary colours, the, the tools, the materials of the artist, and I think he's also saying that art, like drugs, can cure, can heal, if not the body, then the spirit.

4 8))

Interviewer Well, this is all very fascinating, but my problem is that I don't think I could ever have got there by myself. I needed you, an expert, to explain these works of art to me, whereas if I went to a gallery to see normal paintings or sculptures I could probably enjoy them without needing to have them explained to me. What, what do you think...?

Ghislaine Well, I disagree there. I don't think you do need an expert to explain them to you, actually. In any case with modern sculpture and installations, there's normally some interpretation on the walls so you can read about it if you want to. But I think if you're going to go to a gallery to see modern sculpture and installations, and perhaps a lot of modern, modern art in general, the best way is to go with someone else, or with a group of people, and to talk about the work, to ask each other questions about the things you see, and very often you find that by asking questions, and coming up with the answers you can get much more out of it. You know, even though it may not look like the kind of art that you're used to, you have to believe that the person who made it is an artist, or was an artist, and that they have things to say, and it's your job to find out what they might be.

I Don't you think then that they're making you work much harder to enjoy their works than artists did in the past?

G Actually, no I don't, because plenty of other works are just as elusive, you know, abstract art or sculpture, many Old Master paintings where you don't actually understand the symbolism, there's always more to understand.

I OK, so then, in that case do you think artists today want to make you think, they don't just want to create something of beauty?

G I think they always have done. They have ideas and feelings, and they want to give form to them. And actually I think many people would find Richard Long's stones beautiful. And other people might think that Mona Hatoum's cot is beautiful, maybe not exactly a beautiful object, but a beautiful and rich idea. Beauty can be a beautiful landscape, or a portrait of a beautiful person, but I think it can also be a beautiful idea.

I Thank you so much, Ghislaine, for coming in and talking to us today, I'm sure our audience will be...

4 12))

There was just one little problem. Every single painting that left the Beltracchi's house, including *La Forêt*, was a forgery. In what is believed to be the most lucrative art forgery scam in history, all these paintings were the work of Wolfgang, Helene Beltracchi's husband.

Wolfgang was quite young when he realized he had a unique gift. His father was a church muralist and sometimes produced copies of seventeenth-century Old Masters to sell for small amounts of money. To his father's amazement, the teenage Wolfgang painted a 'Picasso' in a couple of hours. He later went to art school; three of

his paintings sold for reasonable amounts in a show in Munich in 1978.

But Wolfgang was keener on his free and easy lifestyle than on the struggle of building a career as an artist. He forged a number of paintings in the 1980s, mainly selling them through dealers in Berlin, but his criminal career really took off after he met Helene Beltracchi in 1992. They fell in love immediately. Within days he told her that he was an art forger. He says he knew she wouldn't go to the police. 'The first minute, I saw my future life with her,' he says. Helene became his perfect accomplice. They married about a year later, and he took her surname.

Although Wolfgang was a forger, he did not copy paintings. He created totally new works of art, but in the style of the original painters. His greatest gift was the ability to look at a painting and, in just a few minutes, figure out exactly how the painter did it: where he started, when he added the blue, the white, the clouds, the water. He could even tell the time it took to complete the painting. Before tackling a forgery Wolfgang would sometimes go to where the painter lived to get a feeling for the light there. He wanted to make sure of the colours, but also to pick up something more mystical, a sense of the painter's soul.

It was Wolfgang who came up with the idea of creating 'old' photographs of Helene's grandmother sitting in front of some of the family's art collection. Wolfgang used a pre-war box camera and paper. The photos actually show Helene Beltracchi herself. The 'paintings' on the wall are black and white photocopies. Wolfgang also devised the *Sammlung Flechtheim* labels which he fixed to the backs of paintings. To age them he stained them with tea and coffee.

The painting that brought about their downfall was a fake Campendonk, called *Red Picture with Horses*. In 2006 they sent it to an auction house in Cologne, with the usual fake label on the back. But in 2008 the company that bought it commissioned a scientific analysis from a British expert, which showed that the painting contained traces of the pigment Titanium White, which was not in general use until the forties. Another expert then realized that the *Sammlung Flechtheim* label on the back of the painting was fake. That led to the discovery of numerous other paintings bearing the false labels, including the Max Ernst *La Forêt*.

Wolfgang and Helene Beltracchi were arrested in Germany on August 27, 2010. With parole, Helene has already completed her sentence. Wolfgang is now in an open prison, allowed out during the day, to paint – his own work. He should be free by the end of the year. The Beltracchis say they have no regrets. Wolfgang insists he has no plans to return to forgery, although he admits it's hard. As he says, 'If you imagine that after breakfast you can paint a little painting that can earn you €1 million or €2 million, then it's not so easy not to do it.'

4 15)) Part 1

Interviewer Would you describe yourself as an illustrator or as an artist?

Quentin I think those are two overlapping categories.

I'm an artist and an illustrator, in the way that one might be an artist and a ceramic artist, or an artist and a sculptor, or something like that, so it's a department of being an artist.

I When did you decide to become an illustrator?

Q I don't think I ever quite decided to become an illustrator, I knew I wanted to draw, and I think I knew I wanted to draw situations. Um, I think it was – First of all, I knew that I could do pictures in magazines, and it was I suppose when I was about 20-something, 23, 24, when I was finding my own way of drawing, I also wanted to get a book to myself, so that I could have the – not only do the drawings, but tell the whole story and design the book in the way that I wanted to.

I And when did you realize that it was going to work out for you as a career?

Q Um, when I was 20-something, a bit older than that, when I'd when I'd left university and art school, I thought – I managed to get a book published in 1960, and written by John Yeoman, who's a friend, and he didn't know how to write a book and I didn't know how to illustrate it, but we got it published. And I thought, 'Well, I'll, I'll try, keep – I'll try and keep on with this until I'm 30, and if it's not working out then I'll go back to teaching.' Um, and I got to 30, but I passed 30 and I didn't notice!

I If a young person who was interested in becoming an illustrator, aged 18, say, asked you for any advice you could give them, what would you say?

Q They, they do ask me, actually, it's very, it's very, it's very touching they still come and say—Some of them say, 'I'm doing it because of you,' and but also they, they ask that question. Um, and it's, it's—I mean, I really don't know the answer, but it must be something about drawing and doing a lot of drawing and a lot of different kinds of drawing, because then you become completely familiar with the activity, and in a sense, that's the most important thing.

4 16))) Part 2

Interviewer How important is the relationship between author and illustrator?

Quentin Well, in some respects it has to be terribly important, I think! But it's, it's—the thing about it is initially it's, um, collaboration very often isn't what people think it is. You don't spend a lot of time talking much, 'Shall we do this? Shall we do that?' and I, I never want to do that. Essentially, the collaboration, the relationship, is with the text to begin with, with the book to begin with, and you have to read that first and you have to keep collaborating with—those, those are the messages from the writer, that is the thing that you're dealing with. You may want to talk to the writer as well, but if, if the—if you can establish the, the relationship with, with the words, that's the important thing.

I Are there any authors to whom you did talk a lot?

Q With Roald Dahl, I think our view of things, in many respects, is very, very different, and I think we, we did talk a lot and we needed to talk. Um, but it was on the basis of what he'd written, initially, so that I would—the way of going about it, which we established after a while, was that I would draw some pictures of what I thought the characters looked like, and the moments that I thought would be useful to draw and interesting to draw, then I would go and talk to him about it, and he would say, 'Could you do this and could you do this? We need to see more tortoises,' you know, or something like that! But um, er we talked quite a lot, again, some of it was about the about the technicalities of the book, getting it to work better, I think. Um, but I think to get to get into the mood of the book, which is a terribly important thing, it's something you have to do on your own, really, I think. The author can't tell you that.

I I can imagine that an author might ask an illustrator to redraw something. Does it ever work the other way round, that the illustrator asks the author to change things?

Q Er, it can do, yes. Actually Roald volunteered to alter things, I didn't ask him to, I mean, in the case of *The BFG*, which we spent a lot of time working on, um, the BFG had a different costume to begin with. Er, he had a long leather apron and long boots and that sort of thing. Of course, if you say an apron, when the character is introduced you say he was wearing an apron and you don't talk about it after that probably. But I had to draw it in every wretched drawing—picture, that there is in the book! So he—after a bit he said, 'This apron's getting in the way, isn't it?' because the chap has—you know, the giant has to run and it has to leap in the air, and so on and so on. So we went back and talked about what he would wear, er, that would keep his character the same, but, um, and, and that—also what came out of that, we couldn't decide what to put on his feet. And I went home, and a day or two later, arrived this strange brown paper parcel, which is—was one of Roald's own Norwegian sandals, and of course, that's—it solved the problem as far as what he wears is concerned, but in a funny way it also told you how near he was to his creation.

4 17))) Part 3

Interviewer Do you like all the characters you create in an illustration, or are some more interesting to you than others?

Quentin You have a sympathetic feeling for all of them, I think, but of course some are more interesting than others, I think! Um, that's not a question I've ever thought about, I don't think. Um, yes, I think some are more interesting, but I think the, the essence of that question, though I'm not sure I've got this right, is that

you have to be able to, whether they're nice or not, or interesting or not, you have to be able to identify with them, so that you imagine, in some sense, as you're drawing, that you are them, and that's much more important than whether you're interested in them or like them.

I So you're not thinking of the children who are going to be reading the books?

Q What I'm interested in about children is children and about children in books, but I, I'm not illustrating children's books because I love children or because I have children, which I don't, or because—anything of that kind. What you have to do while you're illustrating that book is to identify with them for that moment, in the same way that that's how I know what they're doing, because I just become them for a moment, you know. In the same way that you become the elderly grandparent or you become the dog, or, or whatever the characters are!

I Do you draw from life?

Q I never draw from life, no, I make it all up. Um, and, um, I think I'm fortunate in that respect, I, I can imagine people. I do a rough drawing first to see how, you know, where the gestures are or what the, what the activity is, how the figures relate to each other, what the expressions on their faces are, so I get a rough drawing and then I, I work from that. But, um, I've mostly just invented.

I Do you ever draw digitally?

Q Digitally, curiously enough, I was probably one of the first people who did it, because I did, um, like 40 years ago, start—did drawing on a television screen, I mean, in a television studio, so that you could draw on the screen, but I haven't gone on with it. Um, I mean, I wouldn't mind doing it, the disadvantage to it from my point of view is that I like the feeling of the implement on the paper, so that it's—you get—you know, if you have a quill or a nib or a reed pen, you get a different kind of scratch, but if you're inventing what is happening, the reed pen is actually doing it. It's, it's not copying something, it's actually creating it as you're going along, so it's the fact that you can feel it on the paper is enormously helpful.

I Is there an artist or an illustrator that inspired you?

Q I mean I was very influenced by a lot of, of, er, people who were drawing when I started drawing in the 50s, um, I mean, Ronald Searle, for instance, who was, was—who you couldn't avoid being influenced by to a considerable extent, but the person that I think most had an effect on me was a French artist, a contemporary and friend of Searle, André Francois. When I was a young man I got his address and went to see him. And, um, I suppose—he died a few years ago, he was nearly 90, but, um, just two or three years before that, I had an exhibition in Paris and it was rather wonderful because he turned up. I mean, I didn't invite him, the gallery owner invited him, um, so it was nice that he hadn't forgotten who I was, exactly.

4 19)))

Interviewer Is there a book that you particularly like because of the illustrations?

Laura *Garfield*, I love *Garfield*. They have wonderful illustrations. With the—this stupid human, and the stupid dog, and the clever cat. I love it. That would be it.

I Do you have a favourite painting or poster in your house?

L I have a painting I bought in, er, Buenos Aires once with two tango dancers which I'm very fond of, I dance tango myself and it has a meaning to me.

I Can you describe it?

L Mmm, not very strong colours. It's sort of black and white and she's wearing a, er, a red dress, which is also very classical tango-like and he's in black clothes and they're like, like from above, er, you see her leaning back. It's nice.

Interviewer Is there a book that you particularly liked or like because of the illustrations?

Marcus Um, er, it's difficult, but, er, I guess a book that I would enjoy the most because of the illustrations would be, er, actually, er, Tolkien's, er, *Hobbit* and *The Lord of the Rings*. He did a lot of original illustrations himself and they're, they're quite whimsical in their, in their design. I really enjoy that sort of originality.

I Do you have a favourite painting or poster in your house?

M Er, I have a really nice picture from Canada, by a, er, a, a local artist and it's, um, it's, it's inspired by the traditional Canadian styles. So, it's, it's a black and red painting, very, very, er, striking, and, um, sort of a tribal style and I really, I really like that one. It's very vibrant and at the same time simple.

Interviewer Can you remember a book you read when you were a child where you liked the illustrations?

Louise Um, probably *The Little Prince*, because the author illustrated the book himself and he's got watercolour illustrations and they're just, they're so unique and timeless.

I Do you have a favourite painting or poster in your house?

L Um I have a calendar that my friend made. So it's got pictures of all of us, which is really nice.

Interviewer Is there a book that you particularly liked because of the illustrations?

Maura There's probably two books that I can think of that I liked because of the illustrations. One is *Alice in Wonderland*, um, by Lewis Carroll, which had all the very famous line drawings, er, in the book of Alice going down, er, into Wonderland, following the White Rabbit, and I guess I really liked those because they kind of show you the characters and they help you to kind of fix the images of, er, the people within the book, so I really liked that one. And another one that I liked, and I don't know if they were the original illustrations that come with the book, were Oscar Wilde's *Short Stories*, and I always remember there was a picture of the Selfish Giant crying in the garden and I think I read that as a child so it must have really stuck with me that I can still see this image and again I think it was just a black and white line drawing.

I Do you have a favourite painting or poster in your house? Can you describe it?

M OK, I do have a fav—a favourite painting in my house at the moment. I actually got it for Christmas. And it was actually in my friend's bedroom and I saw it and I said, oh, that's really nice and she said, 'Oh, OK, well, you can have it for your Christmas present.' And I have it hanging up in my house at the moment. And it's two birds, er, in a garden about to, er, eat a plant. And, er, it's very, it's very cute, it's not realistic, um, and I just really like it, it's kind of a tree and underneath it it says something like 'We found love', which is probably sentimental, but anyway, it was quite sweet and I really liked it and it's in my house at the moment.

Interviewer Can you remember a book you read when you were a child where you liked the illustrations?

Sean Definitely *Where the Wild things Are*, er, by Maurice Sendak, without hesitation. Um, I remember it really vividly and it just it just used to come alive. Um, it was probably the first book that I, I used to take and read by myself, even before I could read, I think, and it just, it was, it was like a, a full-length feature film, it was really, um, the adventure came straight off the pages.

I Do you have a favourite painting or poster in your house? Can you describe it?

S Um, we recently went on holiday to Marrakesh, and there was a painting in the market which I really liked and, and I bought while I was there. So it's oil on canvas, and it's a, um, it's a painting of the of the medina, of the old town in Marrakesh, um, and it's fairly, it's an impressionistic representation of the, of the old town with a lot of, um, repeated, um, rectangular shapes and, um, a really nice use of colour, mixtures of oranges, and yellow and red.

4 21)))

1 I'm not sure if I've ever had experience with what you would call alternative medicine, I've used chiropractic, but not everyone considers chiropractic to be alternative. I had been doing some sort of extreme exercises in the gym and I got a slipped disc and the pain was excruciating, and although my boyfriend at the time was an orthopaedic surgeon he told me to see a chiropractor, ha, and I must say it worked really well. The only problem was that although I felt fine after, I think, three or four visits, the chiropractor wanted me to keep coming back, and so I ended up having to make an excuse for not going back, I said that I was leaving the country basically, but it worked!

- 2 I'm very sceptical, you know, about alternative medicine, all, all sorts of alternative medicine, in fact I don't believe in them, except I suppose osteopathy, if you can call that 'alternative' – but the only time I've had something that you would really call alternative medicine was when I went to an osteopath because I had a bad back, and at the same time as having a bad back, I had this really awful cold, terrible pain in my sinuses, and I could hardly breathe and the osteopath said, I can give you a sort of acupuncture, but it's with very small needles that they put in your ear, and I was lying face down having the osteopath deal with my back, and I could hardly breathe, so I said 'OK', so he put these tiny needles in my ear, and I've got to admit that the next day I was almost completely better – I felt so good, and it convinced me really that – in the sense that it definitely wasn't a placebo effect because I didn't believe in it, but I really felt much, much better.
- 3 I don't use alternative medicine, because I think it's a waste of time and it doesn't work. If alternative medicine worked, it wouldn't be alternative, it would be actual conventional medicine. The reason that it is alternative is because we don't have any solid proof that it works. You only ever hear anecdotal evidence that it's worked for individual people, that's not real evidence, and I would say to anyone who's heard stories like that, look up 'the placebo effect'. There's no evidence that alternative medicine works beyond the placebo effect, and so as far as I'm concerned it's a waste of time and money, and at its worst it could even be dangerous or harmful if people are using it in place of real medicine that might cure their very real illness.
- 4 So having had endless pain as a result of this inflamed tendon in my foot, and after antibiotics which seemed to take a very long time to have any effect, I decided to try acupuncture. It so happened that the doctor who was doing it was somebody that I'd known from the surgery where I used to go to, so I went to him, and it was an extremely pleasant experience, but unfortunately it didn't do any good at all, however if I was very ill or something and had tried like all sorts of normal cures I think I would be prepared to try it again.

4 23))

Think about your average day as a series of choices. You get up, you choose what to eat, you decide whether to go for a run, whether or not to indulge in a glass of wine or to have a second helping of dessert. You're constantly making decisions based on what you want versus what you think is good for you. But how do you know what's good for you? Nowadays we are bombarded with research and statistics telling us what we should or shouldn't do – but are the numbers really right?

First of all, the classic advice to eat five portions of fruit and vegetables a day. Does it really make a difference? Well, it's a lot more useful than just saying 'eat a varied diet', because how do we know what that really means? But five portions may not be enough. A World Health Organization study found that in the countries with the lowest levels of heart disease, the average person was eating around ten portions a day of fruit and veg. So although five will do you good, more might be better. In the UK, by the way, most people still only average three.

From food to water. The claim that we should drink eight glasses of water a day is widely attributed to a report by the American National Academy of Sciences, which estimated that we needed 2.5 litres of fluid a day, which is approximately eight glasses. But, and this is the key thing, the fluid doesn't need to be water. For example, we already take in three quarters of a litre of fluid from the food we eat each day. The eight glasses of water idea might seem fairly harmless, but it has created a belief that we don't drink enough water. In fact the best advice is, if you're thirsty, have a drink – water, tea, juice, whatever you feel like. If not, you're probably fine.

Now the tricky question of how much we should eat – or, more specifically, how many calories a day we should consume. The standard guidelines are 2,000 calories a day for women and 2,500 for men. But this is a simplification. The actual amount you need depends on your weight and height, the amount of activity you do, and your metabolism – some people can eat like a horse and not put on weight. Every individual is different, and needs to balance their own food intake against their own calorie needs.

What about sleep? Well, for everyone who tells you they can get by on four hours a night, studies show that most people need between seven and nine hours of sleep to function well. If you regularly average less than seven hours, then you have an increased risk of depression, diabetes, and heart problems. But sleeping for more than nine hours a night has also been associated with an increase in health issues. So eight hours a night is probably about right, though a bit more or a bit less shouldn't do you any harm.

On to exercise. You've probably heard that the recommended amount of exercise is a minimum of half an hour's moderate activity five times a week. But even if you're doing the recommended amount, it may not be enough if you then drive to work and sit at a computer all day. A review by the *American Journal of Clinical Nutrition* said that an average of 30 minutes daily may not prevent unhealthy weight gain in many people. The message? Do the recommended amount of moderate activity, but try to do more if you can, especially if you spend a lot of the day sitting down.

And finally, we all know how addicted our kids are to anything with a screen. But given the amount of panic there is about children watching TV, playing computer games or going online, there is surprisingly little research into the long-term effects of screen time. So, should we limit screen time to protect our children's physical or emotional health? It's a difficult question to answer. Obviously sitting down for too long is as bad for children as it is for adults, but a large-scale UK study of 11,000 children showed no relationship between screen time and emotional or social problems, or an inability to concentrate or make friends. So while the internet may be changing how our brains work, the idea of limiting screen time to two hours a day isn't supported by research. Instead we should make up our own minds about what's best for our children – and for ourselves.

4 29))

I was, I was travelling back from Spain to the UK, I was with my family, with my wife and two young children, it was two days before Christmas, and we were travelling back to London to visit my family there. It was an evening flight, I think the flight left around 10 o'clock, and it was leaving from Valencia. The weather there was really good, but just before we were going to take off, I was just reading my, you know, the messages at the last minute and I saw there was a message from my brother, so I read it, and he was asking me whether the flight had been cancelled, because he said in the message that there was a very, very bad storm in London with gale force winds. I sent a message back to him saying, well, no, actually we're just taking off, but obviously it made me wonder what the weather was going to be like when we got there.

4 30))

It was a two-hour flight, everything was normal, until we got to Gatwick. As we were approaching Gatwick the pilot came on and he said, 'I'm sorry, we can't land yet because there's really bad weather here, so we're going to circle for a while.' So the plane started circling, and then we started getting the worst turbulence I've ever, ever experienced. The plane just seemed to be going up in the air, then dropping, then rising up again and then dropping. And this went on for about 20 minutes. Then the pilot obviously decided he was going to have a go at landing, but as he got nearer and nearer to the ground, the wind just got stronger and stronger, and the plane was being knocked around, and I really thought 'This is it, we're going to crash'.

4 31))

Just at the very last moment, the pilot obviously realized that it was impossible to land and he changed his mind and the plane suddenly shot back up in the air and this was a really scary moment and a lot of people on the plane they sort of gasped in alarm. The plane started gaining height, the pilot didn't say anything, and when we finally got up, well, really high again then he came on and he said, 'I'm very sorry, but I just couldn't land, it was too windy, and I'm afraid we can't land at Gatwick now because the airport's been closed. In fact I have to tell you that we can't land anywhere in the UK because all the airports are closed.' Everyone on the plane was sort of looking at

each other and I think we were all thinking, 'So where are we going to land? Have we got enough petrol to land somewhere else?'

4 32))

Well, then the pilot said, 'Fortunately, Amsterdam airport has said we can land there, so we're off to Holland now. Then we had a two-hour journey to Holland, that was OK, fairly calm, fairly normal, and then as we came in to land at Amsterdam, the pilot warned us, he said 'It's going to be windy here too, but not as bad as at Gatwick,' and it was quite a good landing, little bit bumpy, and everyone was very, very relieved to get down on the ground, in fact, all the passengers applauded. And we all started getting up, to be honest we couldn't wait, you know, to get off, to get our feet on firm ground again.

4 33))

But then, just as we were getting all our things from the overhead locker, one of the cabin crew got on the loudspeaker and he said, 'Well no, no, don't get off because what's happening now, is we're going to refuel, and then we're going to fly back to Gatwick. We're going to have another try, because we think that in a couple of hours, the weather should be better at Gatwick. And he said, if you want to get off, you can get off, but there won't be a hotel for you, because this plane's going back to Gatwick.'

4 34))

So then everyone had a bit of a dilemma, and in fact what happened was that pretty well everyone who had children, all the parents, there were a lot of children on the plane, because it was Christmas, pretty well everyone who had children got off the plane and the others stayed on. We were really happy to get off that plane and we spent the night in Amsterdam airport, and then in the morning we got a train from Amsterdam to Belgium. In Brussels, we picked up the Eurostar, and that took us through France, under the Channel, and back to London. So, after travelling all day, we finally got home around seven o'clock in the evening, just in time for the children to hang up their stockings for Christmas. Definitely the most frightening experience I've ever had.

5 9))

John Good afternoon, and welcome to The Food Programme, where each week we debate issues related to food. In this week's debate, and some people may think this is very overdue, the subject is 'Being vegetarian'. Should we or shouldn't we be giving up meat? With me today in the studio are Abby Fisher, from an online newspaper about vegetarian issues, and Dr Mark Carol, a nutritionist. Before we start the debate, let me just clarify that we are just debating about not eating meat, not giving up fish and dairy too, or going vegan. Abby, you have the floor, to propose that we should all give up meat.

Abby Thank you, John. People are drawn to vegetarianism by all sorts of motives. Some of us want to live longer, healthier lives, or do our part to reduce pollution. Others of us have made the switch because we want to preserve the Earth's natural resources, or because we've always loved animals and are ethically opposed to eating them. I'm going to focus on three clear reasons for giving up meat.

Firstly, for your health. I think it's pretty generally accepted that vegetarian diets are healthier than the average UK diet. It's estimated that 70 percent of all diseases, including one third of all cancers, are related to diet. A vegetarian diet reduces the risk for diseases such as obesity, coronary artery disease, high blood pressure, diabetes, and certain types of cancer. Being a vegetarian also means being slimmer, which as we all know, means being healthier. In a recent study where overweight people followed a low-fat, vegetarian diet they lost an average of 12 kilos in the first year and, by sticking to a vegetarian diet, had kept off that weight five years later. You'll also live longer – according to other studies, vegetarians live on average 13 years longer than meat eaters.

Now, let's move on to pollution. Many people have become vegetarians after they realized the devastation that the meat industry is having on the environment.

According to the US Environmental Protection Agency, chemical and animal waste from factory farms – that is, farms which keep large numbers of animals, and usually in terrible conditions – this waste is responsible for more than 173,000 miles of polluted rivers and streams and it's one of the greatest threats to water quality today. So by stopping eating meat, you'll help to reduce pollution, especially water pollution.

My third main argument is cost. If you give up meat, you'll save money. Meat accounts for 10% of food spending in the UK. If you start eating vegetables, grains, and fruits instead of the 84 kilos of meat and chicken each non-vegetarian eats per year, you'll cut individual food bills right down – some people have calculated by an average of £2,000 a year.

So, to sum up, stopping eating meat will improve your health, will reduce pollution, and will save you money. So rather than asking yourself, 'Why go vegetarian?', the real question is, 'Why haven't you gone vegetarian already?'

5 10))

John Thank you very much, Abby. And now it's the turn of Dr Mark Carol to oppose these arguments. Mark, over to you.

Mark Well, let me deal with those arguments one by one. I'll start with the area which is obviously my speciality, and that's health. While there is some evidence that eating too much meat can negatively affect your health, the vast majority of research suggests that a well-balanced omnivorous diet, that is, a diet which includes all the main food groups, is a far healthier choice. Studies have repeatedly shown that vegetarians who don't supplement their diets with Vitamin D, B12, and iron are prone to becoming anaemic. And I know we're just talking about non-meat eaters, but vegetarians who don't eat fish either also typically miss out on Omega-3 fatty acids which are essential, not just for our physical well-being, but also potentially help with depression and some personality disorders. And I'd also like to mention that research at Oxford University recently followed 35,000 individuals aged from 20 to 89 for a period of five years and discovered that vegans are 30% more likely to break a bone than meat eaters.

Now, as for the environmental argument, yes, many vegetarians argue that meat production harms the environment. But what they don't tell you – and of course they must know this – is that fruit and vegetable farming has just as severe environmental implications. The vast majority of non-organic farms still use pesticides and insecticides that kill off just as many beneficial predators as pests, so have a negative effect on our ecosystems. These dangerous chemicals also frequently get into water supplies...and talking of water, you need vast amounts of it to grow vegetables commercially, and this can cause water shortages and, in extreme cases, drought. And one final point – bear in mind that vegetarians also produce more gas than meat-eaters. The problem lies in the human body's inability to fully digest the complex carbohydrates in the vegetarian diet, which results in higher production of gases like hydrogen, carbon dioxide, and methane. People may laugh, but it's no laughing matter, I assure you.

Finally, the argument about cost. Well, I have to say that this argument really doesn't hold water. I'm not sure where Ms... Abby got her statistics from, but it's a well-known fact that one of the reasons why people in the UK don't eat enough fruit and vegetables, by which I mean at least five portions a day, is because of the cost of fresh fruit and vegetables in this country. Meat and poultry prices have hardly gone up at all during the last few years, whereas the price of fruit and vegetables has skyrocketed, and many people say they simply can't afford to eat their five portions a day. So the argument that going vegetarian will save you money – well, it's just not an argument at all.

I'd like to sum up by saying that of course the main reason why we should all eat meat in moderation is that human beings are omnivores, and that means that we eat everything. Carnivores, like lions and tigers, don't suddenly start eating grass, and herbivores like sheep or goats, don't suddenly start eating meat. Omnivores should continue to have a balanced diet, which, as I said earlier, should cover all the main food groups.

J Thanks very much, Mark. Now, Abby, I'm sure you have more to say and react to what Mark has just said...

5 17))

How to eat out

Tip 1 *Always order the fish.*

Really good fresh fish is very hard to find, very hard to store and keep fresh – you've got to really cook it as soon as you buy it or there's no point. It's often fiddly to prepare and very smelly to cook. It's what restaurants are FOR! It just amazes me that people will go into a restaurant and order the steak. A thing you can buy almost anywhere, keep for weeks, and cook however you like without doing anything to it and it'll always basically be OK.

Tip 2 *Never eat the bread.*

An ex-girlfriend of mine eats nothing all day. She claims she doesn't get hungry. So, whenever we meet for dinner, she is utterly starving and gobbles up the entire bread basket and three pats of butter without pausing for breath. Then halfway through her main course she starts poking about and saying, 'I don't know why they give you such large portions, I'll never eat all this!' I just don't know why people eat the bread. You shouldn't be that hungry. Ever. Bread is not a first course. It's a breakfast food, an accompaniment to certain terrines. But in an expensive place with a TV chef and a whole range of exciting things to chew on for the next couple of hours, why would anyone want to fill up with bread? I always tell them, as soon as I arrive, to bring no bread. But sometimes they do and you must tell them to take it away.

Tip 3 *Have the vegetarian option – but not in a vegetarian restaurant.*

As a rule the best vegetarian food is cooked by meat-eating chefs who know how to cook, rather than by bearded hippies. For this reason, if you want good vegetarian food, go to a normal, that is, omnivorous, restaurant. There may not be much choice, but personally I would much rather restaurants focused on doing one or two things brilliantly than offered a whole load of stuff that was just about OK.

Tip 4 *Never sit at a table outside.*

Why on earth would you want to eat outside? I suppose in a hot country where there's no air conditioning, it might be nice to sit outside in the shade overlooking the sea. But on a busy London street? Crazy. Go indoors. Also, in most restaurants the outside tables are ruined by smokers. If you want to eat outside in London, take sandwiches and eat them in one of the wonderful parks.

Tip 5 *Insist on tap water.*

We have invested years and years and vast amounts of money into an ingenious system which cleans water and delivers it very cheaply to our homes and workplaces through a tap. And yet last year we bought three billion litres of bottled water. That's just free money for the restaurant, so don't order mineral water! Ask for a jug of tap.

Tip 6 *How to complain – and get a result.*

Complain nicely, politely, apologetically. But firmly, and at the very moment of disappointment. 'I'm awfully sorry to make a fuss,' you might say, 'but this fish really isn't as fresh as I'd hoped. I really can't eat this. What else might I have as a replacement that can come quickly?' There's simply no way you can lose with that. The end result is likely to be free main courses, a jolly time, and an amicable departure.

Tip 7 *Be nice to the staff.*

Just be nice to them, that's all. You should always be nice to everybody, obviously, but if you're not, make being nice to staff in restaurants your only exception. Don't flirt with waitresses, and don't ask foreign staff where they're from. Just smile, and say please and thank you, and look at them when you're ordering. And then shut up and eat.

5 19)) Part 1

Interviewer Professor McGavin, you're an expert in arthropods. Could you start by telling us what arthropods are?

George Well, arthropods are are this really enormous group of animals; I mean they're, they're much bigger than any other animal group on Earth. They comprise about, you know, three quarters of, of all animals and they're the, they're the animals that have lots of hinged legs: so crustacea, spiders, insects, that sort of thing. Hard outsides, lots of hinged legs.

I And what is it about them that interests you?

G Arthropods have got to interest everybody because they are, to all intents and purposes, the, the major animal group on Earth. So if you call yourself a zoologist and you don't know anything about arthropods, you really don't know anything about anything, because they are the majority! Everybody gets very excited about, er, backboned animals, things with a spine: er, bats, cats, rats, mammals, amphibians, fish, birds, they only comprise 2.9% of all species, whereas arthropods comprise about 66% of all species. So, you know in terms of, of species, they are immensely important. In terms of what they do, they are immensely important.

I Were you interested in them right from the start, from when you were a child?

G When I was very young, I, I knew that the natural world was the most interesting thing around. So I wanted to be outside, and you don't have to be outside very long before you find, you know, insects and spiders and things, you know, doing interesting things. But I was interested more generally as a kid, and it was only when I got to Edinburgh for my first degree that I realized that actually insects were the major player in any habitat. And we were on a field trip to the west coast of Scotland, when all my classmates were looking for badgers and owls and eagles, and failing to find them, but at our feet were hundreds of thousands of ants doing very interesting things, and I thought, 'Well, the – surely this is easier to work on?'

I I understand that there are several species that are named after you. Could you tell us a bit about them?

G One of the great things about being in a field for long enough is that people will eventually describe a new species and think, 'Oh, what on earth am I going to call this?' you know, and normally they're named after the country or how they look or something like that. But five people around the world have named, er, an insect in my honour, and a spider, I think, so I have a plant hopper in Africa, I've got a shield bug from Borneo, er, I think an ant from Africa as well, a cockroach from south-east Asia, which is, is great, and they have my name, er, attached to them! What's making me slightly depressed is the fact that, er, these things may not survive. Er, even though they've been named in my, my honour, we're losing species at a quite alarming rate now, because of habitat loss. And the sad truth is that although we are pretty sure there are eight million species of arthropods out there unknown, our chances of ever finding them and naming them are probably pretty slim, because they will come and they will go without us ever knowing they were there.

5 20)) Part 2

Interviewer Quite a lot of people have phobias of insects and spiders. Why do you think that is?

George I sometimes wonder why people have a phobia. I mean, they, they say it's because they're unpredictable, they, they move in a strange way, they've got lots of legs, well, you know, I don't know. It, it – I think it's passed on. I think if you're a kid growing up, you have a fascination with the thing around – all the animals around you, and I think adults sometimes pass their fears on by, by going, 'Oh, what's that? Oh, it's a spider', you know. In some parts of the world it, it's perfectly justifiable to, to have a fear of spiders, because there are many places in the world where, you know, spiders can injure you severely. In the UK, however, there are no spiders which can injure you at all. You might get a slight irritation or, you know, a swelling, but, but still there are something like seven million people in the United Kingdom who are terrified of spiders, and, and moths.

I Do you think it's possible for them to be cured of their phobia?

G It is possible to, to train people out of fears, er, by, by simply exposing them to something you know on a regular basis, and perhaps if they have a spider phobia, you start with a very small spider and you say, well 'Have it on your hand, examine it, you know, it's fine.' And I've, I've actually cured a girl who had a spider phobia in a, in a day and by the end of the day she was able to hold a tarantula. Um, and I, I think it's – you know, if people look at the natural world, if they look at insects or spiders, and they understand them, then

you begin to, to really enjoy them. But, but if you just cut yourself off, which is what most people do, they say, you know, 'I'm going to have an insect-free zone around me,' it, it's not possible.

I I'm assuming you're not afraid of any insects or spiders, but have you ever been in a situation where you were genuinely frightened of an animal?

G We were filming in the Amazon after dark, because it was a programme about animals after dark, and I saw a, a head of a snake poking out from under a leaf, and of course I thought, well 'This is great, you know, quick, the camera! Come on, let's get down and have a look at this thing.' You know, I'm not stupid, so I, I got a stick and I, I lifted this leaf up gingerly, and of course it was a fer de lance, which is one of the most dangerous snakes in the whole of South America, responsible for more human deaths than probably any other snake. And as I lifted it up it sort of looked at me, you know, and they don't like head torches, so I'm wearing a head torch shining right in its face! It does this, you know! And then I realize that it's four feet long, it's twice as long as my stick, which means that it could get me very easily indeed. So I, I just sort of froze, I could feel my heart pounding, and I just went—gingerly put the leaf down and said, 'We'll just leave this one, I think!' That could have been very nasty.

5 21))) Part 3

Interviewer Would you ever just kill an insect that was in your house?

George Well, in my career I have killed millions of insects. As part of my work is, you have to collect them, er, because you can't name them or describe them or work on them unless you kill them. In my home, that's a different thing. If it's a, if it's a bee that has come in by accident, or a wasp or something like that, I will catch it and outside it goes. Fleas, however, if you have a cat and you don't control the fleas, are a bit of a pest and I will definitely get rid of the fleas.

I Eating insects has recently become quite fashionable. Is it a realistic solution to the problem of world nutrition, or is it just a flash in the pan, for want of a better phrase?

G I don't think it's a flash in the pan because you can farm them in, in, in a very easy way. And as long as you can make the food available in a palatable form, er, I mean, I've, I've eaten insects for, for years and years, fry them up and grind them into flour and make, you know, bread out of it. No, it, it isn't a flash in the pan, um, we will have to, to address this quite seriously in the next, you know, hundred or so years.

I Why do we not eat insects in Europe?

G In the West we, we tend to not eat insects and, and lots of people say it's because insects are dirty or they look funny or whatever. It's actually not anything to do with those things, it's, it's about ecology, it's about a thing called 'optimal foraging theory', which simply says if you use up more energy collecting food to feed yourself and your family than you get back from eating it, it won't happen, it's, it's not a thing that will, will occur in that area of the world. So in the West, where it's cold and insects are relatively small, it's, it's not a very sensible idea. However, in hot countries where insects are larger and swarm and can be collected very, very easily, and that's anywhere from Mexico, Japan, South America, you know, any of these countries, it makes sense. It's very easy to harvest enough food, er, in a relatively short time, half an hour, an hour, which will provide a, a sizeable meal. And it's, it's a thing that we've been doing as a species for a million years.

I If you were trying to convert someone to insect-eating, what would be the first thing you would cook them?

G Well, you, you would have to make the food appealing and interesting and, er, you know, attractive, so I would start with a, with a mealworm, er, in a snack! Roasted mealworms are awfully good!

I How often do you cook insects?

G As often as I can! I cook insects as often as I can! I like to open audiences' eyes to the possibility of eating insects. We eat prawns, we eat lots of things, you know, snails, but I mean, insects are essentially flying prawns. OK, they, they tend to be smaller. But I, I had an audience once in in Oxford of 200 eight-, eight- to twelve-year-olds and at, at the end of my lecture I cooked up a big wok of, of crickets, fried them up with some garlic

and a bit of salt and pepper, handed them round, and the kids went wild! They, they ate the whole lot. From the back of the audience came a mum with a face like thunder, and she came down to the front of the of the auditorium and said, 'My son's just eaten six crickets!' I went, 'Yeah, and your point is?' She was like, 'At home he doesn't even eat broccoli.' And I just went... I said, 'Well, clearly it's the way you cook your broccoli.'

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Interviewer What's the most interesting animal that you've ever seen in the wild?

Teit I think that would be, er, pigmy elephants in, er, in Malaysia. We saw, I was there on a, on a vacation there a year ago. We saw around a pack of 18, 20 pigmy elephant. That's probably the most interesting one I've seen.

I Why did it make such an impression on you?

T Well, they're huge, aren't they? Even for pigmies.

I Is there anywhere you would particularly like to go to see animals or the natural world?

T Hmm, well, Africa. The, er, eastern parts of Africa. The savannah, with the lions and stuff like that. That would be, er, interesting.

Interviewer What's the most interesting animal that you've ever seen in the wild?

Alex Um, an orangutan. Yeah, an orangutan. Certainly.

I Where was that?

A In Borneo. In the Malaysian part of Borneo.

I Why did it make such an impression on you?

A Er, simply because we'd gone there specially to see them. It was one of my favourite animals. But, we'd been told the chances of seeing them in the wild were very slim, er, and so I'd kind of lowered my expectations and when we did actually get to see one, it was very, very exciting and unexpected.

I Is there anywhere you would particularly like to go to see animals or the natural world?

A Oh, erm, yes. Er, I'd I'd really like to go to, er, East Africa. Er, to see the kind of, the mountains, around there. Er, it's a part of the world I've not been to and I'd really like to go and explore that.

Interviewer What's the most interesting animal that you've ever seen in the wild?

Lauriann Er, I was very lucky to see a pride of lions quite up close, in Kenya. And that was just awesome to see.

I Why did it make such an impression on you?

L Um, because I didn't feel, I didn't feel right being there, and seeing them. Um, I suppose it's better to see them in the wild. But really, um, I think, you've sort of got to, you've gotta keep your distance between wildlife and us, really.

I Is there anywhere you would particularly like to go to see animals or the natural world?

L Um, well actually top of my list would be New Zealand, but probably not because of the wildlife, 'cause of the scenery. Um, but back to Africa. I think you can't top African wildlife, I think.

Interviewer What's the most interesting animal that you've ever seen in the wild?

James Um, I saw a giraffe once. I mean, it's not that interesting, I suppose, but I did see it in the wild.

I Where was that?

J That was in Ethiopia, in northern Ethiopia.

I Why did it make such an impression on you?

J I think because I wasn't expecting to see it. I was, er, hitchhiking on the back of a, a truck, er, and we were driving just through, um, the countryside, and suddenly we saw a giraffe running along the side of the truck and it was, it was kind of amazing, um, so I suppose that's why it was, you know, pretty good to see.

I Is there anywhere you would particularly like to go to see animals or the natural world?

J Um, I've always wanted to see whales in the wild. Um, I've never, I've never had the chance to do it, but it looks just so amazing, the, the size of them. Um so I'd like to do that, yeah.

Interviewer What's the most interesting animal that you've ever seen in the wild?

Karen The most interesting animal I've seen in the wild? Um, that would be a tiger in a national park in India, so, um, it's very rare that you can actually, um, spot them, so I was very fortunate enough to, um, just to see one

and just the grace of the movement and the awareness of, you know, everything around him or her, um, was extraordinary.

I Is there anywhere you would particularly like to go to see animals or the natural world?

K Madagascar. I'd love to see, um, animals in the natural world there. I've seen, um, a few David Attenborough documentaries, um, it's like, I want to go there now.

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Interviewer Why did you decide to leave the UK and live abroad?

Emma Well, actually it was David who convinced me it was a good idea. A long time ago, going back, I was studying at the, my final year at the University of Warwick and David was working at that time in Majorca and we met in England and then he returned to work in Majorca. And then it was, it was very—we kept in touch by letters and it was very easy to be seduced by the, the lifestyle he had there, the lovely swimming, the barbecues in the mountains, the, the fishing for octopus, so I was sitting finishing my le—, my essays in the—the library windows covered with rain and, yes, so when I graduated I, I went very happily out to, to Spain to be with him and we both got jobs in Vigo in, in Spain working as language teachers in a private school and we had a lovely time, we just—we worked, and when we weren't working we spent the time discovering the area, going out on our bikes and learnt to windsurf, yes, that was a great year.

I So a very happy introduction to Spain for you. And how did you both end up in Mairena?

David Well, it was by chance, really, we'd, we'd been working as English teachers for, for several years, ten years perhaps in my case, and we realized that we had the opportunity to, to take a year off, a sabbatical year as it were, with a view to then going back to, to teaching again and we had a friend who had a, a small house in the, in, in a village in the mountains south of Granada and he'd agreed to, to let us rent this house for, for next to nothing, for a year, so that's what we did, but whilst we were there we wandered around and cycled around and finally stumbled on this little village of Mairena where we live now and fell in love with the village, fell in love with the house that we, we lived in for a while at first and realized at the end of the year that we were, we were having a ball and enjoying it too much, really to, to want to go back, so at that point we realized that we had to, to find a way of, of earning a living because we didn't have any money and so we, I, I got a job in Granada in fact just teaching for a year or so and then we opened what's now *Las Chimeneas*, our little hotel and restaurant.

I How integrated do you feel in the local community?

D Well, one of the things that made me feel very integrated and indeed very, very proud in fact was, was being invited to, to join the local council and I worked for six years as the Deputy Mayor and not necessarily a very good Deputy Mayor, but I kind of enjoyed it, and it was, you know, I consider it as an honour to be, to be involved and asked to get involved in in local politics and it's, it's a useful thing as well, rather than just being on the outside protesting at decisions taken after the event it's quite useful to be part of the decision-making process as well. And...

E I think for me the, the thing that really made a difference was when we had children, because especially, as being, being, you know a mother in the village it meant that you met other mothers and people felt that it was a reason to talk, and our children are friends with the other kids, they come round to play now, so yeah, that was a big difference for me.

D And having the business as well because we, you know people can see that we're, we're actually working, and we're working alongside our neighbours, because, you know, we're lucky, we're—enough to be in a position where we've been able to employ quite a lot of the local villagers as, you know, as cooks, and chefs, and taxi drivers, and so on.

I What do you like most about living in Mairena?

E The obvious thing and almost a cliché is the weather, but you can't underestimate that, I mean, the weather does affect your everyday life and also simple things like the incredible clear skies and the light. But I think it's something more than that, as long as I can

remember I always had a hankering, I really wanted to live in a very small community, I remember even as a child it was something that I always had an ambition to do. And I think something about living in a very small village, everything seems very kind of human, very manageable, you, you know everybody, you literally know everybody in the village, and what's also been great the last few years is that we bought some land which is filled with, almonds, and olive and fruit trees, so we spend a lot of time down there and learning how to farm like the locals do, because they have very complicated watering techniques, so we've had to speak to locals and learn how to farm the land.

I Are there any downsides to living there?

E It's the travelling, isn't it, we have to spend probably more time than we would like in a car to, to buy something simple. On, on the one hand it's great being away from shops, it's like a kind of a, real kind of consumer detox, but on the other hand when you actually have to buy something it means you have a long journey, which I could do without.

D And there's lots of paperwork as well, Spain is a very heavily bureaucratic country as well, and so there's lots of certification and permits and so on that we've got to, we've got to get together and that always means a drive of a couple of hours to, to get to, to Granada, the local centre to, to get paperwork sorted out.

I Is there anything you miss about the UK?

D Well obviously we miss friends and family, I mean that's the, the big thing, but we're lucky we live in a, a nice part of the world and so we, we get lots of visitors, who come out and, and stay with us which is nice and then, you know, often it's very trite, silly little things that you miss, I mean I miss pubs with carpets and soft lighting and, you know, polite dog walkers, that kind of thing.

E The fact that actually when we come back we often come back to London so, what I really like about the UK is, is that sense of cultural diversity, just travelling on public transport in London, you're very aware of the, the, the very wide range of people living here which obviously you wouldn't get in a, a small rural community. And, of course, the, the great thing about that is being in London is, yeah, you can choose, the, the—you know, rest—any kind of restaurant, that's a big treat to come back and be able to choose what kind of food you want to eat.

I Do you think you'll come back to the UK one day?

D Well, you never know, I mean, we, we, we never took a, a decision that we would stay in Spain forever, so it was kind of by chance, by accident that we've been in Spain so long, so we, we've never really ruled it out, it would be tricky I think to come back, largely for economic or financial reasons, Britain is a very expensive place to buy a house at the moment, and then of course there's the boys, the boys, our two sons are now aged 7 and 13, so they were born and brought up in Spain, so it would be, they would be really uprooted for them to take them back to the UK, I think now, that would be perhaps a, a bigger hurdle.

E Yeah, for sure, that's the main reason why, why I can't see us going back is definitely Dan and Tom, but of course, I think once you've spent 15 years building up a business then also that's something you don't want to easily turn your back on.

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Interviewer There's a deeply held belief that sports teach us valuable lessons about life and ultimately make us better people. In your opinion, is that true?

Kantowski Call me old-fashioned, but I actually do believe that, having played sports myself when I was younger. There are some things that sports can teach you. Just in general terms, it teaches you to respect authority—for example, when there's a referee in the game, there's an authority figure. And it teaches you how to get along with others and cooperate. When I was a kid, we would play ball sometimes without supervision, and we'd have to get along by choosing up sides for the teams. When there was an issue with the rules, we'd have to get together and come up with a compromise. So, yes, I think there's a lot of lessons to be learned, especially when you're young, that help you later on in life. Now, when it comes to individual

sports, the effect is even more evident than in team sports. It takes an incredible amount of discipline, for example, with tennis and golf and track, which aren't team sports. It's a matter of getting up early, training on your own, and all the repetition that you need to do, sometimes without supervision. A lot of people who aspire to be professional athletes can't afford a trainer or a coach, especially when they're young. So the discipline involved in individual sports is a valuable lesson in life as well.

I OK. On the whole, would you say that sports bring about more happiness or unhappiness in the world?

K Well, as long as there's some perspective there, and you look at sports as a sort of a temporary escape from real life, as entertainment—like going to a movie—if you have that kind of perspective, then I think sports can enhance your life. And life is better with diversions. With sports, a lot of people look forward to following their teams: it gives them a sense of family, a sense of community, and some wonderful memories. And as entertainment, sports have tremendous value. But again, there has to be some perspective. When you go past the level of sports as entertainment, as diversion, as pastime, when it gets into the obsession area, then it's probably not a good thing. People who get too carried away by whether their team wins or loses are not in a healthy situation. As long as you can look at sports as a diversion, it's fine. Part of the secret of life, and this certainly applies to sports, is to do it in moderation, and being a sports fan is no different. But overall, I would say sports create a great deal of happiness.

I So, do you think there's a sense that sports have replaced religion in modern society?

K That's a great question. Probably for a lot of people, it has. I'm thinking of some of these major sporting events that draw worldwide interest, like the World Cup, for instance. You see the passion of the fans, and I think that passion is wonderful, as long as it doesn't carry over into fanatical levels. Again, we get back to that obsession thing, and once you've crossed that line where sports are no longer just entertainment, diversion, and pastime—when it crosses the line, then yes, it can border on religion for a lot of people.

I OK. Do you think there's any difference between using technology to gain an advantage (I don't know, for example, high-tech swimsuits) and doping—I mean taking performance-enhancing drugs?

K That's a profound question. I think if you're really honest about it, it's hard to see the difference. I mean, if you think about a sport like tennis or maybe golf, and you consider the advances in technology in the equipment, and if you go back to the 1930s and 1940s and think about the small wooden tennis racquets and the wooden golf clubs. If those players had had today's equipment in their hands, it would have made a huge difference in their game, a bigger impact on their game than performance-enhancing drugs! The advances in technology have really done more to increase performance than drugs have. We're all quick to criticize, and there's a stigma attached to using drugs that doesn't exist with the equipment, but in a lot of ways they're similar. I think equipment, technology, diet, and education—all those things have done more to enhance athletic prowess and performance than drugs.

I We expect athletes to be positive role models. Is there any reason why we should?

K Years ago, people looked up to athletes, and they were our heroes. But there's no reason why they should be role models—they're in the public eye more than others, but they're human, like everyone else. All the money and adulation is difficult for these athletes to handle, paradoxically. Money and fame tend to bring down a lot of celebrities, like actors and rock stars, not just athletes. There's a lot of temptation and money involved that you don't see in other professions. Also, there's more pressure nowadays, with the way the media has changed, and with social media. Everyone is looking for a sensational story, and athletes are more prone to being caught in scandals than ever before. If it were up to me, parents and teachers, people like that, they would be the real role models.

I Right. Do sports occupy a disproportionately high place in the media and have we lost all sense of proportion when it comes to sports?

K There is a disproportionate amount of interest in sports. There's an insane amount of hype around some of these big events, like the Super Bowl and the World Cup. The media knows that there's a captive audience, and more is better! You know, the first Super Bowl didn't even sell out, yet in today's world it's considered the most important event you can imagine, so it just shows how perspectives have shifted. But the media reflects interest more than they create it—they're giving the public what they want. I'm not sure the media is totally to blame, either; it's just a form of economics.

1A have: auxiliary or main verb?

have as a main verb

- 1 We **have** a large extended family.
Do you **have** any money on you?
She **has** a really bad cold at the moment.
- 2 He **doesn't have** lunch at home.
I **'m having** problems with my Wi-fi.
- 3 **Do** we really **have to** spend Christmas with your parents again?
- 4 We're going to **have** the kitchen **repainted** next week.
I **had** my eyes **tested** when I got my new glasses.
Where do you **have** your hair **cut**?

When *have* is a **main verb**, we use auxiliary verbs, e.g. *be* or *do*, to make questions and negatives. We don't usually contract *have* when it is a main verb.

- 1 We use *have* as a main verb for possession.
have with this meaning is a stative (non-action) verb and is not used in continuous tenses.
 - *have* is also a stative verb when used to talk about relationships or illnesses.
- 2 We use *have* + object as a main verb for actions and experiences, e.g. *have a bath, a drink, a chat, a problem*, etc.
have with this meaning is a dynamic (action) verb and can be used in continuous tenses.
- 3 We use *have to* as a main verb to express obligation, especially obligation imposed by others, and rules and regulations.
- 4 We use *have* as a main verb + object + past participle to say that you ask or pay another person to do something for you.

have as an auxiliary verb

- 1 How many children **have** you **got**? I **'ve got** three, two boys and a girl.
They **haven't got** much money.
- 2 I **haven't** the time to go to the bank.
- 3 I **'ve got to** go now – I'm meeting my girlfriend for lunch.
- 4 They **'ve been** married for 15 years.
How long **has** Anna **been going** out with James?
- 5 She'll **have** finished lunch in a few minutes so you can phone her then.
I want to **have** started a family by the time I'm 30.
If I **hadn't** taken a taxi, I wouldn't **have** arrived in time.

When *have* is an auxiliary verb, we make questions by inverting *have* and the subject, and negatives with *haven't* / *hasn't*. *have* as an auxiliary verb is often contracted to *'ve* / *'s*; *had* is contracted to *'d*.

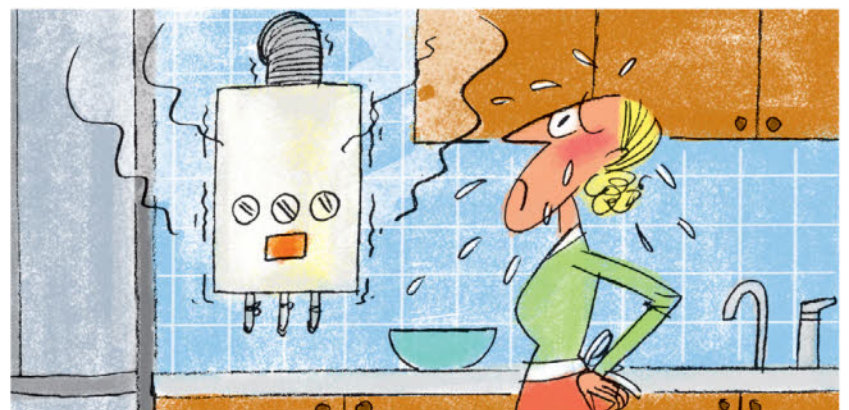
- 1 We often use *have got* for possession. The meaning is exactly the same as *have*.
 - *have* here is an auxiliary verb.
 - *have got* has a present meaning. We normally use *had* for the past, not *had got*.
 - *have got* is very common in informal English.
- 2 In negative sentences, we occasionally leave out *got*, especially in fixed expressions like *I haven't time.*, *I haven't a clue.*
- 3 We use *have got to* to express obligation, especially in informal English.
 - *have got to* is normally used for a specific obligation rather than a general or repeated obligation. Compare:
I've got to make a quick phone call. (= specific)
I have to wear a suit to work. (= general)
- 4 We use *have* as an auxiliary verb to form the present perfect simple and continuous.
- 5 We also use *have* for other perfect forms, e.g. the future perfect, the perfect infinitive, the past perfect, etc.

- a Right (✓) or wrong (✗)? Correct the mistakes in the **highlighted phrases**.

- A You look exhausted.
B Yes, **I've been looking after my sister's kids** all day. ✓
- 1 I don't think you should drive until **you've had your brakes fixed**.
2 A Why don't you want to come?
B **I haven't got any money**.
3 **Has your husband to** work tomorrow or is he taking the day off?
4 The staff **don't have to dress formally** in this company – they can wear what they like.
5 **How long have you been having** your flat in London?
6 What time **are we having dinner** tonight?
7 My parents **had got a lot of problems** with my sister when she was a teenager.
8 **I don't have a holiday** for 18 months. I really need a break.
9 **Have we got to do this exercise now**, or can we do it later for homework?

- b Rewrite the sentences using a form of *have* or *have got*.

- Her brother moved to Canada in 2011 and he still lives there.
Her brother's **been living in Canada since 2011**.
- 1 She's an only child.
She _____.
- 2 We used to pay someone to take a family photograph every year.
We used _____.
- 3 Buying car insurance is obligatory for all drivers.
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 was amazingly clear and warm – we swam every morning.
The sea was amazingly clear and warm – we _____.
- 8 When did you start to get on badly?
How long _____ badly?
- 9 I need someone to fix the central heating. I think the thermostat is broken.
I need _____. I think the thermostat is broken.



1B discourse markers (1): linkers

result

- 1 I have a job interview next week, **so** I've bought myself a suit!
- 2 It had snowed hard all night. **As a result**, the airport was closed until 11.00 a.m. We regret that you do not have the necessary qualifications and **therefore / consequently** we are unable to offer you the job.

- 1 *so* is the most common way of introducing a result or a logical connection.
- 2 *as a result*, *therefore*, and *consequently* (more formal than *so*) are often used at the beginning of a sentence or clause.
 - *therefore* and *consequently* can also be used before a main verb, e.g. *We have therefore / consequently decided not to offer you the job.*

reason

- 1 I have stopped writing to her, **because / as / since** she never answers me. Why did your boss resign? **Because** his wife was ill.
- 2 The plane was late **because of** the fog. Flight 341 has been delayed **due to / owing to** adverse weather conditions.

- 1 *because*, *as*, and *since* (more formal) are synonyms and are used to introduce clauses giving a reason. *as* and *since* are often used at the beginning of a sentence, e.g. *As / Since the rain hasn't stopped, we've decided not to go out.*
 - We use *because* (not *as* or *since*) to answer a *Why...?* question.
- 2 *because of*, *due to*, and *owing to* also express the reason for something. They are usually followed by a noun, a gerund, or *the fact that* + clause.
 - *due to* and *owing to* are more formal than *because of*.

purpose

- 1 I did a language course **to / in order to / so as to** improve my English.
- 2 She closed the door quietly **so as not to / in order not to** wake the baby.
- 3 They moved to London **so (that)** they could see their grandchildren more often.
- 4 I'm not going to tell Ann **in case** she tells everyone else.

- 1 *to*, *in order to*, and *so as to* introduce a clause of purpose and are all followed by an infinitive. *to* is the most informal.
- 2 For negative purpose we use *so as not to* or *in order not to*.
- 3 You can also use *so (that) + can / could + verb* or *will / would + verb* to express purpose. You can leave out *that* in informal English.
 - Use *so (that)* when there is a change of subject in the clause of purpose, e.g. *She put a blanket over the baby so (that) he wouldn't be cold.*
- 4 We use *in case* + a clause when we do something in order to be ready for future situations / problems or to avoid them.

contrast

- 1 We enjoyed the concert, **but** the journey home was a nightmare. Agnes was attracted to the stranger, **yet** something in her head was telling her not to get close to him. It's a really good idea. **However**, it may be too expensive. The moon shone brightly. **Nevertheless**, it was hard to find our way.
- 2 We enjoyed the film **although / even though / though** it was long.
- 3 **In spite of** being 85, she still travels all over the world. **Despite** her age... **Despite** the fact that she's 85...

- 1 *but* is the most common and informal way of introducing contrast and is normally used to link two contrasting points within a sentence. *yet* is used in the same way, but is more formal / literary. *however* and *nevertheless* are normally used at the beginning of a sentence to connect it to the previous one and are usually followed by a comma.
 - *nevertheless* (or *nonetheless*) is more formal / literary than *however*.
- 2 *even though* is more emphatic than *although*. *though* is more common in informal speech.
- 3 After *in spite of* and *despite* use a gerund, a noun, or *the fact that* + clause.

- a Circle the right linker.

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

- 1 We can't afford to have a holiday this year *as / so* we've got an overdraft at the bank.
- 2 Could we rearrange my timetable *so that / in case* I don't have so many classes on Fridays?
- 3 I got to the interview on time *due to / in spite of* the fact that my train was late.
- 4 The restaurant chain has had a very difficult year. *Nevertheless / As a result*, they haven't had to close any of their restaurants.
- 5 He gets a good salary *though / since* the job itself is quite monotonous.

- b Circle the better option according to register.

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

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

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

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

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

2A pronouns

generic pronouns


- 1 **You** can learn a language faster if you go to live in a country where it is spoken.
- 2 **One** tends to have problems understanding very strong accents.
- 3 When **we** talk about an accent, **we** must not confuse this with pronunciation.
- 4 **They** always say that it's never too late to learn a new language.
They should make it compulsory for people to learn two 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* + third person singular of the verb to mean people in general. *one* is much more formal than *you* and rarely used in spoken English.
 - We can also use *one's* as a possessive adjective, e.g. *When confronted with danger, one's first reaction is often to freeze.*
- 3 *we* can also be used to make a general statement of opinion which includes the reader / listener.
- 4 In informal English, we often use *they* to talk about other people in general, or people in authority, e.g. **They** always say... (*They* = people in general); **They** should make it compulsory... (*They* = the government).
- 5 We use *they*, *them*, and *their* to refer to one person who may be male or female, instead of using *he or she*, *his or her*, etc.

reflexive and reciprocal pronouns

- 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 some verbs which may be reflexive in other languages, e.g. *wash, shave*, etc. NOT *He got up, shaved himself, and...*
 - *enjoy* is always used with a reflexive pronoun when not followed by another object, e.g. *Enjoy your meal!* BUT *Did you enjoy yourself last night?*
- 2 We can also use reflexive pronouns after most prepositions when the complement is the same as the subject.

 **Object pronouns after prepositions of place**
After prepositions of place we use object pronouns, not reflexive pronouns, e.g. *She put the bag next to her on the seat.* NOT *next to herself*

- 3 We can use reflexive pronouns to emphasize the subject, e.g. *We decorated the house ourselves.* (= we did it, not professional decorators)
- 4 *by* + reflexive pronoun = alone, on your / her, etc. own.
- 5 We use *each other* or *one another* for reciprocal actions, i.e. A does the action to B and B does the action to A.

it and there

- 1 **It's** 10 o'clock. **It's** 30 degrees today. **It's** five miles to the coast.
- 2 **It was** great to hear that you and Martina are getting married!
It used to be difficult to buy fresh pasta in the UK, but now you can get it everywhere.
- 3 **There have been** a lot of storms recently.
There used to be a cinema in that street.

- 1 We use *it + be* to talk about time, temperature, and distance.
- 2 We also use, e.g. *it + be* as a 'preparatory' subject before adjectives. *It was great to hear from you.* NOT *To hear from you was great.*
- 3 We use *there + be + noun* to say if people and things are present or exist (or not). You cannot use *It...* here. NOT *It used to be a cinema in that street.*

- a Circle the right pronoun. Tick (✓) if both are possible.

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

- 1 *One* / *You* can often tell where people are from by the way they speak.
- 2 Can you put my case on the rack above *yourself* / *you*?
- 3 Sally and her sister look incredibly like *each other* / *one another*. Are they twins?
- 4 Steve's a really private person and he rarely talks about *him* / *himself*.
- 5 Either Suzie or Mark has left *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 with a pronoun.

Don't tell *him* how to spell it. Let *him* work it out by *himself*.

- 1 If anyone has not yet paid _____ course fees, _____ should go to registration immediately.
- 2 Isabel is very quick-tempered. She finds it very hard to control _____.
- 3 I wouldn't stay in that hotel – _____ say the rooms are tiny and the service is awful.
- 4 There is a total lack of communication between them. They don't understand _____ at all.
- 5 Did they enjoy _____ at the festival?
- 6 Are you going to have the flat repainted or will you and Jo do it _____?
- 7 It's always the same with taxis. _____ can never find one when _____ need one!

- c Complete with *it* or *there*.

There was a very interesting article about language learning in *The Times* yesterday.

- 1 _____'s illegal to use a handheld mobile while you're driving. _____ used to be a lot of accidents caused by this.
- 2 Look. _____'s a spelling mistake in this word. _____ 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.

◀ p.15

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.

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

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

- 1 Every summer, my family **used to rent** an old house in the south of France. My sister and I **often walked** to the harbour in the morning, where we **used to watch** the fishermen cleaning their nets.
- 2 Every night before we went to bed, my mother **would tell** us stories, but she **would never read** them from a book – she **would always make them up** herself.
- 3 When I was a teenager, my friends **were always teasing** me because of my red hair.

- 1 We often use *used to* + infinitive as an alternative to the past simple to talk about things that we did repeatedly in the past.
 - We can also use *used to* + infinitive to talk about situations or states which have changed, e.g. *I used to have much longer hair when I was younger*.
- 2 We use *would* + infinitive as an alternative to *used to* to talk about things that we did repeatedly in the past.
 - 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*.
 - We don't use *would* without a time reference, e.g. *I used to play the violin*. NOT *I would play the violin*.
- 3 We can also use *always* + past continuous for things that happened repeatedly, especially when they were irritating habits.



Variety in descriptions of past events

When we describe past habits or repeated past actions we tend, for reasons of variety, to alternate between *used to*, *would*, or the past simple (with adverbs of frequency).

- a **Circle** the right verb form. Tick (✓) if both are possible.

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 she *had been crying* / *had cried*.
- 2 Our grandmother *always used to have* / *would always have* a surprise waiting for us when we visited.
- 3 My sister *used to live* / *would live* on her own, but then she *used to buy* / *bought* a flat with her boyfriend.
- 4 My brother *didn't use to look* / *wouldn't look* at all like my father, but now he does.
- 5 When I was small, I *was always getting* / *always used to get* into trouble at school and my parents *used to punish* / *would punish* me by not letting me play with my friends at the weekend.
- 6 Suddenly we heard a tremendous crash and we saw that a car *crashed* / *had crashed* into a tree and petrol *poured* / *was pouring* onto the road.

- b Complete with the verb in brackets 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 ¹ _____ (spend) weekends at her flat. My grandfather ² _____ (die) a couple of years earlier, so I suppose she was in need of company. We loved going there, as my grandmother ³ _____ (cook) special meals for us and ⁴ _____ (take) us for lovely walks in Regent's Park, which was quite nearby. One occasion that I remember really well was when I ⁵ _____ (invite) to stay with her on my own, without my brothers and sisters. On the first day, after lunch, my grandmother ⁶ _____ (go) for her rest. I ⁷ _____ (try) to sleep, but I couldn't, so after a while I ⁸ _____ (get up) and ⁹ _____ (decide) to explore the flat. Everything was very quiet, so I was convinced that my grandmother ¹⁰ _____ (sleep). The room I most ¹¹ _____ (want) to explore was my grandfather's study, I imagine, precisely because I ¹² _____ (tell) not to go in there. I opened the door and went in, and was immediately drawn to his large old desk. I ¹³ _____ (climb) onto the chair and ¹⁴ _____ (see) on the desk a green pen in a kind of stand, with a bottle of ink. I ¹⁵ _____ (ask) my parents for a real pen for a long time, but they ¹⁶ _____ (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 ¹⁷ _____ (hear) my grandmother's voice saying, 'Christina? Where are you? What are you doing?' To my horror, I ¹⁸ _____ (realize) that my grandmother ¹⁹ _____ (get up) out of bed and ²⁰ _____ (come) towards the study. Two seconds later, she ²¹ _____ (open) the door. I will never forget the awful feeling of shame that she ²² _____ (catch) me doing something that she ²³ _____ (forbid) me to do.

- 1 I **got** an email from Marc today saying that he was leaving me! If you're going to the post office, could you **get** me some stamps? Let's not bother with a taxi – we can **get** the bus. When do you think we'll **get to** Paris?
- 2 We'd 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 Did you know Dan **got sacked** last week? My husband **got caught** on the motorway driving at 150 km/h.



- 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 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.

get is one of the most common verbs in English and can be used in many different ways.

- 1 *get* + noun / pronoun usually means 'receive', 'bring', 'fetch', 'obtain', 'buy', or 'catch'; 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* + past participle instead of *be* to make a passive structure. This is more informal than using *be* and is often used to talk about bad or unexpected things that have happened.
- 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 1A p.140.

- 5 We can use *get* + object + infinitive with *to* to mean 'make', 'tell', 'persuade', or 'ask' somebody (to) do something.

- a Replace *get* with another verb in the correct form so that the sentences mean the same.

He **got** blamed for the break-up of their marriage. *was*

- 1 My father **is getting** increasingly forgetful in his old age. _____
- 2 Do you know anywhere near here where I can **get** a newspaper? _____
- 3 Could you **get** your brother to lend you the money? _____
- 4 We had to **get** 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. _____
- 6 If I **get** 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? _____
- 8 If you're going upstairs, could you **get** me my jacket? It's on the bed. _____
- 9 She's going to **get** caught if she's not careful. _____
- 10 How can I **get** you to change your mind? _____

- b Complete with the right forms of *get* and the words in brackets.

I think we ought to stop playing now. It's *getting dark*. (dark)

- 1 I only just _____ in time. It was about to run out. (my work permit / renew)
- 2 My husband has only been in the UK for two months and he just can't _____ on the left. (used / drive)
- 3 Monica's fiancé _____ in a car crash. He only just survived. (nearly / kill)
- 4 I can _____ tomorrow night so we can go out. (my sister / babysit)
- 5 If you can't find your keys, we'll have to _____. (all the locks / change)
- 6 We _____ by the police today. They were looking for a stolen car. (stop)
- 7 I went to the optician's yesterday to _____. (eyes / test)
- 8 A What happened to your hand?
 B I _____ by our neighbour's dog yesterday. (bite)



Expression	Use
A I really like your shirt. Hasn't Harry got one just like it? B Yes he has. Talking of Harry, did he get the job he applied for?	To change the direction of a conversation, but making a link with what has just been said.
So let's meet at five o'clock then. By the way / Incidentally , could you possibly lend me some money until the weekend?	To introduce something you have just thought of, or to change the subject completely.
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.	To introduce additional surprising or unexpected information.
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.	To introduce the idea that what you said before is less important than what you are going to say now, or to return to the main topic after a digression.
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.	To introduce a positive point after some negative information, or to qualify what you have just said or to make it less definite.
As I was saying , if Mark gets the job we'll have to reorganize the department.	To return to a previous subject, often after you have been interrupted.
On the whole , I think that women make better journalists than men.	To generalize.
I like both flats, but all in all , I think I prefer the one next to the cathedral.	To say that you are taking everything into consideration.
I think we should buy them. After all , we'll never find them anywhere cheaper than this.	To introduce a strong argument that the other person may not have taken into consideration.
I don't think I'll come to Nick's party. It will finish very late. Besides , I won't know many people there.	To add additional information or arguments.
Basically , my job involves computer skills and people skills.	To introduce the most important or fundamental point.
Obviously you can't get a real idea of life in Japan unless you can speak the language.	To introduce a fact that is very clear to see or understand.
She's very selfish. I mean , she never thinks about other people at all.	To make things clearer or give more details.
A lot of people booed and some people even left early. In other words , it was a complete disaster.	To say something again in another way.
Please try not to make a mess when you make the cake. Otherwise I'm going to have to clean the kitchen again.	To say what the result would be if something did not happen or if the situation were different.
...and that's all you need to know about the travel arrangements. As far as accommodation is concerned , ... As regards / Regarding the accommodation, the options are living with a family or living in a hall of residence.	To introduce a new topic or to announce a change of subject.
The government are going to help first-time buyers. That is to say , they are going to make mortgages more easily available.	To introduce an explanation or clarification of a point you have just made.
On the one hand , more young people today carry knives. On the other hand , the total number of violent crimes has dropped.	To balance contrasting facts or points. • <i>On the other hand</i> is also used alone to introduce a contrasting fact or point.

- a Circle the right discourse marker.
- 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 ¹*Basically* / *After all*, I thought the plot was completely unbelievable.
A I wouldn't call it unbelievable. ²*In other words* / *In any case* it wasn't supposed to be a true story.
B I know, but it was set in a specific historical period. ³*Otherwise* / *Obviously* you can't expect the dialogue to be totally authentic, ⁴*I mean* / *on the other hand*, nobody knows exactly how people spoke in Roman times, but ⁵*besides* / *at least* the details should be right. There were cannons in the battle scene and they weren't invented till a thousand years later! ⁶*All in all* / *That is to say*, I thought it was a pretty awful film.
A We'll have to agree to disagree then. ⁷*By the way* / *As a matter of fact*, do you know what time the last bus leaves? I don't want to miss it. ⁸*Otherwise* / *In any case* I'll have to get a taxi home.
B 11.40. Don't worry, we've got plenty of time. ⁹*In fact* / *Besides* I think we've even got time to have something to eat. There's a good Italian restaurant just round the corner.
A Good idea. ¹⁰*As I was saying* / *Talking of* Italian food, I made a wonderful mushroom risotto last night...
- b Complete with a discourse marker. Sometimes more than one answer may be possible.
- The film was a box office disaster. *That is to say*, it cost more to produce than it made in receipts.
- Jason is an excellent teacher, although _____
I think female teachers are usually better with five-year-olds.
 - A** Did you buy the shoes in the end?
B No, they were too expensive. And _____
I decided that I didn't really like them that much.
 - I really think you ought to apply for the post of Head of Department. _____ you've got nothing to lose.
 - A** I've just read a brilliant book that Simon lent me.
B _____ Simon, did you know he's moving to New York?
 - A** How was your day?
B Fine. I finished work earlier than usual. _____,
did you remember to get a birthday present for your mum?
 - _____ salary, you will be paid on the last day of each month, with a bonus in December.
 - It was a very overcast day, but _____ it didn't rain.
 - A** Do your wife's parents live near you, then?
B _____, they live in the flat below us. It's not ideal, but it does have some advantages.
 - They've employed me as a kind of troubleshooter – _____, somebody who sorts out any problems.
 - The food was delicious and the service was excellent. _____, the meal was a great success.
 - You'd better hurry up with your homework, _____ you won't be able to watch TV tonight.
 - I'm not sure what the best solution is. _____, buying our own place would mean not paying rent, but _____, I'm not sure we can afford a mortgage.

4A speculation and deduction

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

- 1 They **must be** very well off – they've got a huge 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.
- 4 If I post the letter today, it **should / ought to arrive** on Friday.
I posted the letter a week ago. It **should / ought to have arrived** by now.

- 1 As well as using *must* for obligation, we also use *must* + infinitive to say that we are almost sure something is true about the present and *must have* + past participle to say that we are almost sure something was true or happened in the past.
- 2 We use *can't* + infinitive to say that we are almost sure that something isn't true in the present and *can't have / couldn't have* + past participle to say that we are almost sure that something didn't happen / wasn't true in the past.
 - We don't use *mustn't / mustn't have* with this meaning.
- 3 We use *may / might / could* + infinitive and *may have / might have / could have* + past participle to say that we think it's possible that something is true in the present, or was true / happened in the past.
 - We only use *may not* or *might not* to talk about a negative possibility. NOT *couldn't*
- 4 We use *should / ought to* + infinitive to describe a situation we expect to happen. We use *should have / ought to have* + past participle to describe a situation we would expect to have happened in the past.



Infinitive or continuous infinitive after modals?

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

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

adjectives and adverbs for speculation

- 1 He's **bound / sure to** be here in a minute. He left an hour ago.
She's **sure / bound to** know. She's an expert on the subject.
- 2 I think she's **likely / unlikely to** agree to our proposal.
It is likely / unlikely that the government will raise interest rates this year.
- 3 She'll **definitely pass** the exam. She's worked really hard.
She **definitely won't** pass the exam. She hasn't done any work at all.
He'll **probably be** here around 8.00. He usually leaves work at 7.30.
He **probably won't be** here until about 8.15. He's stuck in a traffic jam.

- 1 *bound* and *sure* are adjectives. We use *be bound* or *be sure* + *to* + infinitive to say that we think something is certain to be true or to happen.
- 2 *likely* and *unlikely* are also adjectives (not adverbs). We can use subject + *be likely / unlikely* + *to* + infinitive, or *it is likely / unlikely* + *that* + clause.
- 3 *definitely* and *probably* are adverbs. They go before a main verb and after the auxiliary if there is one in \oplus sentences and before the auxiliary in \ominus sentences.
 - With *be* they go after the verb in \oplus sentences and before the verb in \ominus sentences, e.g. *He's probably British. The painting definitely isn't genuine.*

- a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.
- 1 Jim didn't leave work until 6.00, so **he won't likely be here** before 7.00. ✗
Jim didn't leave work until 6.00, so he isn't likely to be here before 7.00.
 - 2 My glasses aren't in their usual place. **Someone must move them.**
 - 3 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 Chelsea will win tonight. **They're unlikely to lose** three times in a row.
 - 5 I think you should delete that photo of Tina. **She won't definitely like it.**
 - 6 **Julian is bound be late** – he always is.
 - 7 No one's answering the phone at the shop. **I'd say they've probably gone home.**
 - 8 I don't think Marta has gone to bed yet. **I think she must still study.**
 - 9 **It's quite likely that the boss will retire** in a year or two.

- b 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 has a very tight schedule. **probably**
He _____ . He has a very tight schedule.
 - 2 I'm not sure she'll ever get over the break-up. **may**
She _____ the break-up.
 - 3 They will probably have heard the news by now. **ought**
They _____ now.
 - 4 I didn't leave my credit card in the restaurant. I remember putting it in my wallet. **can't**
I _____ . I remember putting it in my wallet.
 - 5 I'm sure your sister will like the scarf – it's just her style. **bound**
Your sister _____ . It's just her style.
 - 6 The company director probably won't resign, despite the disastrous sales figures. **unlikely**
The company director _____ , despite the disastrous sales figures.
 - 7 I'm sure he was in love with her, otherwise he wouldn't have married her. **must**
He _____ , otherwise he wouldn't have married her.
 - 8 Are you sure you locked the back door? **definitely**
Did _____ lock the back door?
 - 9 According to press reports, the couple will probably get divorced soon. **likely**
According to press reports, it's _____ soon.

- 1 **Not only is the plot** great, (but) it's also very well written.
Not until you can behave like an adult **will we treat** you like an adult.
Never have I heard such a ridiculous argument.
No sooner had the football match started than it began to snow heavily.
- 2 **Not only did you forget** to shut the window, (but) you also forgot to lock the door!
Not until you become a parent yourself **do you understand** what it really means.



- 3 The train began to move. **Only then was I able** to relax.
Only when you leave home **do you realize** how expensive everything is.
Hardly had I sat down when / before the 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...* (= a formal way of saying *as soon as*).
 - When we use inversion after the above expressions, we change the order of the subject and (auxiliary) verb. NOT *Not only the plot is great,...*
Compare:
I have never heard such a ridiculous argument. (= normal word order)
Never have I heard such a ridiculous argument. (= inversion to make the sentence more emphatic)
- 2 In the present simple and past simple tense, rather than simply inverting the subject and verb, we use *do / does / did* + subject + main verb. NOT *Not only forgot you to shut the window...*
- 3 Inversion is also used after the expressions *Only then...*, *Only when...*, *Hardly / Scarcely...*, *Rarely...*

Overuse of inversion
Inversion should only be used occasionally for dramatic effect. Overusing it will make your English sound unnatural.

Rewrite the sentences to make them more emphatic.

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



◀ p.39

5A distancing

seem / appear

- 1 **It seems / appears that** when people multitask, they in fact do one thing after another in quick succession.
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, in this way distancing ourselves from the information.
We can use *It seems / appears + that + clause*, or *subject + seem / appear + infinitive*.
- 2 We use *It would seem / appear + that + clause* to distance ourselves even further from the information, making it sound even less sure.
This is more formal than *It seems / appears...*

the passive with verbs of saying and reporting

- 1 **It is said that** using a washing machine saves people on average 47 minutes a day.
It has been announced by a White House spokesman **that** the President has been taken to hospital.
- 2 The company director **is expected to resign** in the next few days.
The missing couple **are understood to have been living** in Panama for the last five years.
- 3 There **are thought to be** over a thousand species in danger of extinction.

Another way of distancing ourselves from the facts, especially in formal written English, is to use the passive form of verbs like *say*, *think*, etc. to introduce them. We can use:

- 1 *It + passive verb + that + clause*.
 - Verbs commonly used in this pattern are: *agree, announce, believe, expect, hope, say, suggest, and think*.
- 2 *subject + passive verb + to + infinitive*.
 - Verbs commonly used in this pattern are: *believe, expect, report, say, think, and understand*.
- 3 *There* can also be used + *passive verb + to + infinitive*. Compare:
It is said that there are more than five million people living in poverty in this country.
There are said to be more than five million people living in poverty in this country.

other distancing expressions: *apparently, according to, may / might*

- 1 **Apparently**, Jeff and Katie have separated.
- 2 **According to** new research, the idea that we have to drink two litres of water a day is a myth.
- 3 Dinosaurs **may have died out** due to extremely rapid climate change.
There are rumours that the band, who broke up ten years ago, **might be planning** to reform and record a new album.

- 1 We use *apparently* (usually either at the beginning or the end of a phrase) to mean that we have heard / read something, but that it may not be true. This is very common in informal conversation.
- 2 We use *according to* to specify where information has come from. We use it to attribute opinions to somebody else. NOT *According to me...*
- 3 Using *may / might* also suggests that something is a possibility, but not necessarily true.

- a Complete the sentences with one word to distance the speaker from the information. Sometimes more than one answer may be possible.

Apparently, people who multitask often have concentration problems.

- 1 It _____ that the less children sleep, the more likely they are to behave badly.
- 2 It _____ appear that someone has been stealing personal items from the changing rooms.
- 3 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 is _____ to 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.

- b Rewrite the second sentence so that it means the same as the first.

People say that mindfulness helps people to deal with stressful work environments.

It is *said that mindfulness helps people to deal with stressful work environments*.

- 1 Apparently, people who work night shifts die younger.
It would _____.
- 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 stress is responsible for many common skin complaints.
Stress _____.
- 6 The instructions say you have to charge the phone for at least 12 hours.
According _____.
- 7 It appears that the government are intending to lower the top rate of income tax.
The government _____.
- 8 People have suggested that birth order has a strong influence on children's personality.
It _____.
- 9 It seems that there are more cyclists on the road than there used to be.
There _____.

- 1 It's so expensive! I **wish** I **could** afford it!
I **wish** (that) you **hadn't spoken** to Jane like that – you know how sensitive she is.
- 2 **If only** he **were** a bit less stubborn! Then we wouldn't have so many arguments!
If only you **hadn't forgotten** the map, we'd be there by now.
- 3 I **wish** she **were** a bit more generous.
If only the weather **were** a bit warmer, we could walk there.
- 4 **I'd rather** you **left** your dog outside – I'm allergic to animals.
Are you sure this is a good time to talk? **Would you rather** I **called** back later?
- 5 Don't you think **it's time** you **found** a job? It's six months since you finished university!



- 1 We use *wish* + past simple to talk about things we would like to be different in the present / future (but which are impossible or unlikely).
We use *wish* + past perfect to talk about things which happened / didn't happen in the past and which we now regret.
• We sometimes use *that* after *wish*.
- 2 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 slightly more emphatic than *wish*.
• When we want to talk about things we want to happen or stop happening because they annoy us, we use *wish* or *If only* + person / thing + *would* + infinitive, e.g. *I wish the bus would come!*
If only he wouldn't keep whistling when I'm working!
- 3 We can use *were* instead of *was* for *I* / *he* / *she* / *it* after *wish* and *if only*.
- 4 We use *would rather* + subject + past tense to express a preference.
• We can also use *would rather* + infinitive without *to* when there is no change of subject, e.g. *I'd rather not talk about it.* However, we cannot use this structure when the subject changes after *would rather*, e.g. *I'd rather you didn't talk about it.* NOT *I'd rather you not talk about it.*
- 5 We use the past simple after *It's (high) time* + subject to say that something has to be done now or in the near future.
• We can also use *It's time* + *to* + infinitive when we don't want to specify the subject, e.g. *It's time to go now.*



- a Complete with the right form of the verb in brackets.
- I wish I **hadn't lent** Gary that money now. Who knows when he'll pay it back? (not lend)
- 1 It's high time the government _____ that most people disagree with their education policy. (realize)
 - 2 My wife would rather we _____ a flat nearer the city centre, but it was too expensive. (buy)
 - 3 I wish you _____ to stay a bit longer last night – we were 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 overtime for no extra pay. (stop)
 - 6 If only I _____ a bit more when I was earning a salary, I wouldn't be so hard up now. (save)
 - 7 I'd rather you _____ me in cash, please. (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 are you glad you left school and started work? (go)
- b Rewrite the sentences using the **bold** word or phrase.
- 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 wear shoes in the living room, 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 looking for a job? **time**
Don't you think _____ for a job?
 - 5 He should be more positive, 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 tickets last week. They would have been cheaper then. **wish**
_____ last week. They would have been cheaper then.

◀ p.49

6A verb + object + infinitive or gerund

verb + object + to + infinitive

- 1 She **advised him not to travel** by train.
We **expect the flight to arrive** at 19.50.
It **took us ages to get** there.
- 2 I'm **waiting for my friend to arrive**.
We've **arranged for a taxi to come** at 6.30.
- 3 I **want Arsenal to win**.
I **would hate you to think** that I don't appreciate your offer of help.
I'd **like you to send** me the bill.

- 1 We often use the following verbs + object + (not) to + infinitive: *advise, allow, ask, 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*.

Other patterns with infinitive or gerund
After *recommend* you can use object + to + infinitive OR a *that* clause, e.g. *He recommended me to take some cash*. OR *He recommended that I took some cash*.
After *advise, allow, encourage, or recommend*, if you want to use another verb, but not a subject, a gerund is needed, e.g. *We don't allow eating and drinking on the premises*. *I recommend visiting the castle*.

- 2 After some verbs including *arrange, ask, plan*, and *wait* we put *for* immediately after the verb before the object + to + infinitive.
- 3 We also often use this structure with *want, would like, would love, would prefer*, and *would hate*.
 - After these verbs a *that* clause is impossible.
NOT *I want that Arsenal wins*. *I would hate that you think ...*

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*.

Passive form of make sb do sth
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.

We often use the following verbs + object + gerund: *dislike, hate, imagine, involve, keep, mind, prevent, remember, risk, stop*.

Complete the second sentence so that it means the same as the first.

- 'Take 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 You sit down – I'll make the coffee.
You sit down. Let _____ the coffee.
 - 2 I felt uncomfortable because of the situation at work.
The situation at work made _____.
 - 3 You are going to stay with a British family. We have made the arrangements.
We have arranged _____ 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 _____, but I'd rather her boyfriend didn't.
 - 5 Please don't think that I didn't enjoy myself, because I did!
I would hate _____ that I didn't enjoy myself, because I did!
 - 6 You paid for everything, which wasn't what I expected.
I didn't expect _____ everything.
 - 7 It would be wonderful if you stayed for a few days.
I would love _____ for a few days.
 - 8 If you want to live at home again, your younger sisters will have to share a bedroom.
Living at home again will involve _____ to share a bedroom.
 - 9 I told Hannah not to forget to do the washing-up.
I reminded _____ the washing-up.
 - 10 Did you really use to be shy? I can't imagine it!
I can't imagine _____ 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 _____ a bigger flat.
 - 12 The guards wouldn't let us cross the border.
The guards prevented _____ the border.
 - 13 I could call back later if you're busy now.
Would you prefer _____ later?
 - 14 The car might break down on holiday. We don't want to take the risk.
We don't want to risk _____ while we're on holiday.
 - 15 I don't like it when people answer their mobiles in restaurants.
I dislike people _____ in restaurants.
 - 16 When I was an intern, the secretaries made me do all the photocopying.
When I was an intern, I _____ all the photocopying.
 - 17 I think you should get a tablet.
They're easier to carry.
I recommend _____ a tablet. They're easier to carry.



real and unreal

- 1 They **won't get** a table unless they've 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?
If we **had** a bit more time here, we **could go** to the museum.
- 3 I **would have bought** it if they'd **had** it in my size.
If you'd **been looking** where you were going, you **wouldn't have tripped**.

- 1 First conditional sentences are used to talk about a possible present or future situation and its result.
We use any present tense in the *if* clause and any form of the future or a modal verb in the other clause.
- 2 Second conditional sentences are used to talk about hypothetical or improbable situations in the present or future.
We use the past tense (simple or continuous) in the *if* clause and *would* (or *could* / *might*) + infinitive in the other clause.

was or were in the if clause?

We can use *were* instead of *was* after *I* / *he* / *she* / *it* in the *if* clause and we always use *were* in the expression *If I were you...*

- 3 Third conditional sentences are used to talk about a hypothetical situation in the past.
We use the past perfect (simple or continuous) in the *if* clause and *would have* (or *could* / *might have*) + past participle in the other clause.

mixed conditionals

I **wouldn't be** in this mess if I **had listened** to your advice.
If she **didn't** still **love** him, Jane **would have left** Mike by now.

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 (second conditional) *if I had listened to your advice* (third conditional).
Jane would have left Mike by now (third conditional) *if she didn't still love him* (second conditional).

alternatives to if in conditional sentences

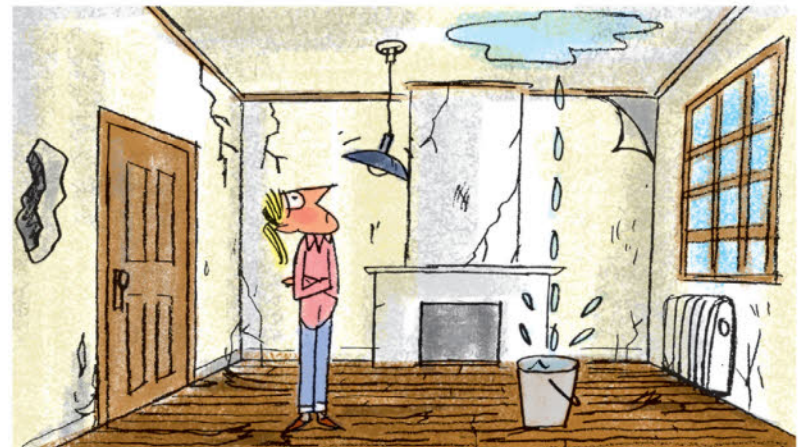
- 1 I'll tell you what happened **as long as** / **so long as** you promise not to tell anyone else.
Provided / **Providing** (**that**) the bank lends us all the money we need, we're going to buy that flat we liked.
They agreed to lend us the car **on condition** (**that**) we returned it by the weekend.
- 2 I'm going to sell the car **whether** you agree with me **or not**.
- 3 **Even if** I get the job, I'm going to carry on living with my parents for a while.
- 4 **Supposing** / **Suppose** you lost your job, what would you do?
- 5 **Had I seen** the sign, I would have stopped.

- 1 We often use *as long as* / *so long as*, *provided* / *providing* (*that*), and *on condition* (*that*) instead of *if* to emphasize what must happen or be done for something else to happen.
 - *that* is often omitted in spoken English. *on condition that* is slightly more formal than the other expressions.
- 2 We can use *whether* + subject + verb + *or not* instead of *if* to emphasize something is true in either of two cases.
 - The word order can also be: *I'm going to sell the car whether or not you agree with me*.
- 3 We can use *even if* instead of *if* for extra emphasis.
- 4 We can use *supposing* / *suppose* when we ask someone to imagine that something is true or might happen. It is usually used at the beginning of a sentence.
- 5 In third conditionals, we can invert *had* and the subject and leave out *if*. *Had I known...* = *If I had known...*

- a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

If you hadn't been here last night, I don't know **what I would do**. ✗
If you hadn't been here last night, I don't know 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**.
- 10 I wouldn't have bought the flat **if I knew I was going to have so many problems with it**.



- b Complete the sentences with one word. Don't use *if*.

Supposing we can't find a taxi, how will we get home?

- 1 My father has agreed to lend me the money _____ I pay it 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 _____ as you promise not to tell anyone.
- 4 _____ the rebels not surrendered, there would have been a lot more casualties.
- 5 The company will only employ me _____ condition 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 get back together with her boyfriend, _____ if he apologizes.
- 8 _____ we do buy a dog, who's going to take it for walks?
- 9 I'm going to make an appointment for you at the doctor's _____ you like it or not.
- 10 _____ the plane not caught fire, there would have been more survivors.

7A 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.
If you want to apply for this job, you **must** be able to speak Spanish.
We **should / ought to** go on the motorway – it's much quicker.
- 2 We **should have / ought to have gone** on the motorway – it would have been quicker.
- 3 You'd **better** post the parcels today or they won't get there in time.

- 1 The most common modal verbs for talking about permission and obligation are *can / could, must, and should / ought to*.
 - We can also use *May I...?* to ask for permission, e.g. *May I use your phone?*
- 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*.

mustn't / don't have to

You **mustn't** bring children under 12 into this restaurant.
You **don't have to** tip here unless you think the service was especially good.

- mustn't* and *don't have to* are completely different.
- *mustn't* is used to express an obligation not to do something.
 - *don't / doesn't have to* is used to express an absence of obligation.

◀ See 1A p.140 for information about *have to* and *have got to* to express obligation.

need

- 1 You usually **need to** check in at least two hours before a flight leaves.
You **don't need to** take a jacket. It's going to be hot today.
- 2 We **needn't** lock the car. Nobody will steal it in this village.
- 3 We **needn't have booked / didn't need to book**. The restaurant is empty!
- 4 We had plenty of petrol so we **didn't need to stop**, which saved time.

- 1 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*.



don't need to or needn't?

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.* NOT ~~*needn't wear glasses*~~.

- 3 When something was not necessary, but you did it, you 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 needn't have stopped, which saved time.*~~
 - Compare:
We didn't need to book. (= It wasn't necessary. We may have booked or we may not.)
We needn't have booked. (= We booked, but it wasn't necessary.)

be able to, be allowed to, be permitted to, be supposed / meant to

- 1 From tomorrow we **won't be able to** park in this street.
You're **not allowed to** smoke in any public buildings in our country.
- 2 It **is not permitted to** take mobiles into the exam room.
- 3 We **are supposed / meant to** check in at 3.30. What's the time now?
You **aren't supposed / meant to** park here – it's a hospital entrance.

- 1 We often use *person + be able to* or *be allowed to + infinitive* instead of *can* to talk about what is possible or permitted.
 - We **don't** use *it isn't allowed to...* NOT ~~*It isn't allowed to take mobiles into the exam room.*~~
- 2 *it + 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.
- 3 We can also use *be supposed to / be meant 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 / meant to have guests after 12.00, but everyone does.*

- a Circle the right form. Tick (✓) if both are possible.
We ~~*couldn't*~~ / *weren't allowed to* go out at night when we were at boarding school. ✓
 - 1 You ~~*aren't supposed to*~~ / *aren't meant to* park here, but everyone does.
 - 2 You'd ~~*better not*~~ / *don't have to* use his computer. He hates other people touching it.
 - 3 I ~~*shouldn't have*~~ / *mustn't have* lost my temper last night. I feel really guilty about it now.
 - 4 It is ~~*not permitted*~~ / *not allowed* to take flash photographs in this museum.
 - 5 You ~~*can*~~ / *need to* pay cash here as they don't accept credit cards.
 - 6 You are ~~*allowed to*~~ / *able to* drive in the UK when you are 17.
 - 7 We ~~*didn't need to get*~~ / *needn't have got* a visa, which was lucky, as we only booked our holiday at the last minute.
 - 8 You really ~~*ought to have*~~ / *should have* got specialist advice about your back problem.
 - 9 You ~~*better*~~ / *'d better* be on time tomorrow or you may be thrown out of class!
 - 10 You ~~*don't have to*~~ / *needn't* bring your car – we can go 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. Entrance is free.
 - 2 We remind you that this is a non-smoking flight. Smoking _____ anywhere on the aircraft.
 - 3 You'd _____ late – you know what Jane is like about punctuality!
 - 4 You _____ back until 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 _____ trains three times.
 - 7 A lot of people think that governments _____ more to protect young people's health.
 - 8 You aren't _____ e-cigarettes in pubs in the UK.
 - 9 We didn't _____ sweaters after all – it's really warm!
 - 10 Am I _____ a suit to the wedding, or is it quite informal?

◀ p.67

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 and are not normally used in the continuous form.

- We normally use *can* with these verbs to refer to something happening at the moment, instead of the present continuous, e.g.
I can smell gas. NOT *I'm smelling gas.*
I can't see the board. NOT *I'm not seeing the board.*
- hear* and *see* can also be dynamic verbs and can be used in the continuous form, but with a different meaning. Compare:
I've been hearing good things about you recently. (= been receiving information)
I'm seeing James tonight. (= have arranged to meet him)

hear / see + infinitive or gerund

1 I **heard** the girl **play** a piece by Chopin.
 I **saw** the man **hit** his dog.
 2 I **heard** the girl **playing** a piece by Chopin.
 I **saw** the man **hitting** his dog.

- We often use *hear / see* + object + verb in the infinitive. This means you heard or saw the whole action.
- We can also use *hear / see* + object + gerund. In this case the meaning is slightly different, meaning you heard / saw an action in progress or a repeated action.
 - The distinction above also applies to verbs after *watch, notice, listen, and feel*.

look, feel, smell, sound, taste + adjective / noun

1 She **looks** Spanish. These shoes **feel** uncomfortable. That **smells** delicious. This music **sounds** awful. The soup **tastes** a bit salty.
 2 You **look like** your mother. It **sounds like** thunder. This **tastes like** tea, not coffee.
 3 She looked **as if / as though** she had been crying.
 It sounds **as if / as though** someone is trying to open the door.
 4 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:

- an adjective.
- like* + noun (but see 4 below for *like* or *of* after *taste / smell*).
- 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 can use *seem* and *look* to talk about the impression something gives us.

Compare:

You seem worried. (= I get this impression from the way you are behaving in general – voice, actions, etc.)
You look worried. (= I get this impression from your face.)

After *seem* we can use:

- an adjective.
- an infinitive (simple or perfect or continuous).
- like* + noun or *as if / as though* + a verb phrase.
 - seem* is not used in the continuous form.

- 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 in here. What on earth is it?

- Kerry **says she hasn't been feeling very well recently** – do you know what's the matter with her?
- We could hardly sleep at all, **as we could hear the wind howling** in the trees all night.
- I was very near when it happened. **I actually heard the bomb exploding.**
- Do you know what this piece is? **It sounds of Beethoven's 7th**, but I'm not quite sure.
- I think we should send the wine back. **It tastes like vinegar.**
- They said this bag was leather, but **it's feeling more like plastic.**
- Raquel and you **seemed to be getting on very well** last night. What did you think of her?

- b **Circle** the right verb form. Tick (✓) if both are possible.

The waiter *looks* / **seems** to have forgotten about us.

- He *looked* / *seemed* very angry about something.
- It *looks* / *seems* as if it's going to rain very soon.
- It doesn't *look* / *seem* possible that ten years have passed since we last met.
- Jane *is looking* / *is seeming* very tired, don't you think?
- You *look* / *seem* much more like your father than your mother. You've got his eyes.

- c Complete the sentences with one word.

The clouds are very low. It looks as if it's going to snow.

- This tastes a bit _____ a soup my mother used to make. What's in it?
- I haven't met the boss yet, I've only spoken to him on the phone. He _____ quite nice though.
- I assume she's gone out because I heard the door _____ about five minutes ago.
- The engine sounds as _____ there's something wrong with it. I think we should stop.
- My mother's favourite perfume is one that smells _____ roses. Apparently it's made from thousands of petals.
- As we walked through the streets we saw lots of young children _____ tourists for money.
- Could you possibly speak up a bit? I _____ hear you very well.

◀ p.69

8A gerunds and infinitives

complex gerunds and infinitives

- 1 She hates **being told** she should do more exercise.
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't 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 no good*, etc.
We use the infinitive with *to*:
- 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?*



and + verb

We often use *and* + verb instead of *to* + infinitive after *try*, *wait*, *come*, and *go*, e.g. *Come and see me when you're next in New York. I'm not sure what's going to happen – we need to wait and see.*

- a Complete with the right gerund or infinitive form of the verb in brackets.
I don't like *being prescribed* (prescribe) sleeping pills, even if I'm having problems sleeping.
 - 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 by my doctor.
 - 4 It's no use _____ (run). The check-in will have closed 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's bound to have switched it off.
 - 10 Who was the second man _____ (walk) on the moon?
- b Rewrite the sentences using the **bold** word.
Don't get angry with the doctor. That won't help.
point
There's no point getting angry with the doctor.
 - 1 We haven't got much time so we can't do any more shopping. **enough**
We _____ do any more shopping.
 - 2 I hate it when people wake me up from a siesta. **woken**
I _____ from a siesta.
 - 3 Are you sorry you didn't study harder at school? **regret**
_____ harder at school?
 - 4 I love it when people help me in the kitchen even when I don't ask them. **without**
I love it when people help me in the kitchen _____.
 - 5 I really wish I'd been able to go to your birthday party. **love**
I _____ your birthday party.
 - 6 The children look as if they're having a good time, don't you think? **seem**
_____, don't you think?
 - 7 I'm not planning to have an operation until I've tried all the other alternatives. **plan**
My _____ until I've tried all the other alternatives.

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. She's **going to** get the last train home.
- 3 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.
- 4 The train **leaves** in five minutes. Our classes **start** next Tuesday.

- 1 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.
- 2 *be going to* is the most common way to express future plans and intentions and to imply that a decision has been made.

be going to or the present continuous?

In most cases you can use either *going to* or the present continuous without much difference in meaning. However, the present continuous emphasizes that a time and place to do something has been decided, while *going to* emphasizes the intention. Compare:
I'm seeing Sarah tomorrow. (= it's our arrangement)
I'm going to give her a birthday present. (= it's my intention)
 We do not use the present continuous when it is clear that something is only an intention, but no arrangements have been made, e.g. *I'm going to talk to Mike about it when I next see him.*
 NOT *I'm talking to Mike about it...*

- 3 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?*
- 4 We can use the present simple 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 about to** have a baby, so I need to keep my mobile switched on.
- 3 It has been announced that the Prime Minister **is to visit** Malaysia next month.

- 1 *be due to* + infinitive can be used to say that something is arranged or expected at a certain time.
 - We also use *due* on its own to mean 'expected', e.g. *The next train is due in five minutes.*
- 2 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, e.g. *It is believed that the Chancellor is on the point of resigning.*
- 3 We can use *be + to* + infinitive in a formal style to talk about official plans and arrangements.

- a Circle the right verb form. Tick (✓) if both are possible.
- I see / **I'm seeing*** some friends after class tonight.
- 1 Don't call me between 5.00 and 6.00 as I'll *be having* / *have* a massage.
 - 2 A What are you going to do this evening?
 B I'm not sure. I'm probably *going to watch* / *watching* the match.
 - 3 When I next see my brother I'm *going to ask* / *asking* him to pay me back the money I lent him.
 - 4 My dad *is retiring* / *will be retiring* at the end of this year.
 - 5 My flight *is due to arrive* / *arrives* at 6.00.
 - 6 You'll easily recognize me when I arrive on Saturday.
I'll be wearing / *I'm wearing* a white suit.
 - 7 The new exhibition *is to open* / *is going to open* next month.
 - 8 *I'll be seeing* / *I'm going to see* John at work tomorrow. I can give him your message then.
 - 9 The train *is going to leave very soon* / *is about to leave*.



- b Look at the sentences you have ticked. Is there any difference in meaning or register between the two forms?
- c Rewrite the sentences using the **bold** word.
- I'm meeting Myriam tonight. **going**
 I'm *going to meet* Myriam tonight.
- 1 We're going to leave in a minute. Could you ring me back later?
about
 _____ . Could you ring me back later?
 - 2 Our Head of Department is going to be promoted in the next few months. **due**
 _____ in the next few months.
 - 3 Are you going to the canteen at lunchtime? If so, could you get me a sandwich? **will**
 _____ ? If so, could you get me a sandwich?
 - 4 The ministers are about to sign a new agreement. **point**
 _____ a new agreement.
 - 5 The manager intends to respond to your complaint in the near future. **responding**
 _____ in the near future.

9A ellipsis

ellipsis after linkers

- 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 doors 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 he was working** in Italy.

- 1 After *and*, *but*, and *or* we often leave out a repeated subject or subject and auxiliary verb, especially when the clauses are short.
 - After *then* we can also leave out a repeated subject pronoun.
- 2 We cannot leave out the subject pronoun after *before*, *after*, *because*, *when*, and *while*.

ellipsis after auxiliaries or with infinitives

- 1 Laura has never been to the States, but her sister **has**.
Gary thinks he's right, but he **isn't**.
They said I would love the film, but I don't think I **would**.
I didn't like the film, but Mike **did**.
- 2 I thought I **would be able to** come tonight, but in fact I **can't**.
I know you've never **learnt** to drive, but I really think you **should have**.
A You **must** see his latest film!
B I already **have**.
- 3 I've never ridden a motorbike, 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. 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 use *do* / *does* / *did* in the ellipsis.
- 2 We can use a different auxiliary or modal verb from that used in the first part of the sentence.
- 3 We can also leave out a repeated verb phrase after the infinitive with *to*. This is called a reduced infinitive, e.g. *I've never ridden a motorbike, but I'd love to ride one.*

ellipsis with *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.
A You do know it wasn't my fault, don't you?
B If you **say 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** I'm **afraid not**.
The children may be back, but I **don't think so**.

- 1 With positive clauses we often use *so* instead of repeating a whole \oplus clause after verbs of thinking (*assume*, *believe*, *expect*, *guess*, *hope*, *imagine*, *presume*, *reckon*, *suppose*, *think*) and also after *be afraid*, *appear* / *seem*, and *say*.
 - *I hope so.* = I hope I'll have finished the work by Friday.
- 2 With negative clauses we can use either a \oplus verb + *not* or a \ominus verb + *so*.
 - We normally use a \oplus verb + *not* with *be afraid*, *assume*, *guess*, *hope*, *presume*, and *suspect*, e.g. *I hope not.*
 - We normally use a \ominus verb + *so* with *think*, e.g. *I don't think so.*
 - With other verbs (*appear*, *believe*, *expect*, *imagine*, *seem*, and *suppose*) we can use either form, e.g.
A *I don't think they'll come now. It's very late.*
B *No, I suppose not. / I don't suppose so.*

- 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 we might win.
- 3 I didn't take the job in the end, but now I think 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?
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, but we used to go before we had children.
- 7 I won't be able to go to the concert, but my wife will be able to go.
- 8 We didn't enjoy the film because we arrived late and we missed the beginning.

- b Complete with the right modal or auxiliary 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 Respond to the first sentence using the right form of the verb in brackets and **either** a reduced infinitive **or so** / *not*.

A Would you like to come round for a coffee later?

B *I'd love to.* (love)

- 1 **A** The weather forecast said it would rain 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.
B I _____. She might give it to 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)
- 7 **A** Has James gone out again?
B Yes he has, even though I _____. (tell / not)
- 8 **A** The bank's open until 5.00 p.m. today, isn't it?
B Yes, I _____. (imagine)

apostrophe s

- I borrowed my **father's** car. I trod on the **cat's** tail.
The **company's** head office is in New York.
- It's my **friends'** wedding. That's the **children's** room.
The blonde girl is **Alex and Maria's** daughter.
- We had dinner at **Tom's** last night. My mother is at the **hairstylist's**.
- They played terribly in last **Saturday's** match. She's got ten **years'** experience as a primary teacher.

Possessive forms express the idea of 'having' (in a very general sense) which exists between two nouns.

- We normally use a possessive noun (+ 's) when something belongs to or is a characteristic of a particular person or thing.
 - If a name (or singular noun) finishes in *s*, we either put an apostrophe at the end of the word or add 's, e.g. *Chris' book* or *Chris's 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 premises, e.g. 'the house of' or 'the shop of', we often omit, e.g. *house* or *shop*.
- We often use 's or s' with time expressions, e.g. *yesterday's news, an hour's journey*.

using of (instead of apostrophe s)

- 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.
- Helen is the sister **of** my cousin in Rome I told you about.
- Jim is a friend **of** my brother's.

- We normally use an *of* phrase, not 's, with things or abstract nouns.
- We tend to use *of* and not 's to express possession with a long phrase, e.g. NOT *my cousin in Rome I told you about's sister*.
- With *friend, colleague*, etc. we often say, e.g. *a friend of + name | noun + 's* (= one of my brother's friends).

compound nouns

- 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**.
- I bought my son a new **story book**.
What does that **road sign** mean?
- There was a **bottle of wine** on the table and two **wine glasses**.

- We use compound nouns to express many common ideas in English. The first noun modifies or describes the second noun. *tin opener* = an opener for tins, *history teacher* = a teacher of history. The first noun is usually singular, unless it has no singular form, e.g. *clothes*, but the second noun can be singular or plural.



One word, two words, or hyphenated?

Compound nouns are usually two separate words, but they are sometimes joined together as one word, e.g. *sunglasses, bathroom*, or occasionally hyphenated, e.g. *house-husband, letter-box*.

- We use compound nouns to describe a common class of object or person. Compare:
a story book BUT *a book about house decoration*
a road sign BUT *a sign of the times*
- With containers, a compound noun (e.g. *a wine bottle*) focuses on the container (usually empty), whereas the container + 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 option. Tick (✓) if both are possible.
- Shall I make chicken soup / *soup of chicken* for dinner tonight?
- I enjoy spending time with *my friend's children* / *my friends' children*.
 - Didn't I meet you *at Jenny's* / *at Jenny's house* one night?
 - The hero dies at *the end of the film* / *the film's end*.
 - She's *the wife of my friend who lives in Australia* / *my friend who lives in Australia's wife*.
 - I want to introduce you to Jake. He's *a colleague of my sister's* / *a my sister's colleague*.
 - When you go to the supermarket, can you buy me *a milk bottle* / *a bottle of milk*?
 - The *photo of the house* / *house's photo* made me want to buy it.
 - I'm looking for a *stories book* / *story book* that would be right for an eight-year-old.
 - We found *an old photograph box* / *a box of old photographs* in the attic.
 - The Tower of London is one of *London's most popular tourist attractions* / *the most popular tourist attractions in London*.
 - There's *a wine glass* / *a glass of wine* on the table. Did you leave it there?

- b Look at the sentences you have ticked. Is there any difference between the two phrases?
- c Complete with a compound or possessive noun using a word from each list and 's or ' where necessary.

Alice and James bottle cats children garage
government marketing sea today wine
bedroom bowls door list menu manager
opener proposal view wedding

I always leave the light on in the *children's bedroom* – my youngest child is scared of the dark.

- I can't find the _____. It's usually in this drawer, but it's not there now.
- It's _____ next week and I don't have anything to wear yet.
- We'd like to order something to drink. Could we see the _____, please?
- A There's shepherd's pie on _____.
B Great – my favourite!
- Can I introduce you to Jenny White, our _____? She's been with our company for six years.
- Don't forget to lock the _____ when you take the car out.
- We would like a room with a _____, if that's possible.
- The _____ to freeze MPs' salaries has been met with criticism by the opposition.
- Make sure you fill the _____ with water every day.

10A adding emphasis (2): cleft sentences

1 beginning with *What... or All...*

I need a coffee. **What I need is** a coffee.
 We don't like the weather here. **What we don't like is** the weather here.
 I just want to travel. **All I want is** to travel.
 I only touched it! **All I did was** touch it!

2 beginning with *What happens is... / What happened was...*

You do a test and then you have an interview. **What happens is (that)** you do a test and then you have an interview.
 We left our passports at home. **What happened was (that)** we left our passports at home.

3 beginning with *The person who / that..., The thing which / that..., The place where..., The first / last time..., The reason why..., etc.*

I spoke to the manager. **The person (who / that) I spoke to was** the manager.
 I was irritated by his attitude. **The thing which / that irritated me was** his attitude.
 We stayed in a five-star hotel. **The place where we stayed was** a five-star hotel.
 I last saw him on Saturday. **The last time I saw him was** on Saturday.
 I bought it because it was cheap. **The reason (why) I bought it was** because / that it was cheap.

4 beginning with *It*

A boy in my class won the prize. **It was a boy in my class who** won the prize.
 We had the meeting last Friday. **It was last Friday when** we had the meeting.
 They charged us extra for the wine. **It was the wine (that)** they charged us extra for.

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'.

- 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 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.

It was me who... or It was I who...?

In informal spoken English, if the emphasized part is a pronoun, we normally use the object pronoun after *It is / was*, e.g. *I paid the bill. – It was me who paid the bill.* Compare: *It was I who paid the bill.* (= very formal)

- a Complete the sentences with one word.
- The *last* time I saw my brother was on his birthday.
- 1 _____ was my father who told me not to marry her.
 - 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 to chat.
 - 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 the papers! _____ I did was tidy up your desk a bit.
 - 6 The _____ where we're going to have lunch is a sort of artists' 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 didn't realize it was a surprise.
- b Rewrite the sentences using the **bold** word.
- I only need a small piece of paper. **all**
All I need is a small piece of paper.
- 1 She left her husband because he cheated on her. **reason**
 _____ because he cheated on her.
 - 2 We stopped in an absolutely beautiful place for lunch. **place**
 _____ was absolutely beautiful.
 - 3 We got stuck in an enormous traffic jam. **happened**
 _____ we got stuck in an enormous traffic jam.
 - 4 They didn't apologize for arriving late, which really annoyed me. **what**
 _____ they didn't apologize for arriving late.
 - 5 Your brother broke the laptop. **it**
 _____ broke the laptop.
 - 6 I only said that I didn't like her dress. **all**
 _____ that I didn't like her dress.
 - 7 I like my Aunt Emily best of all my relatives. **person**
 _____ is my Aunt Emily.
 - 8 You pick up your tickets at the box office. **happens**
 _____ you pick up your tickets at the box office.
 - 9 Right now you need to sit down and put your feet up. **what**
 _____ to sit down and put your feet up.
 - 10 I first met Serena at a conference in Berlin. **time**
 _____ at a conference in Berlin.

defining relative clauses

- 1 She's the woman **who / that won the marathon**.
That's the stadium **which / that is going to be used** for the World Cup final.
- 2 That's the neighbour **whose dog never stops barking**.
- 3 James is the man (**who**) **I met at the party**.
That's the shop (**which**) **I told you about**.
- 4 My sister's the only person **to whom I can talk**. My sister's the only person (**who**) **I can talk to**.
This is the room **in which** I was born. This is the room (**that**) **I was born in**.



- 5 She told me **what she had seen**.
What I like best about London is the parks.

We use *who*, *which*, *whose*, *whom*, and *what* to introduce a defining relative clause, i.e. a clause which gives essential information about somebody or something.

- 1 We can use *that* instead of *who / which*. This is very common in conversation.
- 2 We use *whose* to mean 'of who' or 'of which'.
- 3 When *who* or *which* are the object of the verb in the relative clause, you can leave them out.
- 4 In formal English, after a preposition, use *whom* for a person and *which* for a thing. In informal English it is more common to leave out the relative pronoun and put the preposition after the verb.
- 5 We use *what* as a relative pronoun to mean 'the thing' or 'things which'.

◀ See **Writing A review p.116** for the rules for reduced relative clauses.

non-defining relative clauses

- 1 My brother, **who doesn't like sport**, was given a tennis racket for Christmas!
The palace, **which was built in the 12th century**, is visited by thousands of tourists.
- 2 Adriana hasn't come to class for two weeks, **which is a bit worrying**.
- 3 They've got three children, **all of whom** are good at sport.
My favourite foods are bread, biscuits, and cakes, **none of which** are very good for me.
A lot of parents, **many of whose** children go to the local school, are protesting today about plans for the new road.

- 1 A non-defining relative clause gives extra, non-essential information about a person or thing.
In written English, this kind of clause is separated by commas, or between a comma and a full stop.
You can't use *that* instead of *who / which*. NOT *My brother, that doesn't like sport, ...*
- 2 *which* can be used to refer to the whole of the preceding clause.
- 3 We sometimes use *of which / of whom / of whose* after *some, any, none, all, both, either, neither, several, enough, many*, and *few*.
We can also use *of which / of whom / of whose* after expressions of quantity and superlatives.

- a Right (✓) or wrong (✗)? Correct the mistakes in the **highlighted phrases**.

She's the neighbour **that her daughter has** just had a baby. ✗
She's the neighbour whose daughter has just had a baby.

- 1 This is **the programme I was telling you about**.
- 2 Is this the train **that it goes to Birmingham?**
- 3 She told her boss she'd overslept, **that was absolutely true**.
- 4 My son, **that is very bright**, is applying for a place at Oxford.
- 5 **The employee to who I spoke** gave me some inaccurate information.
- 6 The woman **whose suitcase didn't arrive** never got it back.
- 7 The Canary Islands, **which are situated off the coast of Africa**, are a popular tourist destination.
- 8 Everyone in my family always **eats that I cook**.
- 9 That's the painting **for which we paid over a thousand pounds**.
- 10 The football club **which fans sing the best** is usually considered to be Liverpool.
- 11 **Which we love about living in Paris** is the street cafés.
- 12 My doctor told me to go jogging, play tennis, or do Pilates, **none of what I enjoy**.



- b Join the sentences using a relative pronoun and the right punctuation.

I've just failed my driving test. It's a pity.
I've just failed my driving test, which is a pity.

- 1 They gave us a present. This was a complete surprise.
They...
- 2 My girlfriend is very intelligent. She's an architect.
My girlfriend...
- 3 It's too hot in my flat. This makes it impossible to sleep.
It's...
- 4 A car crashed into mine. It was a Mini.
The car...
- 5 I spoke to a police officer. She was working on the reception desk.
The police officer...
- 6 We only bought our computer two months ago. It keeps on crashing.
Our computer...
- 7 I left some things on the table. They aren't there any more.
The things...
- 8 That's the electrician. He did some work for my mother.
That's...
- 9 I've got two brothers. Neither of them can swim.
I've got two brothers...
- 10 The houses are still in very good condition. Many of them were built in 1870.
The houses...

1 ADJECTIVES

- a Complete the sentences with the adjectives in the list.

bright /braɪt/ conscientious /ˌkɒŋʃiˈeɪnʃəs/
 determined /dɪ'tɜ:mɪnd/ gentle /'dʒentl/
 resourceful /rɪ'sɔ:sfʊl/ sarcastic /sɑ:'kæstɪk/
 self-sufficient /ˌself-sə'fɪʃnt/
 spontaneous /spɒn'teɪniəs/ steady /'stedi/
 straightforward /ˌstreɪt'fɔ:rwəd/
 sympathetic /ˌsɪmpə'tetɪk/ thorough /'θʌrə/

- 1 He is very thorough. Whatever part of a job he's doing, he does it with great attention to detail.
- 2 He's quite _____. He can usually work out how to solve a problem.
- 3 He's very _____. He never needs anyone else's help.
- 4 Her boyfriend is a _____ guy. He's sensible and she can really rely on him – just what she needs!
- 5 She's very _____. Once she's decided to do something, nothing will stop her.
- 6 My nieces are both really _____. They get very good marks at school in all their subjects.
- 7 He's not very _____. When I was ill last week he didn't even phone me.
- 8 She is so _____! She worked all weekend to make sure she got everything done.
- 9 My sister's a very _____ person. She's calm and kind and she never gets angry.
- 10 She's such a _____ person. She's honest and open and says just what she thinks.
- 11 He's very _____. He can suddenly decide to go to Paris in the morning and in the evening he's there!
- 12 Our maths teacher used to be so _____. She loved making comments that made us feel small.

- b 16))) Listen and check.

False friends

Be careful with *sympathetic*. Many languages have a similar adjective – *sympathique* (French), *simpatico* (Italian), *sympatyczny* (Polish) – which means *friendly*. The same is true of *gentle*; this is not the same as, e.g. *gentil* (French), *gentile* (Italian), which mean *kind* or *polite*.

2 PHRASES

- a Complete the phrases with the verbs from the list in the right form.

change refuse seem take (x2) tend

- 1 My father tends **to** avoid conflict. He never argues with my mother – he just leaves the room.
- 2 I don't really like _____ **risks**, especially with money.
- 3 She makes life hard for herself because she _____ **to compromise**. Everything has to be perfect.
- 4 She's quite stubborn. She rarely _____ **her mind** even when she knows she's probably wrong.
- 5 I worry about my grandmother. She's so trusting that it would be easy for people to _____ **advantage** of her.
- 6 **On the surface** he _____ self-confident, **but deep down** he's quite insecure.

- b 17))) Listen and check.

3 IDIOMS

- a Match the **bold** idioms 1–6 to their meanings A–F.

- 1 **F** My brother-in-law is very **down to earth**.
- 2 **Mum's got a heart of gold**.
- 3 **My boss is a bit of a cold fish**.
- 4 **My brother's a real pain in the neck**.
- 5 **Dad's a soft touch**.
- 6 **My uncle has a very quick temper**.



- A He's unfriendly and he never shows his emotions.
- B She's incredibly kind to everyone she meets.
- C He's so annoying – he's always taking my things.
- D I can always persuade him to give me extra pocket money.
- E He gets angry very easily.
- F He's very sensible and practical.

- b 18))) Listen and check.

Being negative about people

We often use *a bit / a bit of a* before negative adjectives or idioms to 'soften' them, e.g. *She can be a bit sarcastic. He's a bit of a pain in the neck*. We also often use *not very + positive adjectives* rather than using negative ones, e.g. *He's not very bright*, rather than *He's stupid*.

activation Think of people you know for two adjectives from **1**, a phrase from **2**, and an idiom from **3**. Tell your partner about them and why they suit the description.

◀ p.6

1 ADJECTIVES DESCRIBING A JOB

a Match sentences 1–6 with A–F.

- 1 **C** My job as a divorce lawyer is very **challenging** /'tʃælɪndʒɪŋ/.
- 2 **B** I'm a checkout assistant in a supermarket. I really enjoy my job, but it can be a bit **monotonous** /mə'nɒtənəs/ and **repetitive** /rɪ'petətɪv/.
- 3 **E** I'm a primary school teacher. I find working with young children very **rewarding** /rɪ'wɔːdɪŋ/.
- 4 **D** I work in a small graphic design company and my job's really **motivating** /'məʊtɪveɪtɪŋ/.
- 5 **A** Being a surgeon is very **demanding** /dr'mɑːndɪŋ/.
- 6 **F** I work at an accounting firm. My job is incredibly **tedious** /'tiːdiəs/.

- A I have to do exactly the same thing every day.
- B It makes me happy because it's useful and important.
- C It tests my abilities in a way that keeps me interested.
- D It's very high pressure and you have to work long hours.
- E It's really boring and it makes me feel impatient all the time.
- F The kind of work I do and the people I work with make me want to work harder (do better).

b **1 10**) Listen and check.

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



2 COLLOCATIONS

a Complete the text with the words in the list.

career clocking experience for full job management
permanent positions qualifications unpaid

What I'm really thinking – THE INTERN

I've just started my third internship. At the end of it, I will have been **working** ¹ unpaid for a year. It feels as though I'm not in control of my own life, that I'm helpless. ² **Academic** _____ and ³ **work** _____ are almost irrelevant when you're competing against people who have years of experience, many of whom are taking a step down the ⁴ _____ **ladder**. I'm not choosy – I've spent time in a children's charity, ⁵ **events** _____, a press office – but they haven't got me a ⁶ _____ **contract**. It's demoralizing. And exhausting – ⁷ _____ **-hunting** is a ⁸ _____ **-time occupation**. After ⁹ _____ **off**, most people can be free for the night. For the intern, it's time to go home and look for work. I have no idea how many ¹⁰ _____ I've ¹¹ **applied** _____ since graduating, but it's more than 100.

b **1 11**) Listen and check.

c Complete the two words which collocate with the groups below. What do the phrases mean?

maternity paternity sick compassionate unpaid	l _____	freelance permanent (opp temporary / fixed-term) full-time (opp part-time)	c _____
---	---------	---	---------

3 THE SAME OR DIFFERENT?

a Look at the pairs of words or phrases. Write **S** if they have the same or a very similar meaning and **D** if they are different.

- | | | |
|------------------|-------------------|----------|
| 1 colleagues | co-workers | S |
| 2 quit (a job) | resign | D |
| 3 staff | workforce | D |
| 4 be laid off | be made redundant | D |
| 5 be out of work | be off work | D |
| 6 be sacked | be fired | D |
| 7 get promoted | get a rise | D |
| 8 skills | qualifications | D |
| 9 hire sb | employ sb | D |
| 10 perks | benefits | D |

b **1 12**) Listen and check.

activation Can you explain the difference between the **D** words in meaning or register?

◀ p.9

1 EXPRESSIONS WITH GET

a Complete the sentences with the expressions in the list.

a shock hold of into trouble with out of the way rid of the chance
the impression the joke to know (my / your, etc.) own back on

- 1 I get the impression you're a bit annoyed with me.
- 2 You'll get _____ when you see him. He looks awful.
- 3 Since we stopped working together, we hardly ever get _____ to see each other.
- 4 Everyone else laughed, but I didn't get _____.
- 5 When you get _____ him, I think you'll really like him.
- 6 I need to speak to Martina urgently, but I just can't get _____ her.
- 7 I want to get _____ that awful painting, but I can't because it was a wedding present from my mother-in-law.
- 8 I'm going to get _____ my brother for telling my parents I got home late. Now I won't lend him my bike.
- 9 He's going to get _____ his wife if he's late again.
- 10 I tried to walk past him, but he wouldn't get _____.

b (2.4)) Listen and check. What do the expressions mean?

2 IDIOMS WITH GET

a Match sentences 1–10 to A–J.

- 1 **I** **Get real!**
 - 2 **J** **Get a life!**
 - 3 **J** I'm **not getting anywhere** with this crossword.
 - 4 **J** She really **gets on my nerves**.
 - 5 **J** She really needs to **get her act together**.
 - 6 **J** They **get on like a house on fire**.
 - 7 **J** You should **get a move on**.
 - 8 **J** Your grandfather must be **getting on** a bit.
 - 9 **J** My boyfriend just never **gets the message**.
 - 10 **J** She always **gets her own way**.
- A It's just too difficult for me.
B Is he in his eighties now?
C They have exactly the same tastes and interests.
D Her exam is in two weeks and she hasn't even started studying.
E If you don't leave soon, you'll miss the train.
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 us getting engaged, but he takes no notice.
I There's no way you can afford that car!
J You're 40 and you're still living with your parents!

b (2.5)) Listen and check. What do the idioms mean?

activation Make personal sentences with two expressions from 1 and two idioms from 2, and tell a partner.

3 PHRASAL VERBS WITH GET

a Match the **bold** phrasal verbs to A–L.

- 1 **J** How often do you **get together with** your extended family?
- 2 **J** How long do you think it usually takes people to **get over** a break-up?
- 3 **J** How do you react if somebody interrupts you when you're trying to **get on with** some work?
- 4 **J** Do you have any friends who you find it difficult to **get through to** in spite of trying to talk to them honestly?
- 5 **J** What are the best subjects to study in your country if you want to **get into** politics?
- 6 **J** What's the best way to **get around** your city, on foot or by public transport?
- 7 **J** Have you ever cheated in an exam but **got away with** it?
- 8 **J** What's the minimum amount of money you would need to **get by** if you were living alone in your town?
- 9 **J** If you **get a bit behind** with your work or studies during the week, do you make up for it at the weekend?
- 10 **J** Does bad weather ever **get you down**?
- 11 **J** In your family, who is best at **getting out of** doing their share of the housework?
- 12 **J** If you leave people a message, does it annoy you if they don't **get back to** you immediately?

- A recover from
B start a career or profession
C move from place to place
D make sb understand
E manage with what you have
F fail to make enough progress
G depress you
H respond to sb by speaking or writing
I avoid a responsibility or obligation
J meet socially
K continue doing
L do sth wrong without getting caught

b (2.6)) Listen and check.

activation Ask and answer the questions in 3 with a partner.




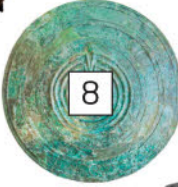






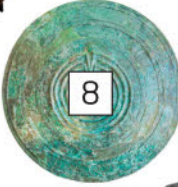
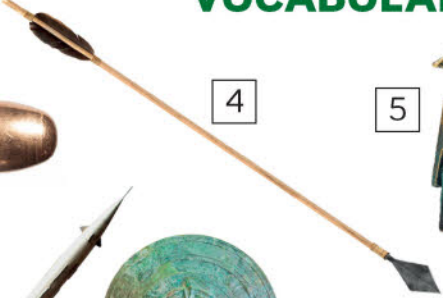










































































































































































































































































































































← p.25

Conflict and warfare

VOCABULARY BANK

1 WEAPONS

a Match the words and pictures.

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|  1 |  7 |  7 |  10 |
|  2 |  7 | | |

1 SOUNDS

a (222)) All the words in the list can be both nouns and regular verbs. Many of them are onomatopoeic (they sound like the sound they describe). Listen to the sounds and the words.

bang /bæŋ/ buzz /bʌz/ click /kɪk/ crash /kræʃ/ creak /kri:k/
 crunch /krʌntʃ/ drip /drɪp/ hiss /hɪs/ hoot /hu:t/ hum /hʌm/
 rattle /rætl/ roar /rɔ:/ screech /skri:tʃ/ slam /slæm/
 slurp /slɜ:p/ sniff /snɪf/ snore /snɔ:/ splash /splæʃ/
 tap /tæp/ tick /tɪk/ whistle /ˈwɪsl/

b Now complete the **Sounds** column with the words in the list.

- | | Sounds |
|--|---------------|
| 1 This clock has a very loud . | <u>tick</u> |
| 2 Don't ! Get a tissue and blow your nose. | _____ |
| 3 To get the new software, just on 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 floorboard and I knew somebody had come into the room. | _____ |
| 7 I could hear the of a fly, 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 angry . | _____ |
| 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 by, the windows . | _____ |
| 20 I heard the of brakes as the driver tried to stop and then a loud . | _____ |

c (223)) Listen and check.



2 THE HUMAN VOICE

a Match the verbs and definitions.

giggle /ˈɡɪɡl/ groan /grəʊn/ mumble /ˈmʌmbəl/
 scream /skri:m/ sigh /saɪ/ sob /sɒb/
 stammer /ˈstæmə/ whisper /ˈwɪspə/ yell /jel/

- 1 scream to make a loud, high cry because you are hurt, frightened, or excited
- 2 _____ (at sb) to shout loudly, e.g. because you are angry
- 3 _____ (at sth) to laugh in a silly way
- 4 _____ (to sb) to speak very quietly, so that other people can't hear what you're saying
- 5 _____ to speak or say sth in a quiet voice in a way that is not clear
- 6 _____ to make a long deep sound because you are in pain or annoyed
- 7 _____ (or stutter) to speak with difficulty, often repeating sounds or words
- 8 _____ to cry noisily, taking sudden sharp breaths
- 9 _____ to take in and then let out a long deep breath, e.g. to show that you are disappointed or tired

b (224)) Listen and check.

c Answer the questions using one of the verbs in a.

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 any noise
- when they are amused or embarrassed
- when they speak without opening their mouth enough
- when they are relieved
- when their team misses a penalty
- when they are very unhappy about something

activation Choose five sounds from 1 and two verbs from 2. Make the sounds for your partner to identify.

← p.34



Expressions with time

1 VERBS

a Complete the sentences with the verbs in the list.

give have kill make up for run out of save spare
spend take (x2) take up waste

- I waste a lot of time playing games and messaging on my computer instead of studying.
- If you take the motorway, you'll _____ time – it's much quicker than the local roads.
- I had three hours to wait for my flight, so I sat there doing sudoku puzzles to _____ time.
- There's no hurry, so _____ your time.
- When my mother was young, she never had the chance to travel. Now she's retired and wants to _____ lost time, so she's booked a trip around the world.
- The novel is 700 pages long and I'm a slow reader. It's going to _____ me a long time to finish it.
- I'd better go home now. If I'm late again, Dad will _____ me a hard time.
- I would like to go camping this weekend, but my final exams are next week, so I can't _____ the time.
- My children _____ all my time – I never seem to get to read a book or watch a film!
- New York's such a fantastic city! You're going to _____ the time of your life there.
- Let's not _____ too long at the museum or we'll _____ time.

b (35)) Listen and check.

2 PREPOSITIONAL PHRASES

a Complete the **Prepositions** column with the prepositions in the list.

at(x3) before behind by from(x2) in off on to(x2)

- | | Prepositions |
|---|-----------------------|
| 1 I'm really punctual, so I hate it when other people aren't _____ time. | _____ <i>on</i> _____ |
| 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 missed the birth of my first child. I was on a plane _____ the time. | _____ |
| 5 He's been working too hard recently. He needs some time _____. | _____ |
| 6 If we don't take a taxi, we won't get to the airport _____ time for the flight. | _____ |
| 7 I don't eat out very often, but I do get a takeaway _____ time _____ time. | _____ |



- He suffers from back pain and it makes him a little irritable _____ times.
- You can come **any time** _____ 10.00 _____ 2.00.
- He's a bit _____ the times – he still thinks men should wear a suit and tie at work.
- Don't try to multitask. Just do **one thing** _____ a time.

b (36)) Listen and check.

3 EXPRESSIONS

a Match sentences 1–12 to A–L.

- I _____ The referee's looking at his watch.
- _____ He hardly spoke to me at lunch.
- _____ I'm really looking forward to my holiday.
- _____ I'm sorry, I can't help you this week.
- _____ I can't afford a new computer.
- _____ She's sure to find a job eventually.
- _____ I think I need to take up a hobby.
- _____ Stop writing, please.
- _____ I really thought I was going to be late.
- _____ Why not spend a morning at our spa?
- _____ I hate having to fill in my tax return.
- _____ You've had that computer for ages.

- But in the end I got to the airport **with time to spare**.
- He spent **the whole time** talking on his mobile.
- Time's up**. The exam is over.
- I'm a little short of time**.
- I've got time on my hands** since I retired.
- I'll have to carry on with this one **for the time being**.
- It's only **a matter of time**.
- It's very popular with women who want a bit of **me time**.
- There isn't much time left**.
- This time next week** I'll be lying on the beach.
- It's about time** you got a new one.
- It's incredibly tedious and **time-consuming**.

b (37)) Listen and check.

activation Choose six of the **bold** time expressions and write a synonym or a phrase with the same meaning, e.g. *save time* = spend less time, *on time* = punctual.

◀ p.46



1 NOUNS

a Match the nouns and definitions.

budget deposit donation fare fee fine grant
instalment loan lump sum savings will

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

b 3 11))) Listen and check.

2 MONEY IN TODAY'S SOCIETY

a 3 12))) Listen to the sentences. With a partner, say what you think the **bold** phrases mean.

- 1 We live in a **consumer society**, which is dominated by spending money on material possessions.
- 2 The **standard of living** in many European countries is lower than it was ten years ago.
- 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 people **can't afford** to buy a home.
- 5 Online banking allows people to **manage their accounts**, e.g. check their **balance** and **make transfers** and **payments**.
- 6 People who have loans have to pay high **interest rates**.
- 7 A lot of people are **in debt** and have problems getting a **mortgage** to buy their first home.
- 8 Some people make money by buying and selling **shares** on the **stock market**.
- 9 Our **currency** is unstable and **exchange rates** fluctuate a lot.
- 10 A lot of small businesses **went bankrupt** during **the recession**.

b Which aspects of the sentences above are true in your country?

3 ADJECTIVES

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

rich *adj.* rich, affluent, loaded, wealthy, well-off

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

poor *adj.* poor, broke, hard up, penniless

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

b 3 13))) Listen and check.

4 SLANG WORDS

Slang

Slang refers to very informal words and expressions that are more common in spoken language. Some slang words (though none of the ones below) can be offensive or taboo.

3 14))) Read and listen to the dialogues. What do you think the **bold** slang words mean?

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

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

◀ p.50

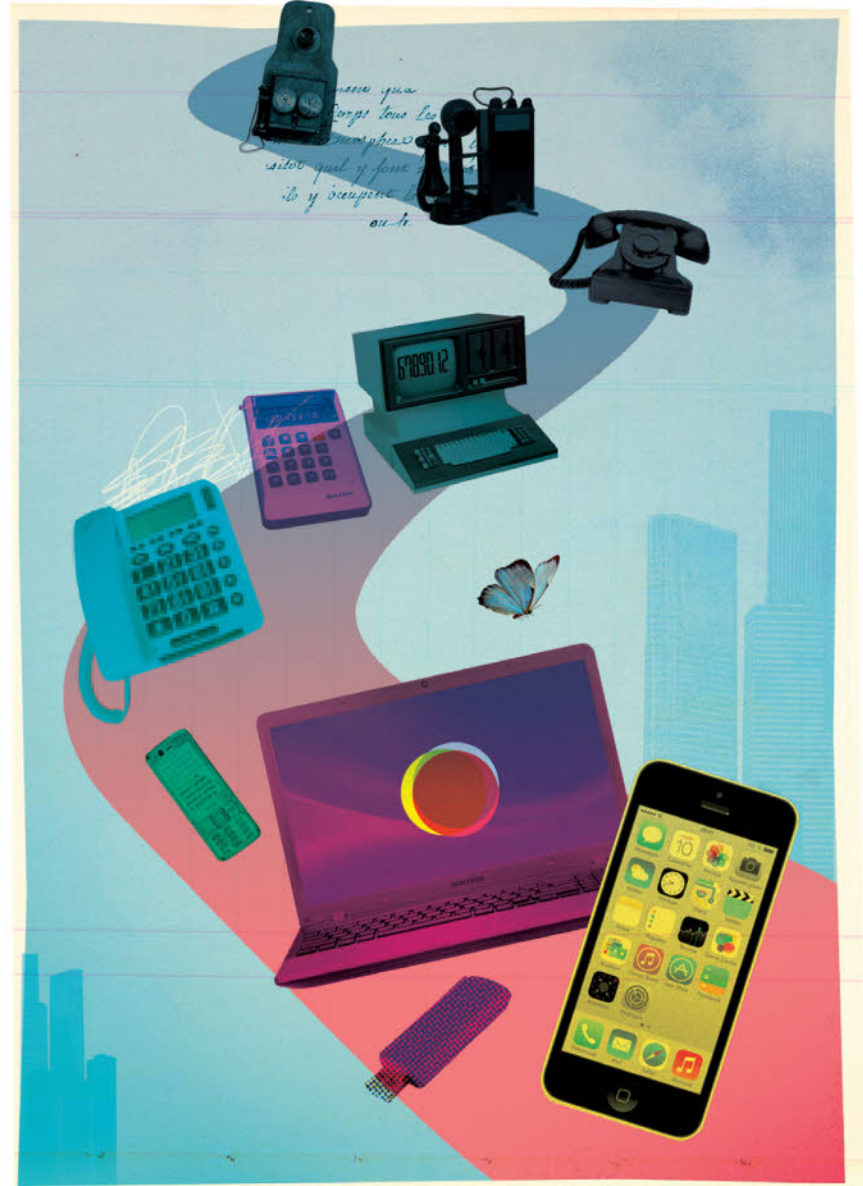
Phones and technology

1 COLLOCATIONS

- a Circle the right word. Tick (✓) if both are possible.
- I need to charge / *unplug* my phone – the battery's very low.
 - Can you *give* / *make* me a call this afternoon?
 - I need to *make* / *do* a few calls now. I'll get back to you later.
 - Do you want my mobile number or my *landline* / *home phone*?
 - I've been calling Tom on his mobile, but it's *engaged* / *busy* all the time.
 - I know he's been trying to call me all day because I have three *lost* / *missed* calls from him.
 - You have reached the voicemail for 555-4890. Please leave a message after the *tone* / *beep*.
 - In some English villages, the *reception* / *coverage* isn't very good and people can't get a good *sign* / *signal* for their mobile phones.
- b 332))) Listen and check.

2 PHRASAL VERBS

- a Complete the sentences with the phrasal verbs in the list.
- cut off free up get through hang up log in
put through run out scroll down speak up top up
- Sorry, I have to hang up now. My flight's about to board.
 - We were Skyping, but then we were suddenly _____ in the middle of the conversation.
 - My mobile is pay-as-you-go so I have to remember to _____ my credit from time to time.
 - I'm not sure if I'll be able to print the whole document as the black ink is about to _____.
 - I tried calling her office, but I couldn't _____. The lines were permanently busy.
 - Sorry, I can't hear you very well. Could you _____ a little?
 - If you hold, I'll _____ you _____ to the Accounts department.
 - If you already have an account with us, _____ with your username and password.
 - I need to delete some files to _____ more space on the hard drive.
 - If you _____ the page, you'll see the attachment at the bottom.
- b 333))) Listen and check.



3 SIMILAR BUT DIFFERENT

Talk to a partner. How would you explain the difference between...?

- a screen and a touch screen
- a keypad and a keyboard
- a password and a passcode
- your contacts and your settings
- broadband and Wi-fi
- a netbook and a tablet
- an update and a pop-up
- a cookie and a virus
- streaming and downloading

tip Change the language on your phone, tablet, or laptop to English. You will very quickly reinforce your phone and technology vocabulary!

◀ p.58

1 NEGATIVE PREFIXES

a Put the words in the list in the right column to make negatives.

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

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

b 45)) Listen and check. What letters do the words begin with after *im-*, *il-*, and *ir-*?


2 PREFIXES WHICH ADD OTHER MEANINGS

a Read the sentences carefully and match the highlighted prefixes to their meanings A–T.

- | | |
|---|---------------------------|
| 1 D My daughter has out grown most of her clothes – she needs a bigger size. | A not enough |
| 2 A lot of common English verbs are mono syllables, like <i>get</i> , <i>have</i> , <i>give</i> , etc. | B too much |
| 3 After being proven innocent, he was re instated in his old post. | C more than one, many |
| 4 After the operation, I'll have to go to the hospital once a week as an out patient. | D further, better, bigger |
| 5 As a child, she was ill -treated* by her stepmother and this had serious repercussions. | E wrongly |
| 6 I haven't been feeling very well recently. The doctor told me to take multi vitamins. | F below |
| 7 I must have mis understood you. I thought you said you didn't want to come tonight. | G two, twice |
| 8 I need to install a new anti virus on my computer. | H against |
| 9 I was incredibly lucky on my flight to New York – I was up graded to business class! | I one |
| 10 The local police are trying to de fuse racial tension in the community. | J by yourself, by itself |
| 11 My brother did a post graduate course in translation and interpreting. | K after |
| 12 A ceasefire is an essential pre condition for any negotiation. | L outside, not inside |
| 13 My sister is overweight – she goes through periods of compulsive over eating. | M before |
| 14 The committee has bi annual meetings in October and March. | N remove or reduce |
| 15 Several different species now co exist peacefully side by side. | O higher, towards the top |
| 16 This work is totally sub standard. It's just not acceptable. | P together |
| 17 There will be an inter governmental conference to look at climate change. | Q badly |
| 18 They're really under staffed at the moment because a lot of their workers are off sick. | R between |
| 19 When he lifted her up, he seemed to have almost super human strength. | S above average |
| 20 I'm not very good with my camera. I almost always use the auto focus setting. | T again |

*The prefix *ill* is always followed by a hyphen.

b 46)) Listen and check.

 **Prefixes with more than one meaning**
Some prefixes have more than one meaning, e.g. *out-*, *de-*. Compare:
out- + verb usually means further, greater, etc. (than), e.g. *outnumber*
out- + noun / adjective means outside, e.g. *outbuilding*
de- often means remove or take away sth, e.g. *demystify* = remove the mystery
de- can also mean reduce, e.g. *devalue* = reduce the value of sth

activation Which prefixes from 2 could you use before each of these words?
-cook (v) -lingual -war -national -place (v)

◀ p.65



1 VERBS & VERB PHRASES

- a Complete the collocations with the verbs in the list.

cancel chill out extend get away go
go on hit postpone recharge sample
set off soak up wander round

- 1 set off (set out) on a journey / early / late
- 2 _____ a trip / a visit (= finish later than planned)
- 3 _____ camping / backpacking / sightseeing / for a stroll
- 4 _____ holiday / an outing / a trip / a safari / a trek / a cruise / a journey
- 5 _____ a trip / a flight / a visit (= decide not to go)
- 6 _____ (or put off) a trip / a visit (= reschedule it for a later time)
- 7 _____ the old town (= explore in a leisurely way)
- 8 _____ (unwind) (*informal*) after a tiring day
- 9 _____ (immerse yourself in) the atmosphere / the culture
- 10 _____ the local cuisine
- 11 _____ the shops **IDM**
- 12 _____ from it all **IDM**
- 13 _____ your batteries **IDM**

- b **4 27**) Listen and check. What do you think the three idioms mean?

2 DESCRIBING PLACES

- a Complete the sentences with the words or phrases in the list.

breathtaking /'breθteɪkɪŋ/ dull /dʌl/ lively /'laɪvli/
off the beaten track /ɒf ðə 'bi:tən træk/ overcrowded /,əʊvə'kraʊdɪd/
overrated /,əʊvə'reɪtɪd/ picturesque /,pɪktʃə'resk/ remote /rɪ'məʊt/
spoilt /spɔɪlt/ tacky /'tæki/ touristy /'tuərɪsti/ unspoilt /,ʌn'spɔɪlt/

- 1 I think that restaurant's overrated. (= with a better reputation than it really deserves)
- 2 The museum's pretty _____, but the café's good. (= boring)
- 3 The shops are quite _____, but we bought some nice things. (= designed to attract a lot of tourists)
- 4 The seafront has been _____ by all the new hotels. (= changed for the worse)
- 5 It's a really _____ area at night. (= full of life and energy)
- 6 We found a tiny café in the back streets of Venice, right _____. (= away from where people normally go)
- 7 The hotel pool is always _____. (= with too many people)
- 8 The view is absolutely _____. (= very impressive, spectacular)
- 9 We went to a very _____ little fishing village yesterday. (= pretty, especially in a way that looks old-fashioned)
- 10 The souvenirs were all plastic Eiffel Towers and key rings, really _____ stuff. (= cheap, badly made, and / or lacking in taste)
- 11 The site of the temple is extremely _____ – you can only get there on foot and it takes four hours. (far away from places where other people live)
- 12 It's a lovely city, almost completely _____ by tourism. (beautiful because it has not been changed)

- b **4 28**) Listen and check.

activation Talk about your last holiday using some of the collocations in 1.

Can you think of a place in your country that you could describe with each of the adjectives in 2?

1 ANIMALS, BIRDS, & INSECTS

Young ones

a Match the animals and their young.

calf (pl -ves) /kɑ:f/ chick /tʃɪk/
foal /fəʊl/ kitten /'kɪtn/
lamb /læm/ puppy /'pʌpi/

- 1 dog puppy
- 2 cat _____
- 3 horse _____
- 4 cow _____
- 5 sheep _____
- 6 hen _____



b 5 2))) Listen and check.

Where they live

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

bee canary dog goldfish
horse blackbird

- 1 a hive /haɪv/ bee
- 2 a stable /'steɪbl/ _____
- 3 a cage /keɪdʒ/ _____
- 4 a kennel /'kenl/ _____
- 5 a tank /tæŋk/ _____
- 6 a nest /nest/ _____



d 5 3))) Listen and check. What other animals might live in these places?

The noises they make

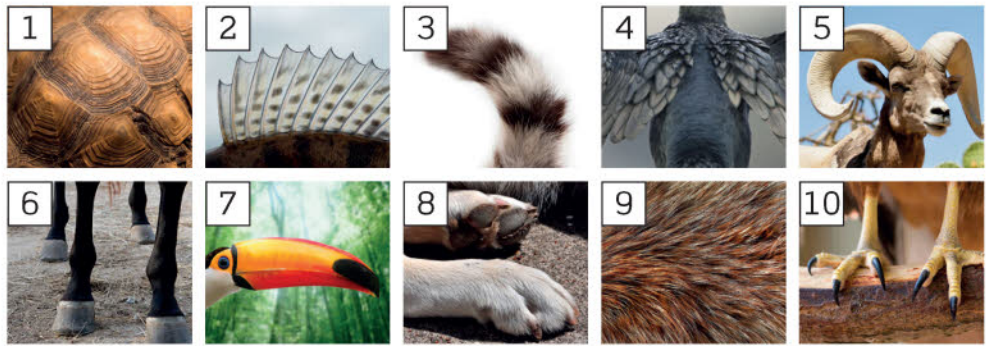
e Match the animals and the noises they make.

bird cat dog horse lion pig mouse

- 1 squeak /skwi:k/ mouse
- 2 bark /bɑ:k/ _____
- 3 neigh /neɪ/ _____
- 4 meow /mi'əʊ/ _____
- 5 roar /rɔ:/ _____
- 6 grunt /grʌnt/ _____
- 7 twitter /'twɪtə/ _____

f 5 4))) Listen and check.

Animal parts



g Match the words and pictures.

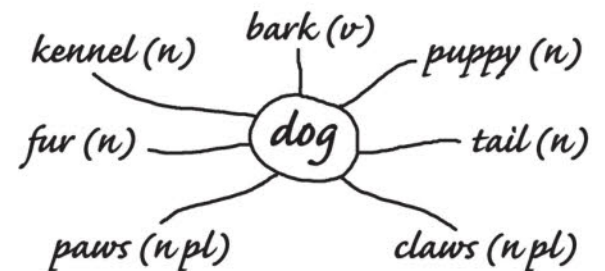
- a beak /bi:k/
- claws /klaʊz/
- a fin /fɪn/
- fur /fɜ:/
- hooves (s hoof) /hu:vz/
- horns /hɔ:nz/
- paws /pɔ:z/
- a shell /ʃel/
- a tail /teɪl/
- wings /wɪŋz/

h 5 5))) Listen and check.

activation

Make 'mind maps' for the animals below.

dog bird cat horse



2 ANIMAL ISSUES

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

In your country, are there any...?

- 1 organizations that **protect** animals and their **environment**, or **animal charities**
- 2 **animal rights activists** who organize protests against the use of animals for entertainment, product testing, or 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** /ɪn'deɪndʒəd 'spi:ʃi:z/
- 6 animals that are **hunted for sport**
- 7 animals that are being **bred in captivity** in order to reintroduce them into the wild
- 8 animals that are kept or transported in **inhumane conditions**, e.g. veal calves

activation Answer the questions in 2. Give examples.

1 HOW FOOD IS PREPARED

a Match the words and pictures.

- baked figs
- barbecued pork ribs
- boiled rice
- 1 chopped parsley
- deep-fried onion rings
- grated cheese
- grilled fillet of fish
- mashed potatoes
- melted chocolate
- minced beef
- peeled prawns
- poached egg
- roast lamb
- scrambled eggs
- sliced bread
- steamed mussels
- stewed plums
- stuffed chicken breast
- a toasted sandwich
- whipped cream



b 5 13))) Listen and check.

2 UTENSILS

a Match the words and pictures.

- a baking tray /'beɪkɪŋ treɪ/
- a chopping board /tʃɒpɪŋ bɔ:d/
- 1 a colander /'kɒləndə/
- a frying pan /'fraɪŋ pæn/
- a food processor /fu:d 'prəʊsesə/
- a kettle /'ketl/
- a (mixing) bowl /'mɪksɪŋ bəʊl/
- a saucepan /'sɔ:spən/ (or pan) /pæn/
- a sieve /sɪv/
- a whisk /wɪsk/



pots and pans

This phrase is often used to refer to a mixture of cooking utensils. A pot is any kind of deep round container used for cooking.

b 5 14))) Listen and check.

◀ p.88

activation

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

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

an omelette spaghetti biscuits

Are there any of the other utensils you'd use?

Appendix – dependent prepositions

adjectives + preposition

A lot of young people are **addicted to** social networking.

I can't eat prawns because I'm **allergic to** seafood.

He always seems to be **angry about** something.

There's no need to get **angry with** me.

We weren't **aware of** the problem with our ticket until we got to the airport.

The film, which is set in Sweden, is **based on** a best-selling novel.

She may be old, but she's quite **capable of** looking after herself.

Frida Kahlo was very **close to** her sister.

Many 30-year-olds are still **dependent on** their parents.

The architecture is very **different from** my city.

We're very **dissatisfied with** the service we received at the hotel.

I'm very **excited about** his new film.

Are you **familiar with** the computer software we use?

The city is **famous for** its university.

I'm **fed up with** waiting for the electrician to come. I'm going out.

Are you **frightened of** insects?

I get very **frustrated with** waiting for my brother.

My children are all **good at** sport.

They say taking half an hour's exercise a day can be very **good for** you.

People are usually very **helpful to** foreign tourists.

We're **hooked on** that new TV series – we never miss it.

Her daughter isn't **interested in** music.

My wife isn't very **keen on** moving to London.

She was very **kind to** me when I was going through a bad time.

A lot of people are **obsessed with** celebrities and their lifestyles.

Older people aren't as **open to** new ideas as younger people are.

I was very **pleased with** my presentation. I thought it went very well.

As a nation, we are very **proud of** our sporting achievements.

As marketing manager I am **responsible for** all our publicity campaigns.

I'm **sick of** listening to her complain about how many hours she has to work.

The staff felt very **sorry for** us and gave us a free cup of tea.

I'm **tired of** being told what to do all the time.

verb + preposition

The police have **accused** her **of** stealing from her employer.

I think the film is definitely **aimed at** people under 25. I didn't enjoy it at all.

We're still waiting for Laura to **apologize for** her awful behaviour last night.

I've **applied for** more than ten jobs since graduating.

Everyone **blamed** me **for** the mistake, even though it wasn't my fault.

I'm so hard up I'm going to have to **borrow** some money **from** my sister.

I'm going to **complain** to the manager **about** this.

I can't **concentrate on** what I'm doing with all that noise outside.

The exam **consists of** speaking, writing, listening, reading, and use of English papers.

I'm getting much better at **coping with** stress than I used to be.

The government was heavily **criticized for** not acting faster.

My children have had to **deal with** a number of challenges.

I was **faced with** a huge pile of work when I got to the office this morning.

I want to **focus on** my work for the next few weeks.

Which historical figure do you most **identify with**?

When I visit a country, I like to **immerse** myself **in** culture.

Simon **insisted on** paying for everything when we went out.

It's rarely a good idea to **lend** money **to** a friend.

I was **named after** my grandmother, who died before I was born.

Eating tomatoes are said to **protect** the body **against** certain diseases.

I know I can **rely on** you to keep a secret.

My brother is a lawyer who **specializes in** criminal law.

His ex-wife **took revenge on** him by cutting up all his suits.

I need to **translate** this document **into** German. Can you help me?

I was **vaccinated against** yellow fever before visiting Ecuador.

noun + preposition

I worry about my grandmother. She's so trusting that it would be easy for people to take **advantage of** her.

We don't have the same **attitude to / towards** animals.

The sea always has a calming **effect on** me.

He doesn't have enough **faith in** his own ability.

The police have reported a sharp **increase in** crimes involving identity theft.

I have absolutely no **intention of** resigning.

The **lack of** water is becoming a very serious problem in some countries.

There is an urgent **need for** qualified teachers to work in developing nations.

They've organized a **protest against** the new law.

The **reason for** the delay was the late arrival of the incoming flight.

My boss has asked me to write a **report on / about** the new computer system.

The new managing director has a **reputation for** being completely ruthless.

Jack has a lot of **respect for** his grandfather's achievements.











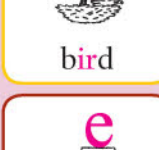
There doesn't seem to be an easy **solution to** the problem.

Irregular verbs

Infinitive	Past simple	Past participle
beat /bi:t/	beat	beaten /'bi:tən/
become /br'kʌm/	became /br'keɪm/	become
begin /br'gɪn/	began /br'gæn/	begun /br'gʌn/
bend /bend/	bent /bent/	bent
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/
bleed /bli:d/	bled /bled/	bled
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
breed /bri:d/	bred /bred/	bred
bring /brɪŋ/	brought /brɔ:t/	brought
build /bɪld/	built /bɪlt/	built
burn /bɜ:n/	burnt /bɜ:nt/ (burned) /bɜ:nd/	burnt (burned)
burst /bɜ:st/	burst	burst
buy /baɪ/	bought /bɔ:t/	bought
catch /kætʃ/	caught /kɔ:t/	caught
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzn/
come /kʌm/	came /keɪm/	come
cost /kɒst/	cost	cost
cut /kʌt/	cut	cut
deal /di:l/	dealt /delt/	dealt
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/
dream /dri:m/	dreamt /dreɪmt/ (dreamed) /dri:md/	dreamt (dreamed)
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/
eat /i:t/	ate /eɪt/	eaten /'i:tən/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
feed /fli:d/	fed /fed/	fed
feel /fi:l/	felt /felt/	felt
find /faɪnd/	found /faʊnd/	found
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/
get /get/	got /gɒt/	got
give /gɪv/	gave /geɪv/	given /'gɪvən/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gru:/	grown /grəʊn/
hang /hæŋ/	hung /hʌŋ/	hung
hear /hɪə/	heard /hɜ:d/	heard
hit /hɪt/	hit	hit
hold /həʊld/	held /held/	held
hurt /hɜ:t/	hurt	hurt
keep /ki:p/	kept /kept/	kept
know /nəʊ/	knew /nju:/	known /nəʊn/










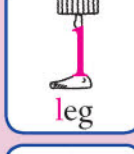








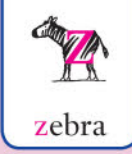
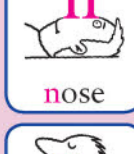
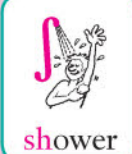



Infinitive	Past simple	Past participle
lay /leɪ/	laid /leɪd/	laid
learn /lɜ:n/	learnt /lɜ:nt/	learnt
leave /li:v/	left /left/	left
lend /lend/	lent /lent/	lent
let /let/	let	let
lie /laɪ/	lay /leɪ/	lain /leɪn/
lose /lu:z/	lost /lɒst/	lost
make /meɪk/	made /meɪd/	made
mean /mi:n/	meant /ment/	meant
meet /mi:t/	met /met/	met
pay /peɪ/	paid /peɪd/	paid
put /pʊt/	put	put
read /ri:d/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
rise /raɪz/	rose /rəʊz/	risen /'rɪzn/
run /rʌn/	ran /ræn/	run
say /seɪ/	said /sed/	said
see /si:/	saw /sɔ:/	seen /si:n/
seek /si:k/	sought /sɔ:t/	sought
sell /sel/	sold /səʊld/	sold
send /send/	sent /sent/	sent
set /set/	set	set
shut /ʃʌt/	shut	shut
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat
sleep /sli:p/	slept /slept/	slept
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
spend /spend/	spent /spent/	spent
stand /stænd/	stood /stʊd/	stood
steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
stick /stɪk/	stuck /stʌk/	stuck
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /ti:tʃ/	taught /tɔ:t/	taught
tear /teə/	tore /tɔ:/	torn /tɔ:n/
tell /tel/	told /təʊld/	told
think /θɪŋk/	thought /θɔ:t/	thought
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə/	wore /wɔ:/	worn /wɔ:n/
win /wɪn/	won /wʌn/	won
write /raɪt/	wrote /rəʊt/	written /'rɪtən/

Vowel sounds

	usual spelling	! but also
 fish	i kill drip risk idiom stick quit	message rewarding repetitive business building synonym
 tree	ee screech fee ea creak treaty e even tedious	routine suite siege key receipt people
 cat	a bang crash slam tap balance salary	
 car	ar bark smart sarcastic a chance grant staff advantage	calf calm laugh draught heart
 clock	o occupation obviously shock sob contract deposit	squash sausages cough knowledge
 horse	(o)or forces snore outdoor al (+l, +ll) although instalment call aw paw claws au long-haul cautious	caught fought war roar pour
 bull	u bullet pushed oo cooking goodness stood wood	should would woman
 boot	oo loot troops u* due flu ew view blew	moving coup wounded through bruise suit beauty queue shoe
 computer	Many different spellings – always unstressed. assertive relative practical challenging member opinion profession stubborn successful	
 bird	er herbs nerves ir circuit birth ur slurp fur	earth learner world worse journey
 egg	e gentle debt neck tense benefit temporary surrender	wealthy breathtaking steady friendly many said says

	usual spelling	! but also
 up	u hum hunt gun gut stuck mussels discuss o above oven	blood flood tough enough couple trouble
 train	a* wages hatred ai tail training ay away tray	great steak neighbour weight survey obey
 phone	o* totally joke bonus post oa groan loaded ow arrow below	soulmate doughnut aubergine
 bike	i* sniper wild Wi-fi y deny ally igh sigh bright	eye neither aisle guy
 owl	ou around amount profoundly ow powerful overcrowded meow	plough drought
 boy	oi point spoilt voice choice oy loyal employer	
 ear	eer career beer ere adhere atmosphere ear fear spear	period ideal weird
 chair	air aircraft fair repair are fare spare	scary bear wherever there their
 tourist	ur (+r) curious during plural ure mature endure secure eur (+r) Euro Europe	
 /i/	A sound between /i/ and /i:/. Consonant + y at the end of words is pronounced /i/. happy angry thirsty	
 /u/	An unusual sound between /u/ and /u:/. education usually situation	

Consonant sounds

	usual spelling	! but also		usual spelling	! but also
 parrot	p perks poached recipe deep pp apparently gripping		 thumb	th thorough thriller thick sympathetic breath death	
 bag	b breed bite tablet grab bb scribble bubble		 mother	th though therefore either nevertheless smooth	
 key	c screen economic k skill bankrupt ck click tick qu quick picturesque	ch chorus ch chiropractic technician accurate	 chess	ch charge crunch tch switched match t(+ure) capture sculpture	
 girl	g grunt guided arguably drug gg giggle aggressive	gh ghost colleague	 jazz	j juggle enjoyable g cage besiege dge edgy gadget	soldier suggest
 flower	f fire refugee ph photography metaphor ff affluent sniff	laugh rough	 leg	l legal lively landline deal ll colleague scroll	
 vase	v vast voicemail survive review government hive	of	 right	r revolution ribs grand scrambled rr surrender overrated	wrist wrinkled
 tie	t track touristy strength retreat tt rattle settings	mashed chopped debt doubt receipt	 witch	w wings waist willing towards wh whistle whisper	one once
 dog	d defeat declare update crowd dd add middle	steamed bored	 yacht	y yell yoga yoghurt yourselves before u mule consumer	
 snake	s stranger responsible ss hiss across c(+e,i) ceasefire civilians	scenery psychoanalyst fancy	 monkey	m mumble motivated temper consumer mm stammer recommend	limb dumb
 zebra	z zip zone zz buzz dizzy drizzle s misery refuses trousers avoids	dessert	 nose	n nightmare internet monotonous nn penniless cannon	knowledge knight design foreigner
 shower	sh shocked sheet shellfish rash ti(+vowel) addiction operation ci(+vowel) species crucial	sugar sure chef cliché anxious pressure	 singer	ng length strong wing sting before k ankle blink	
 television	An unusual sound. invasion conclusion pleasure casualties massage		 house	h heat horns history inherit behave unhelpful	whoever whom whole

voiced unvoiced

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