



1 Influences

1.1 20th century people

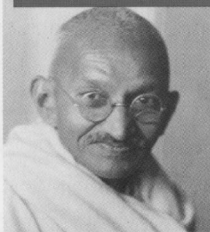
Lead in

Time magazine marked the end of the 20th century by profiling 100 'remarkable people', who most influenced the last hundred years. They put these people into five categories.

- Leaders and Revolutionaries
- Artists and Entertainers
- Builders and Titans
- Scientists and Thinkers
- Heroes and Icons

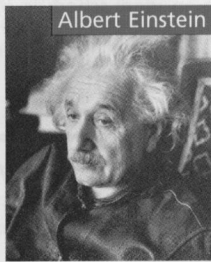
- 1 The people in the photos were all included in the list. Which categories do you think they belong to?
- 2 Who do you think was *Time* magazine's *Person of the Century*?

Mohandas Gandhi

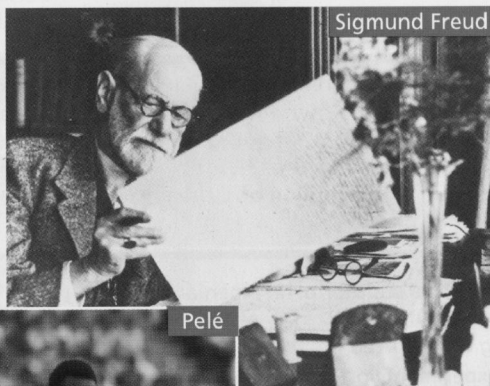


Oprah Winfrey

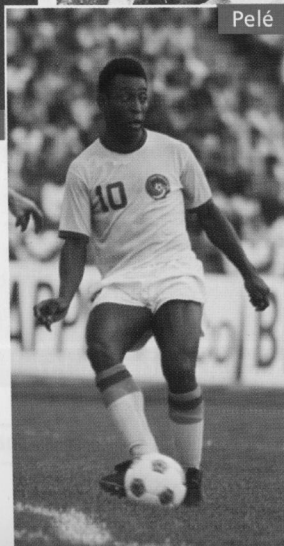
Albert Einstein



Sigmund Freud



Pelé



Marilyn Monroe



Reading

- 1 You are going to read one person's reaction to the *Time* magazine list. As you read, tick or underline any ideas that you agree with.

I am the teacher of a third year English class in a school in Geneva. I discovered a web-site that fascinated me. *Time* magazine had chosen their one hundred most important people of the twentieth century. Their site had lots of interesting things to read, look at, listen to. But I had one big disagreement with *Time*: of their hundred people, about fifty-six were Americans. It gave me the impression that you have to be American in order to be important. Nevertheless, I enjoyed their site, began making my own choices, discussed them with friends.

- 10 I have now completed my own list on which I tried to include more representatives of the Third World, more from the beginning of this century, fewer figures from contemporary American pop culture. I soon realized how little I know - about some places (China or Africa?), about certain subjects (medicine or economics?), about the early part of this century.

Here are some of the problems I encountered in making my list:

- I too am ethnocentric, i.e. I tend to consider the people of my culture more important than those whom I don't know.
- I am fifty-three years old and I know the people who lived in the second half of this century a lot better than those of my parents' generation.
- I tend to consider the people I like more important than those whom I don't.

Cliff Ruesch

- 2 Complete these sentences.

- a The writer objected to *Time* magazine's list because ...
- b He thought he could write a better list by ...
- c The writer's personal limitations when he tried to make a list were that ...

Pope John Paul II



Bill Gates



Pablo Picasso



Language focus: discourse markers

- 1 What is the purpose of the words in **bold** in these extracts from the article? Which marker introduces examples, and which introduces a contrast?

- a *It gave me the impression that you have to be American in order to be important. **Nevertheless**, I enjoyed their site, ...*
 b ***Here are** some of the problems I encountered ...*

- 2 Here are some categories of discourse markers. Add the examples from the list to the chart below, and any more you know.

another thing is as well as that despite this firstly
 for instance frankly I mean in short incidentally
 lastly on top of that quite honestly so
 what I mean is what's more while

Purpose of words or phrases	Examples
Adding information	<i>in addition</i>
Balancing contrasting ideas	<i>whereas</i>
Changing the subject	<i>anyway</i>
Concluding / summing up	<i>to sum up</i>
Pointing out a contrast	<i>however</i>
Giving examples	<i>for example</i>
Logical consequence	<i>therefore</i>
Making something clear	<i>in other words</i>
Showing your attitude	<i>to be honest</i>
Structuring and sequencing	<i>to start with</i>

- 3 Which of the discourse markers in your list would you use in informal conversation? Are there any you would only use in very formal writing?

Exploitation

- 1 Add the discourse markers in **bold** in this list to the chart.

actually anyway **as a matter of fact** **at first** despite this
eventually for instance however **in the end** quite honestly
so **then** to start with what I mean is whereas

- 2 Complete this article with appropriate discourse markers from the list in 1.

.....¹ when I saw *Time* magazine's list of a hundred influential people, I thought what an unusual idea.², as I worked my way through the list, I found myself disagreeing with more and more of the magazine's choices.³, I found it interesting reading.⁴, I've always been fascinated by lists of any kind.⁵, when I'd finished, I thought it would be fun to write my own list,⁶ I got some paper and began to write down names.⁷ it was easy, I wrote 20 or more names in less than a minute.⁸ it got more difficult and I slowed down.⁹ I just sat there staring at the paper. I had only

thought of 45 names.

.....¹⁰ I decided to ask other people for their ideas. One of my house mates came up with some good names,¹¹ Nelson Mandela and Steven Spielberg,¹² the others couldn't think of anyone I hadn't already got on my list. I asked several other people but¹³ they had hardly any ideas at all.

.....¹⁴, I've discovered that it's not easy to think of people who have had a real influence of international importance.¹⁵, it's easy to think of people who are famous in their own country in their own time, but impossible to know how long their influence will last.

Speaking

Time also compiled other '100' lists.

- 1 **1.1** Read these examples and listen to some people giving their own ideas. Note down what they suggest.

100 Events of the century – a selection

- Elvis teaches American teens to rock 'n' roll
- First landing on the moon
- World War II
- US civil rights movement

100 Worst ideas of the century – a selection

- Prohibition
- Suntans
- Message T-shirts
- Videophones

- 2 Think of things you would include in the two lists.
 3 Compare your ideas in groups. Try to agree on a 'Top 5' for each list.
 4 Finally, present your lists to the rest of the class.

Close up

- L12 What does *figures* mean here? What other meanings does it have?
 L16 Which less formal word could be used instead of *encountered*?
 L17 *ethnocentric* means making judgements about another race using the standards of your own. What do these related words mean: *ethnic minority*? / *ethnic cleansing*? / *ethnology*?
 L22 What would be a less formal way of phrasing *more important than those whom I don't*?



1.2 My influences

Lead in

Discuss these questions.

- 1 What groups of people can have an influence on children and teenagers as they are growing up? Think of people inside and outside the family.
- 2 What is it about these people that makes them influential?
- 3 Is there a difference between someone who influences you and a 'role model'?



Listening

- 1 **1.2** You are going to hear three speakers talking about people who influenced them.
 - a Who does each speaker talk about?
 - b What do the three people you hear about have in common?
- 2 Answer these questions.
 - a What kind of feelings did the first speaker have for the person who influenced him?
 - b What special circumstances led to the relationship this speaker describes?
 - c What personality differences are there between the second speaker and his role model?
 - d What does he admire especially in the person he describes?
 - e In what way did the third speaker's role model stand out?
 - f What did seeing this person's situation make her realize?



Exploring natural speech

- 1 Which words are missing from these extracts from the recording? Complete the sentences.

a I'd say one person really influenced me when I growing up was erm teacher. Now I'd moved schools at a time when not many children moving across to new school ...

b ... Wow if she do it then, then I definitely do it er I just always loved watching her stories the questions she would ask and me she just smart woman ...

c ... she a real inspiration and made me feel like as a woman as a young girl I could really do whatever I wanted do ...

d ... so she was a role model for me in way.

- 2 **1.3** Listen and check. What sound do the words you have added to a–c have in common? How is the added word in d different? Why?

Vocabulary: two-part adjectives

Barbara Walters presented *hard-hitting news*. It is common to form new adjectives from an adjective + *-ing* form like this.

- 1 Match the adjectives from A with an *-ing* form from B to make new two-part adjectives.

A hard easy long fast slow clean low loose

B fitting flying going growing hitting living moving suffering

- 2 Match the two-part adjectives you have found with appropriate nouns from this list.

business company documentary family film jacket jeans patient plane politician speech story student teacher traffic wife

- 3 Make some more two-part adjectives. How would you describe the following?

- a a play which runs for a long time
- b a flower which smells sweet
- c a river which flows fast
- d a letter which looks important
- e a person who talks in a smooth way

Speaking

- 1 Think about a particular individual who has been your role model. What influence has this person had on your personality? Your ideas and beliefs? Your career or education?
- 2 Compare memories and experiences with other students. Tell each other:
 - who your role models are
 - what they are like
 - their influences on you.

Writing

You are going to write a profile of the person you have just talked about.

- 1 Plan your profile, paragraph by paragraph. Here's a possible plan.

Paragraph 1 Background

Who is the person? How did you meet? What is your relationship with them?

Paragraph 2 Qualities

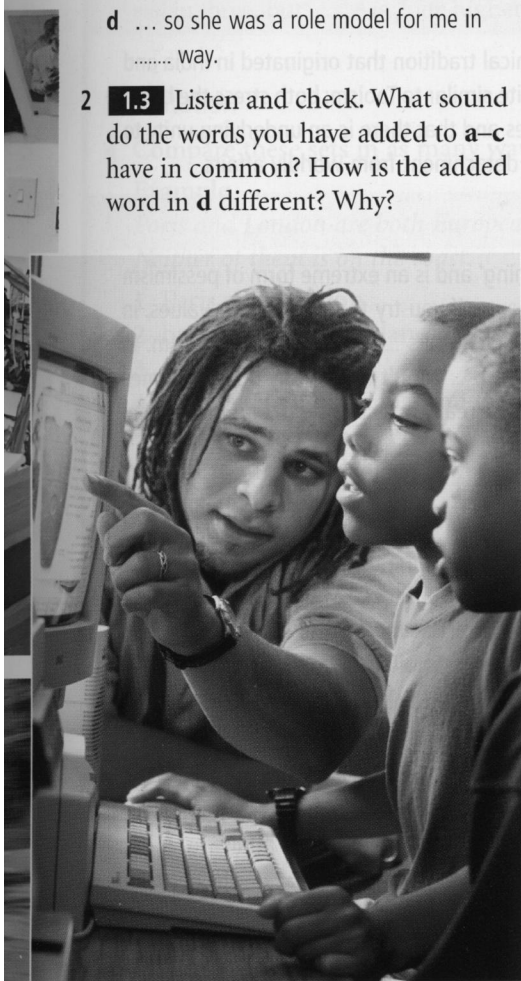
What are their influential qualities? Give examples of actions or behaviour which illustrate these qualities.

Paragraph 3 Their influence on you

Summarize the concrete ways in which this person has influenced you. What would you have been like now without this influence? Is this person still an influence? Do you expect them to influence you in the future?

- 2 Write the first draft of your profile in 150–175 words.
- 3 Exchange profiles with a partner. Read what your partner has written and suggest improvements.
 - Do you get a clear picture of the person and their influence on your partner?
 - Are there enough real-life examples of the person's qualities?
- 4 Discuss your ideas for improvements, then write your final profile.

► Writing guidelines p.150



1.3 -isms

Lead in

Work in groups.

- 1 How many words can you think of that end with the suffix *-ism*, for example, *socialism*, *heroism*, *nationalism*?
- 2 Put the *-ism* words on your list into these meaning groups.
 - Political or religious beliefs
 - Attitudes and abstract qualities
 - Creative movements

Reading

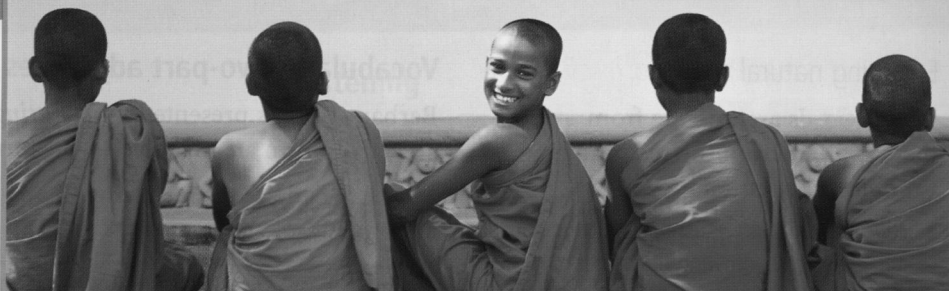
- 1 Which *-isms* do paragraphs A–F describe? Choose the right words from this list. (You do not need to use one of the words.)

Pacifism Nihilism Materialism Buddhism
Racism Behaviourism Anarchism

- 2 Which *-ism*, A–F
 - a says that life is pointless or absurd?
 - b says that people's actions are learnt and not influenced by thinking processes?
 - c says that there should be no formal organization of society?
 - d says that war and conflict must be avoided?
 - e says that only physical (not spiritual) things exist?
 - f is an important world religion?
- 3 What do you personally associate with the *-isms* you have read about? What's your opinion of them?

Close up

- 1.2 What is the word for a person whose philosophy is *idealism*?
- 1.3 What does *say* mean here?
- 1.4 What is the infinitive of *founded*?
- 1.13 What would be a less formal alternative to *holds* in this context?
- 1.17 When is the *turn of the century*?
- 1.21 What is the infinitive of *sought*?



A -ism

..... is the idea that the only thing that really exists in the world is matter in its various states and movements. Thus is the opposite of idealism. considers any talk of, say, the soul, to be complete nonsense.

B -ism

..... was an influential movement among psychologists, founded by John D. Watson in 1913, made famous by B.F. Skinner, and continually popular throughout the twentieth century. amounts to a reduction of human and animal activity to simple stimulus and response, excluding any functional role for consciousness.

C -ism

..... is an individualistic religious and philosophical tradition that originated in India and spread throughout the Orient., in fact, is quite similar to Taoism: both stress the belief that we cannot trust in the world of appearances and that there is an underlying unity to the universe. Both emphasize a certain level of detachment from worldly affairs.

D -ism

..... takes its name from the Latin word for 'nothing' and is an extreme form of pessimism which holds that life has no meaning and that even if you try to achieve your values, in the end your life must necessarily come to nothing – thus is similar to fatalism. In fact, however, is worse than fatalism because * don't usually say that life comes to zero but to less than zero, since they hold that life really just consists of one thing: pain.

* This word refers to the people who believe in this idea.

E -ism

..... was a sometimes violent political movement around the turn of the century, but the word also describes a moral-political ideal of a society untouched by relations of power and domination among human beings. This moral ideal has most often expressed itself in what is the technical meaning of the term, namely the total absence of government.

F -ism

..... holds that the highest political or social value is peace, which must be sought at all costs. Another meaning of – connected with the actions and views of reformers like Gandhi, and Martin Luther King – is the ideal of non-violence in human affairs.

Peter Saint-André, *The Ism Book*



Language focus: *all, both, either, neither, none*

1 Paragraph C mentions some of the similarities between Buddhism and Taoism.

a Which of these words is used to show similarity?

all both either neither none

b Which words in the list above refer to

1 one person or thing?

2 two people or things?

3 more than two people or things?

2 Which of the words are followed by plural verbs?

3 Complete these sentences about numbers with the best word from the list above. Choose the correct verbs.

Here are four numbers: 13 – 23 – 35 – 40. 1 of them *is / are* below fifty, but 2 of them *is / are* under ten. Two numbers are less than thirty. 3 of these *ends / end* in three, but 4 *is / are* higher than twenty-five.

Exploitation

1 a Compare these sets in as many ways as you can.

Example

Paris and London are both European capital cities.

Neither of them is on the coast.

1 Paris and London

2 buses, trains, and planes

3 cats and dogs

4 letters, telephone calls, and e-mails

5 swimming, running, and weight-training

b Write some sets of your own like this and exchange them with a partner. Your partner has to compare the items in your sets.

2 Find out about some of the similarities and differences between you and other students in the class. Use *both, neither*, etc. and expressions from the box.

a First work in pairs. Talk about some of these subjects.

- Yourself (*Marina and I have both got blond hair, but whereas my hair is short, hers is long.*)
- Family (*In comparison with Nhan, I come from a large family.*)
- The place you live
- Your taste in clothes, food and drink, holidays, music, TV

b Then work with another pair. Try to find out what you all have in common.

We all like cheese but none of us likes mushrooms.

We're all completely different ...

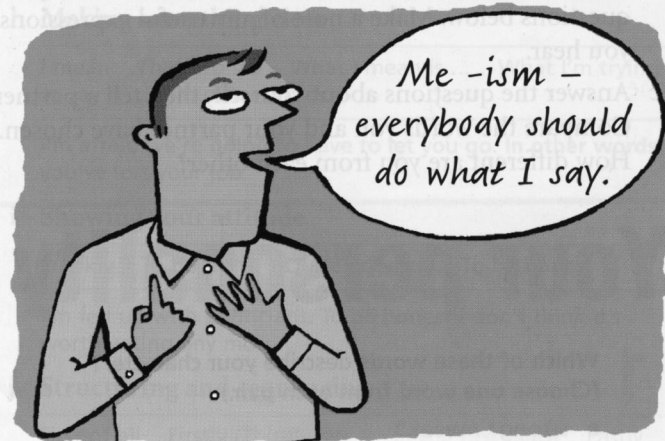
Speaking

1 Which *-isms* are important in your country or your family? Are they important to you? Exchange ideas with a partner.

2 Work in groups.

You are going to make up a new *-ism* of your own.

Your *-ism* can be serious or humorous, and should appeal to people of your own age.



a Start by noting down some key ideas.

Example

Bright colours should replace dull colours. Black should be abolished in public places.

People who make other people laugh should be the most highly-paid people in society.

b Give your *-ism* a name. It could be the name of a person, like *Thatcherism*, or a more descriptive name, like *Colourism*.

c Finally present the key features of your *-ism* to the rest of the class.

Comparison language

- in comparison with / to
- I'm , whereas he's
- (exactly) the same as
- we're (complete) opposites
- (completely) different from
- more / less than
- (quite) similar to

Exploring words

Why we are like we are

- 1 a What's the difference in meaning between these words?

character mood nature temperament

- b **1.4** You are going to hear some people discussing the questions below. Make a note of any useful expressions you hear.

- c Answer the questions about yourself, then tell a partner. Compare the words you and your partner have chosen. How different are you from each other?

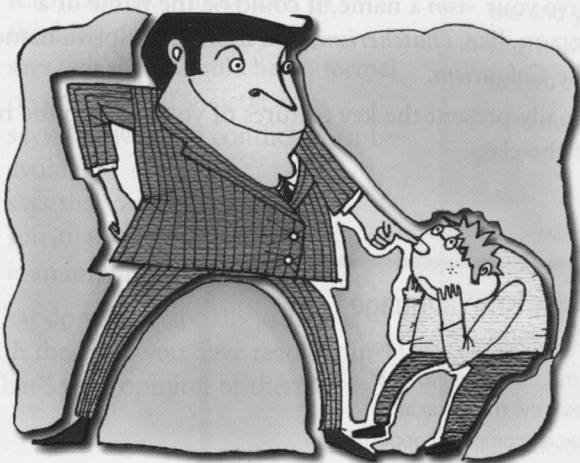
Your personality

- 1 Which of these words describe your character? (Choose one word from each pair.)

- a strong* / weak*
- b independent* / self-centred*
- c dependable / unreliable

- 2 How would you describe your temperament? (Choose one word from each pair.)

- a calm* / excitable*
- b difficult / easy-going
- c cautious* / passionate



- 3 How would you describe your nature? (Choose one word from each pair.)

- a assertive* / timid*
- b gloomy / sunny
- c agreeable / moody*

- 4 What sort of mood are you in at the moment? (Choose one word from each pair.)

- a good / bad
- b carefree / thoughtful*
- c optimistic* / pessimistic*

- d What are the nouns related to the personality adjectives marked * in the questionnaire?

Example

strong / strength

- e Here are some more adjectives to describe personality. In your opinion do they represent positive, negative, or neutral qualities? Write P, N, or Ne.

affectionate aggressive ambitious
determined emotional energetic
frank hypocritical logical loyal
malicious modest narrow-minded
obstinate possessive practical
protective rational reserved selfish
sensitive truthful

Compare ideas with your partner.

- 2 a What's the difference in meaning between these pairs of words?

affect / effect open to / prone to mood / temper

- b Choose the right words to complete this text.

Things going wrong have a terrible *affect / effect* ¹ on him. Ever since I've known him, he's been *open / prone* ² to violent mood *swings / turns* ³. If anyone annoys him, he just can't *hold / keep* ⁴ his temper. We were driving through London once when the car in front stopped suddenly and we bumped into it. Jack completely lost his *mood / temper* ⁵ and started shouting at the other driver. We had to *constrain / restrain* ⁶ him before a fight broke out. After a few minutes he managed to *regain / reclaim* ⁷ his *composure / calmness* ⁸.

- c How can these factors affect your mood? Discuss your ideas.

colours food or drinks music people places
time of day time of year weather

Are there any other factors you could include in this list?

- 3 Work in pairs.

- a Decide on five qualities you would look for in each of the following people.

- Someone you will have to work closely with
- Someone you are going to share an apartment or go on holiday with
- A close personal friend

- b Compare ideas with another pair. How far do you agree?

Language commentary

1 Discourse markers

Introduction

Discourse markers link one idea to another in speech or writing. They clarify the relationship between these ideas for listeners or readers.

I'm fed up with this dreadful weather, **so** I can't wait for the summer. **Having said that**, I'm not keen on very hot weather.

a Adding information

as well as that as if that wasn't enough another thing is
furthermore* in addition (to that) moreover*
on top of that what's more (* very formal)

Liz must have gone out in a hurry. She didn't wash up, left the light on and, **on top of that**, she forgot to lock the door.

In any case and *besides* add a final conclusive argument.
It's got a horrible taste and it's expensive and **in any case** / **besides** you're too young to drink alcohol.

b Balancing contrasting (not contradictory) ideas

I really like action films full of adventure and drama, **whereas** / **while** my boyfriend prefers romantic films.

On the other hand is used between sentences.

We could take our American friends to London. **On the other hand** it could take ages to get there.

c Changing the subject

By the way and *incidentally* introduce something new.

By the way / **Incidentally**, your CD arrived this morning.

Anyway and *anyhow* are used to end one idea and show that the next idea is more important.

I've had a bad time since the accident. I was off work for three months and for most of that time I watched TV. **Anyway**, that's all over now – I'm going back to work on Monday.

d Concluding / summing up

In conclusion In short To sum up

To sum up, I'd say that this has been a very useful experience.

e Pointing out a contrast

All the same Despite this Even so However
In spite of this Mind you Still

She said she'd be in all day. **However**, when I tried to phone her there was no reply.

She said she was feeling fine. When I saw her, **however**, she looked dreadful. I can't say I really enjoyed my last job. **Still** / **All the same**, I'll miss the people I worked with.

The price of cars has gone up recently. **Mind you**, it doesn't matter to me – I've got a company car.

I realize I haven't got much chance of getting the job. **Even so**, I'm not going to give up hope yet.

f Giving examples

There are lots of ways of keeping fit like, **for example** / **for instance**, running, swimming, or cycling.

g Logical consequence

As a result Consequently Therefore So

My new shoes fell apart the first time I wore them. **So** I took them straight back to the shop.

h Making something clear

I mean That's to say What I mean is ... What I'm trying to say is ... In other words

I'm afraid we're going to have to let you go. **In other words** you've lost your job.

i Showing your attitude

Frankly To be frank Quite honestly To be honest

I'm fed up with politicians. **To be honest** I don't think it's worth voting any more.

j Structuring and sequencing

First of all Firstly (Thirdly, etc.) In the first place Lastly
Finally To start / begin with For one (another) thing

There are a number of points I'd like to make. **To begin with**, I don't understand why we need another supermarket in the town – we've got three already. **For another thing**, what effect is the new shop going to have on the traffic situation?

2 all, both, either, neither, none

a all, both

All and *both* are followed by plural verbs.

All / **Both** the children are going swimming this afternoon.

All / **Both** of the children are going swimming this afternoon.

The children / They are **all** / **both** going swimming this afternoon.

All / **Both** of them are going swimming this afternoon.

b either, neither

Either and *neither* refer to one of two people.

A Have you seen **either** of my parents?

B No, I haven't seen **either of them**. / No, I've seen **neither of them**.

A Have you thought of being a postman or a bus driver?

B Yes, **either job** would suit me. / No, **neither job** appeals to me.

There's room for **either** Jo or you, but not for both of you.

Neither my uncle **nor** my aunt could read.

► **Note** Although *either* and *neither* are singular words, in everyday speech they are often used with plural verbs.

Is / **Are** **either** of you coming to my party on Friday?

Neither of my brothers **is** / **are** married.

Do / **Does** **either** of you two **want** another coffee?

c none

None means *not one*.

None of my friends **likes** / **like** football.

A Where's the coffee? / Have you got any apples?

B **There's none** left. / **There are none** left.

► **Note** *None* can be used with a singular or a plural verb.

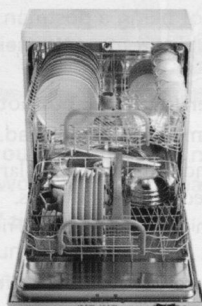
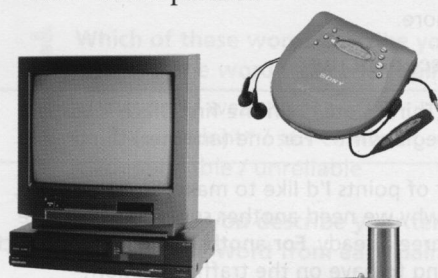


2 Infernal machines

2.1 Computers and cars

Lead in

Which of the things in the photographs do you use? Which do you consider to be essentials, which are luxuries, and which are irrelevant? Compare ideas with a partner.



Reading

- You are going to read an article about the kinds of things that can go wrong with computers. In pairs, make your own list of possible computer faults.
- Now read the article comparing cars with computers. Complete each point 1–10 with one of these phrases.

a encourage the buying of more cars	f know if there was still a fault
b force you to restart your journey	g to get spares in a bundle
c to the company that sold the petrol	h the same engine
d use the radio	i work any more
e would go no faster and work no better	j zero within two years

If only everything in life was as reliable as a computer



Bill Gates allegedly once said: 'If General Motors had kept up with technology in the way the computer industry has, we

\$25 cars that got 1,000 miles to the gallon.' To which GM is reported to have asked who would want a car that crashed twice a day.

- Just think of it, if a car was really like a PC, then ...
- The car would regularly stop for no reason when performing a common manoeuvre. When you restarted it, it would appear to work normally, but would sometimes ...
- If you fitted a new wing mirror, the car might not ...
- If you wanted new tyres, you would have to buy new seats and windscreen wipers too, because it would only be possible ...
- When you turned on the radio, the car might tell you the battery was low and that you must turn off another device (such as the headlights) if you wanted to ...
- Every brand of car would have virtually and a sticker on the side showing where the maker got it.
- All the warning lights for oil, petrol, electricity, brakes and airbags would be installed as a single message which would flash: 'Something is wrong, please stop the car.' When you started up again, you wouldn't
- When you called for help, you would have to ring a freephone helpline and select the number for the repair you wished to have done. An automated voice would talk you through repairing the car yourself, and when that didn't work would refer you
- Every time you bought a new car, it would have a bigger engine, but It would also have extra features that were of no use whatever.
- The re-sale value would drop 75 per cent as soon as you drove out of the showroom, and would be
- The man whose company made the carburettor would travel round the globe advising world leaders that their economies would fail if they didn't



Cover Magazine

Language focus: the conditional

- 1 Without looking back at the article, complete these *if* sentences with the appropriate forms of the verbs in brackets. Then check.
 - a *If a car (be) really like a PC, then the car (regularly stop) for no reason. (1.10)*
 - b *If you (fit) a new wing mirror, the car (not work) any more. (1.17)*
- 2 a Which conditional sentence pattern is used more than any other in the article?
b Why is this pattern used? Choose one description. The writer is thinking about:
 - A something possible in the future
 - B something imaginary in the past
 - C something unreal or hypothetical
 - D something improbable in the future.
- 3 Which description A, B, C, or D fits these sentences?
 - a *If I'd known what I know now, I'd have bought a more expensive computer.*
 - b *If I get a new computer, I'll give you my old one.*
 - c *If I had children, I'd make sure they were computer literate.*
 - d *If I had the chance, I'd probably choose a career in computers.*
- 4 What times are referred to in the two parts of these sentences? What are conditional sentences like this called?
 - a *If General Motors had kept up with technology in the way the computer industry has, we would all be driving \$25 cars that got 1,000 miles to the gallon.*
 - b *If you're so good with computers, you would have remembered to save all your work.*
 - c *I'd probably have a really good job now if I'd had basic computer training at school.*

- 5 Rewrite these *if* sentences using these conjunctions.

as long as provided (that) / providing (that) unless

- a You can borrow my new digital camera if you look after it.
- b If I don't get my computer fixed, I won't be able to finish the job I'm doing.
- c You wouldn't be able to use this programme if you hadn't done the training course.
- d If you've got the right kind of scanner, you can turn a text into a computer file.

Exploitation

- 1 Complete these sentences in different ways.
 - a If you don't want to lose your job, ...
 - b I wouldn't have ended up in hospital ...
 - c I wouldn't be spending so much time on the phone if ...
 - d If you had been taught how to use a computer properly, ...
 - e Unless the company pays us more, ...
 - f You can borrow my car as long as ...
 - g I'll lend you some money for a new computer provided / providing (that) ...
- 2 Work in pairs. Use your imagination to compare other things with computers.
 - If children were like computers, ...
 - If the government was like a computer, ...
 - If planes were like computers, ...

Discussion

- 1 What are the implications of the developments suggested by these future newspaper headlines?

**NEW GENERATION OF COMPUTERS
CAN THINK – IT'S OFFICIAL!**

**Pollution kills three – London, Paris,
and New York decide to ban cars**

**Early exposure to computer games
can cause mental illness in middle age**

Close up

- 1.14 A *manoeuvre* is an action or movement. How do you pronounce it? What are *army manoeuvres*?
- 1.26 What follows the phrase *such as*? What other words or phrases could be used instead of *such as*?
- 1.28 What *brands* of computers do you know? Which word with the same meaning as *brand* is used to describe cars?

- 2 What do you think the consequences will be if cars and computers continue to develop at the rate they have been developing over the past 25 years? Make a list of brief predictions, then write some of your ideas as newspaper headlines.

2.2 Computers and you

Lead in

Complete this questionnaire, then compare answers in pairs or groups.

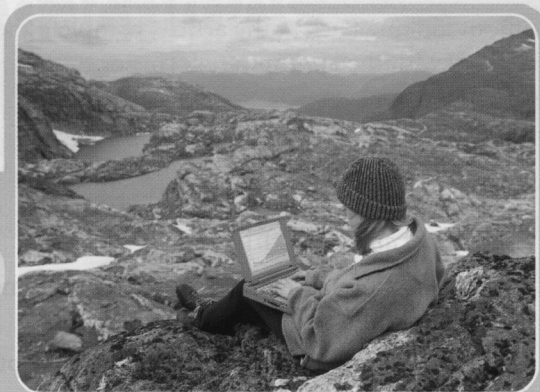
You and Computers

1 What proportion of people in these groups regularly use a computer? Make a rough estimate.

- your family %
- your friends %
- your school / college %
- your street %
- your city or country %

2 Which of these things do you (or would you) use a computer for?

- | | | |
|----------------------------|-------|-------------------------------|
| • work | ..... | • other uses (Please specify) |
| • word-processing | ..... | ..... |
| • e-mail | ..... | ..... |
| • games | ..... | ..... |
| • the Internet | ..... | ..... |
| • listening to music / MP3 | ..... | ..... |
| • art / design | ..... | ..... |



Listening

- 1 2.1** You are going to hear five people talking about computers in their lives. Where and why does each person use computers?
- 2** Listen again. Which speaker, 1–5
 - a feels that their life is dominated by computers?
 - b is not very good at playing computer games?
 - c has a computer at home but has not used it for a long time?
 - d would quite like to go back to traditional ways of communicating with people?
 - e is not sure whether it is a good idea to have a computer at home?

Exploring natural speech

- 1** Look at these extracts from the recordings. Why does the third speaker use the phrase *I suppose* so frequently?
 - a I suppose the, most of the contact I have with computers is at work.
 - b I suppose these are, are the main uses.
 - c I suppose the most it's used for at home is – is games ...
- 2 2.2** *I suppose* is often used like this at the beginning of sentences. How is it pronounced?
 - Listen, check, and practise.
- 3** Answer these questions. Start your answers with *I suppose*.
 - a What do you mostly use a computer for?
 - b How many e-mails do you send a day?
 - c What aspects of computers do you like?

React and discuss

- 1** Are people becoming too dependent on computers? Talk about people you know.
- 2** 'Playing computer games is a waste of time'. Do you agree?

Vocabulary: make and do

The verbs *make* and *do* are sometimes confused. In general:

- *do* is connected with activity or work: *do the shopping*.
 - *make* often means produce or create something new or different: *make money*.
- a Complete these extracts from the recording using the correct form of *make* or *do*.
 - 1 *I can't believe the progress I personally have in my use of it in the last, well, two years ...*
 - 2 *(I would like one ...) just as an information source, rather than having to phone calls ...*
 - 3 *... they are vital for the kind of work I*
 - 4 *... I couldn't my job without one really ...*
 - b Make lists of expressions you know with *make* and *do*. Compare with a partner, and then compile a class list.

Language focus: emphasis

When we are speaking, we can emphasize ideas by stressing particular words or phrases, but we can also use grammar and vocabulary for emphasis.

- 1 **2.3** Listen to a recording of extracts a–f below. Which of these four ways are used for emphasis in each extract?

- extra auxiliary verbs
- adverbs
- word order
- emphatic words or phrases

- a *Computers really equal work in my mind, erm. That's not to say I don't like them. I do.*
- b *They really frustrate me, computers do.*
- c *Computers – incredibly important for work erm – if one went wrong, I wouldn't know what to do with it at all erm, ...*
- d *E-mail clearly is a very important part of what you can do with a computer at the moment and I must say that I think it's a wonderful invention, but ...*
- e *He hasn't got a clue about what to do if his computer crashes, Paul hasn't.*
- f *You always accuse me of not answering your e-mails. I do reply to them – eventually.*
- 2 Work in pairs. Decide which words to stress in these sentences.
- a That's not to say I don't enjoy driving. I do.
- b It really amazes me, the Internet does.
- c I must say I think they're brilliant, the latest computer games.
- d That's not fair – I do work hard.
- e I expect you think I haven't been listening. Well I have.
- f You're always accusing me of not listening to what you say. I do listen.
- 3 **2.4** Listen, check, and practise.

Exploitation

- 1 Work in pairs. Think of a response to make conversations. Include an auxiliary verb.

Example

- a Can't you work a bit more quickly?
I am working quickly.
- b I wish you'd put petrol in the car occasionally.
- c You don't like my parents, do you?
- d I asked you to remind me to video the football match on TV last night.
- e There's no point in getting a new TV – you'd never watch it.
- f We only finished lunch ten minutes ago. You can't be hungry already.
- 2 How many ways can you think of to make the ideas in these sentences more emphatic?
- a You're joking.
- b It's true.
- c Computers are brilliant.
- d I understand.
- e I think it was difficult, and I know you agree with me.

Speaking

You are going to discuss this statement.

“We should ban computers for one day a week.”

Work in groups of four to six. Half the students in each group should agree and the other half should disagree with the statement.

- 1 Prepare a short persuasive speech saying why you agree or disagree with the statement.
- If you are **for**, think of the new opportunities the ban would provide.
 - If you are **against**, think of the potentially disastrous results of the ban.
- 2 Agree on a time limit for each speaker, then take turns to present your ideas to the rest of the group. Each short speech can be followed by a few minutes of general discussion. Use some of the expressions in the box below.
- 3 When everyone has spoken, vote on whether you agree or disagree with the statement.

Arguments for

- I (would) agree with this idea because ...
- I (would) approve of a ban because ...
- Just think of the benefits / advantages of ...

Arguments against

- I don't / can't accept this idea because ...
- I would be against a ban because ...
- Just think of the consequences / disadvantages of ...

General expressions

- (I think) it would be in all our interests to ...
- I honestly believe that ...
- It's my personal view that ...
- You have to accept that ...
- You can't really believe that ...

Exploring words

Computers and computing

- 1 Complete these sentences with appropriate verbs and nouns from lists A and B.

A back up join log on send sit surf visit

B chat room e-mail files Internet terminal Web websites

- a If you want to contact someone instantly you can them an
- b If they need particular information, many people now the, instead of using reference books in libraries.
- c Many companies, organizations, and individuals have which people can
- d Cybercafés are places where anyone can at a and to the
- e If you want to make new friends or talk to people about a special subject you can a
- f To avoid losing your work on a computer, you should always your

- 2 Work in pairs. Discuss these questions.

- a Have you ever contacted people through a *chat room*?
- b Have you ever lost work because you forgot to *back up*?
- c Have you ever used a *cybercafé*? What for?
- d Do you use *e-mail* more or less than traditional letters or the telephone?
- e How easy is it to find what you want on the *Internet*?
- f What are your favourite *websites*? Have you got or thought about getting your own website?



SPEEDY, private, informal – isn't e-mail wonderful?

It is now considered the simplest way to communicate with people outside your company, and it lets you talk shop with colleagues, too. But perhaps we're getting a little too comfortable with our in-boxes and browsers. A British company certainly must think so – it had to pay £450,000 in damages to a rival company after one of its employees circulated derogatory remarks about the rival's trading performance in an internal e-mail. And who can forget poor Lois Franxhi, who was dismissed from her job after logging on to travel websites 150 times?

- 3 a Do you think there should be controls on employees' use of e-mail and the Internet when they are at work?
b Read the extract above. What problems did employers and employees face?
- 4 Match these adjectives (some are from the extract) with their near-synonym and their antonym.

adjective	near-synonym	antonym
a derogatory	insulting	formal
b private	official	fitting
c informal	complex	inoffensive
d speedy	improper	unlawful
e inappropriate	rapid	simple
f scandalous	casual	public
g complicated	confidential	complimentary
h legitimate	outrageous	slow

- 5 Work in groups.

- a How do you think the Internet will affect everyday life in the next 20–30 years? Think about people's home lives, their jobs, and how they spend their leisure time.
- b Should there be controls on the kind of material that can be found on the Internet? If so, how could this be done and who should decide what is controlled?

Language commentary

1 The conditional

a Zero conditional – uses

Something that is always true or that happens regularly in certain situations.

If you heat ice, it melts.

If I go on a long journey, I read or listen to music.

b First conditional – uses

- Something possible or likely in the future.

If it's sunny, we'll go for a picnic.

- Warnings, threats, or promises.

If you don't work a bit harder, **they won't renew** your contract.

- Instructions.

If you need any help, **give** me a ring.

- Note In conversation the word *if* can be left out.

You want to get into the club – **you'll have to** queue up like everyone else.

- Sometimes the sentence starts with an imperative form of the verb and the two clauses are linked with *and*. This is often used for warnings and threats.

Do that again and you'll be in trouble.

c Second conditional – uses

- Something possible but improbable in the future.

You wouldn't enjoy the film if you **saw** it.

- Something hypothetical, unreal, or impossible.

If you didn't live so far away, **I'd come** and see you more often.

If I were ten years younger, **I'd marry** you.

- Note In second conditional sentences, we can use *was* or *were*.

Were is rather more formal.

If he were / was here, I'm sure he'd know what to do.

- Advice.

If I were you, **I'd say** nothing about it to anyone.

d Third conditional – uses

Something imaginary in the past.

If I hadn't gone to that meeting, **we wouldn't have met**.

You'd have enjoyed the play **if you hadn't fallen** asleep.

- Note Inversion is an alternative to the *if* clause in third conditionals.

Had I known you weren't coming, I wouldn't have bought so much food. (= if I had known)

e Mixed conditionals

Mixed conditionals relate a past event to something in the present or future, and can mix second and third conditional structures.

If I'd bought a better computer, **I would be able** to work more quickly.

I'd be going on holiday next week, **if I hadn't had** that accident.

If we were still living in the city, **we wouldn't have seen** all this.

First and third conditional structures can also be mixed.

If you're so clever, you **wouldn't have locked** your keys in the car.

f Other conjunctions used in conditional sentences

Other conjunctions can be used instead of *if*.

as long as = on condition that

I'll be quite happy **as long as you don't spend** too much money.

You can borrow the car **as long as you fill** it up with petrol regularly.

provided / providing (that) = on condition that

She can come with us **provided (that) she doesn't mind** sleeping in a tent.

You can stay in our flat while we're away **providing (that) you keep** it clean.

Suppose / Supposing = if / what if

Supposing / Suppose we get held up, what **will** we do?

Suppose / Supposing we got held up, what **would** we do?

unless = except if / if not

Unless we're quick, **we'll miss** the train.

I wouldn't set out in the snow, **unless I was sure** I wouldn't get stuck.

- Note *But for* = if something hadn't happened:

We'd have got here on time **but for** the heavy traffic. **But for the fact that the road was flooded**, we'd have been here two hours ago.

2 Emphasis

We can use stress and intonation for emphasis when we speak, but we can also use linguistic devices to emphasize information or opinions.

a Adding the auxiliary verbs *do / did* to statements

He **does** expect everyone to be at the meeting on time.

(He expects everyone to be at the meeting on time.)

I **did** enjoy that new programme on TV last night.

(I enjoyed that new programme on TV last night.)

b Adding adverbs

Adverbs can be used before or after auxiliary verbs.

I **really** am tired. / I'm **really** tired.

She **clearly** was feeling ill. / She was **clearly** feeling ill.

I **definitely** have got flu. / I've **definitely** got flu.

- Note The auxiliary verb cannot be shortened if the adverb is before it.

c Unusual word order

Attention can be focused by adding a 'tail', with or without an auxiliary.

They really annoy me, **mobile phones do**.

They really annoy me, **mobile phones**.

(Mobile phones really annoy me.)

They're too hot for me, **Spanish summers are**.

(Spanish summers are too hot for me.)

I'm fed up with waiting for you, **I am**.

(I'm fed up with waiting for you.)

d Emphatic words or phrases

Computers are **incredibly** important to me in my work.

I must say, I didn't think I'd ever buy a mobile phone.

Right, let me repeat what I've just said.



3 Open questions

3.1 Caught in the rain

Lead in

- 1 a Put these adjectives in order from weak to strong.

damp soaked wet

- b Put these 'moving' verbs in order of speed.

run stroll walk

- 2 It is raining heavily and you haven't got an umbrella. What is the best thing to do – continue walking or start running?

- 3 **3.1** You are going to hear three people talking about this situation.

- a What happened to the woman?
What did she do?
- b Would she have got wetter if she had walked?

- 4 Choose the best meaning for the phrases in **bold** in the extracts.

- a *Yeah, yeah – but it occurred to me actually – cos I was running down the street to ...*

it happened to me I discovered
I suddenly realized

- b *... as much rain is falling on you as if you were walking – mind you it would have gone totally against the grain ...*

but and also because

Reading

- 1 Read the title and first paragraph of the article below.

- a Complete the paragraph with these words.

downpour problem rain run walk weather

- b What are you going to find out by reading this article?

- 2 Read the rest of the article and check your ideas.

Scientists rule out running from the rain

..... scientists may not be able to prevent and sometimes cannot predict it, but they have at last solved the of what to do in a – is it better to or for cover?

- UNIVERSITY SCIENTISTS report in the journal *Weather* that it is pointless to run, ending a dispute that has rumbled on for years. A dash means spending less time in the rain, but you will be just as wet at the end of the trip, says Dr Stephen Belcher, a lecturer in meteorology.

To come to this conclusion, Dr Belcher and his colleagues observe that there are two ways in which a

person encounters each raindrop: 'Firstly the raindrops can fall directly on to the top surface of the person, and secondly, as the person moves, they will run into those raindrops which are directly in front of them.'

However, the surface area of the front of an individual is much greater than that of the head and shoulders. Using idealized cuboid people to make the calculations easier, the team concludes that wetting from passing through the rain is the dominating factor. Only if we moved very slowly, or were caught in an incredible storm, would it be a good idea to make a dash for it.



3 According to the article, are these statements True or False?

- If you run in the rain you get less wet than if you walk.
- Rain always falls on people in the same way.
- The scientists did their experiments on models, not on real people.
- It would be sensible to run if you were in a thunderstorm.
- Scientists now understand exactly why people prefer to run.

4 Work in pairs.

- Explain in your own words:
 - why *it is pointless to run in the rain*
 - why the scientists used *idealized cuboid people*.
- Then present your explanation to another pair, and together decide whose explanation is clearer and more effective.

The scientists are baffled by why most people prefer to run, says John Holden, another member of the team. He agrees that 'this intriguing problem' should now be passed to the university's psychology department. 'Sometimes I do run,' he admits. 'But I keep trying to tell myself that there's no reason to.'

The Daily Telegraph



Language focus: wish

- 1 In the conversation, one of the speakers said *I wish I'd brought my umbrella*.

We use the verb *wish* to talk about situations in the past, present, or future, which for some reason are impossible or unlikely to change.

Match these *wish* sentences with their uses.

Sentence	Uses
a <i>I wish I'd brought my umbrella.</i>	criticizing another person's actions or showing you are annoyed by them
b <i>I wish it wasn't raining.</i>	regretting something that happened or didn't happen in the past
c <i>I wish I was ten years younger.</i>	hoping for something in the future
d <i>I wish you wouldn't smoke in here.</i>	expressing an impossible fantasy
e <i>I wish the weather would improve.</i>	desiring a change in the present situation

- 2 Rephrase sentences 1a–e above using as many of the alternative structures from this list as you can.

I really hope ... I'm sorry ... I'd really like ... If only ...
Why won't ...? Please ... Unfortunately ...
I'd be grateful if ... I regret ... It's a pity ...

Exploitation

- Rephrase these sentences using *I wish*.
 - I'd really like to stop smoking but I can't.
 - It's a pity you aren't coming with us.
 - I want you to stop telling me what to do.
 - Unfortunately, I didn't bring my camera.
 - I want to be young again.
- Think about yourself and your life.
 - Note down your thoughts and memories about these subjects.
 - Something you'd like to be able to do but can't
 - A missed opportunity
 - Something you'd like to change about yourself
 - Something a friend does that irritates you
 - Something from your past that you now feel embarrassed about
 - Try to find other students with similar thoughts or memories.

3.2 Time travel

Lead in

Exchange ideas in pairs or groups.

Do you think time travel will ever be possible? Why? Why not?

Listening

- 1 **3.2** You are going to hear five speakers talking about where they would choose to go if time travel were possible.

a Which times do the speakers mention?



- b Listen again and note any reasons the speakers give for their choices.
- 2 You are going to hear a conversation about time travel. Before you listen, match these words and phrases from the conversation with their meanings.

- | | |
|---------------------|---|
| a lay down | 1 a secret observer |
| b ground rule | 2 communicate / get on |
| c make bets | 3 establish / agree on |
| d a fly on the wall | 4 animal waste / manure |
| e dung | 5 gamble / risk money |
| f interact | 6 principle which future action is based on |

- 3 **3.3** Listen to the conversation and answer these questions.

- Before you start thinking about time travel, especially travelling back into the past, what basic rule do you have to decide on?
- What would be the main difference between New York in the past and New York now?
- What is the difference between travelling back to the past and reading about it?
- What would one of the speakers like to find out about her parents?
- Why would one of the speakers prefer to travel into the future rather than the past?

React and discuss

If you were given the chance to travel in time, what would you most look forward to about the experience and what would you be most worried about? Where would you go?

Exploring natural speech

- 1 How are the phrases in **bold** in these sentences pronounced in everyday speech? Discuss your ideas.
- I don't know**, I think the Renaissance would just be absolutely amazing ...
 - I want to** go back and look at strangers at a time before anybody I know existed.
 - A** There's a new film at the cinema about time travel – I've just **got to** see it.
B Have you decided when you're **going to** go?
A No, but if you can **give me** a lift we could go together.

- 2 **3.4** Listen, check, and practise.

Language focus: speculating and imagining

- 1 *Would, might, and could* are used when we are speculating or describing what we are imagining. Which verbs did the speakers use in the recordings? Try to remember what they said, then check on p.141.

- a I go back to the time of Jesus I think – first century Palestine ...
 b I think the Renaissance just be absolutely amazing ...
 c I think it be more fun to project a thousand years into the future.
 d M1 Well, if I had no choice – I want to come back? I don't know till I go into the future.
 M2 Yeah, it be great there.
 W Or, you know what – it not exist.

- 2 What is the difference in meaning, if any, between these pairs of sentences?

- a You **would** discover your family secrets if you travelled back into the past.
 You **might** discover your family secrets if you travelled back into the past.
 b In the future, time travel **could** be a reality.
 In the future, time travel **might** be a reality.

- 3 Here are some more expressions we use to speculate or imagine something unreal in the present or future. Notice the verb tenses used with them.

*Imagine you **were** a famous actor.*

*Suppose / Supposing we **were** millionaires.*

*Let's pretend (that) we'd **never met** before.*

*What if we **didn't return** from the future?*

Exploitation

Complete the speech bubbles.

- a Imagine time travel **were** possible.
 Which time you visit?

- b Supposing you not return to the present,
 you still want to time travel?

- c If you spend an evening with any famous person
 who ever lived, who you choose?

- d What if you the prime minister or president of
 your country? What changes you make?

- e What you do if you (hear) that an
 asteroid hit the world in two weeks?

Speaking

Work in pairs.

Student A Turn to p.157.

Student B Follow these instructions.

- 1 You are a journalist for a popular newspaper. You have arranged to interview someone who claims to have travelled to the future. You do not believe in time travel, but you think this could be a sensational story.
 2 Prepare for the interview.
 Make a list of questions to ask the time traveller.
 Think about what your readers might be interested to know. Here are some possible subjects.
 a Where?
 b When? (How many years in the future?)
 c The appearance and character of future people
 d Proof / evidence of the visit
 3 Do the interview.

Writing

The newspaper story based on the interview with the time traveller has been published. The words of the time traveller have been changed to make the story more sensational.

You are the time traveller and are going to write a letter to the editor of the newspaper to complain about the treatment of your story and ask for an apology. Here are four examples of 'mistakes' from the newspaper and your notes.

I have just interviewed a man who claims to have travelled to the future. He actually visited London in the year 2250. Amazingly it seems that the people of the future have very short legs and large heads. They work on average five hours a week but need no more than two hours sleep a night.

Not 2250
2050

15 hours
a week

They look exactly the same as us.

six hours

- 1 Plan your letter paragraph by paragraph.
 2 How formal should the style of your letter be? You consider this is a serious matter.
 3 Write your letter, using formal letter layout. Write 150–200 words.

► Writing guidelines p.152

3.3 Saving a language

Vocabulary

Finish the words to complete these sentences.

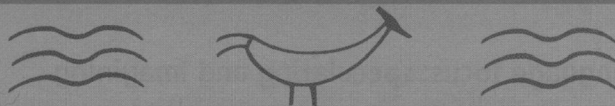
- 1 Another name for your first language is your m..... t.....
- 2 A l..... is someone who studies languages.
- 3 A language spoken by a small proportion of the people in a country is a m..... language.
- 4 If you have spoken a particular language since you were a baby, you are a n..... speaker of that language.
- 5 If you can speak a language quickly and easily, you are a f..... speaker.
- 6 A form of a language spoken in one part of a country, with some different words and grammar is a d.....
- 7 Ancient Latin and Greek are c..... or d..... languages.
- 8 English, French, and Russian are m..... or l..... languages.
- 9 These days many children start learning a f..... language at primary school.
- 10 In many countries of the world, English is used as a s..... language.
- 11 If you speak with an a....., you have a non-standard way of pronouncing words.

Reading

- 1 As you read this article about language, choose which paragraphs A–E answer these questions.
 - a Are attempts to save dying languages succeeding?
 - b Are there any examples of languages being saved?
 - c How bad is the situation?
 - d What can be done?
 - e Why is this happening?
- 2 Does this article take a positive or negative view of the future of world languages?

Close up

- 1.6 What does *some* mean in this context?
- 1.15 *Genocide* means killing people because they belong to a particular race or group. What other words do you know with the suffix *-cide* meaning killing?
- 1.17 A *habitat* is the environment in which animals or plants, etc. live. What other words with related meanings contain the root *habit*?
- 1.18 What is the difference between *famine* and *drought*? Why do they often occur together?
- 1.43 What are normally found in *nests*? What are the key features of a *nest*?
- 1.50 What does *very* mean in the phrase *the very brink of extinction*?



The death of

A A LANGUAGE dies only when the last person who speaks it dies. Or more likely it dies when the second-last person who speaks it dies. For then there is no one left to talk to. There is nothing unusual about a single language dying. But what is happening today is extraordinary. According to the best estimates, there are some 6,000 languages in the world. Of these, about half are going to die out in the course of the next century. In the course of the past two or three decades, linguists all over the world have been gathering comparative data. If the find a language with just a few speakers left, and nobody is bothering to pass the language on to the children, they conclude that language is bound to die out soon.

B The reasons so many languages are dying range from natural disasters, through different forms of cultural assimilation, to genocide. Earthquakes, hurricanes, floods and other cataclysms can easily wipe out small communities in isolated areas. A habitat may become unsurvivable through unfavourable climatic and economic conditions – famine and drought especially. Communities can die through imported disease. Cultural assimilation is an even bigger threat. Much of the present crisis stems from the major cultural movements which began 500 years ago, as colonialism spread a small number of dominant languages around the world.

C It's too late to do anything to help many languages, where the speakers are too few or too old, and where the community is too busy just trying to survive to care about their language. But many languages are not in such a serious position. Once a community realizes that its language is in danger, it can get its act together, and introduce measures which can genuinely revitalize the language. The community itself must want to save its language. The culture of which it is a part must need to have a respect for minority languages. There needs to be funding, to support courses, materials, and teachers. And there need to be linguists, to get on with the basic task of putting the language down on paper. That's the bottom line: getting the language documented – recorded, analysed, written down. People must be able to read and write if they and their language are to have a future in an increasingly computer-literate civilization. But can we save a few thousand languages, just like that? Yes, if the will and funding were available.

D There are some famous cases which illustrate what can be done: Maori in New Zealand has been maintained by a system of so-called 'language nests', organizations which provide children under five with a domestic setting in which they are intensively exposed to the language. The staff are all Maori speakers from the local community. The hope is that the children will keep their Maori skills alive after leaving the nests, and that as they grow older they will in turn become role models to new

a language

generations of young children. A language can be brought back
 50 from the very brink of extinction. The Ainu language of Japan,
 after many years of neglect and repression, had reached a stage
 where there were only eight fluent speakers left, all elderly.
 However, new government policies brought fresh attitudes and
 a positive interest in survival. Several 'semi-speakers' – people
 55 who had become unwilling to speak Ainu because of the
 negative attitudes by Japanese speakers – were prompted to
 become active speakers again. Several seriously endangered
 Aboriginal languages of Australia have been maintained and
 revived, thanks to community efforts, work by Australian
 60 linguists, and the help of local linguistic and cultural
 organizations.

E It is too soon to predict the future of these revived
 languages, but in some parts of the world they
 are attracting precisely the range of positive attitudes
 65 and grass roots support which are the preconditions for
 language survival.

David Crystal, *High Life*



3 Read the article again and answer these questions. There is a question for each paragraph.

- What are the signs that a language is in danger of dying? (para. A)
- How do natural disasters affect languages? (para. B)
- What does the writer suggest can be done to save dying languages? (para. C)
- What has been done to help save the Maori and the Ainu languages? (para. D)
- What reasons are there for optimism? (para. E)

React and discuss

It is clear from the article that it will be a very difficult task to save the world's dying languages. Do you think it is worth the time, effort, and money that will be needed?

Vocabulary: adjectives and nouns

The adjectives and nouns in these lists are from the article.

- Note down the combinations that you can remember from the article – there are 12 altogether.

Examples

active speakers isolated areas

Adjectives	active	cultural	dominant	fluent	isolated
	local	natural	negative	positive	

Nouns	areas	assimilation	attitudes	community
	disasters	languages	movements	organizations
	speakers			

- What other combinations of adjectives and nouns from the lists above are possible?

Role play

Work in groups of four.

The island you live on has a limited amount of money to spend on protecting the natural and cultural environments. Three different projects have been proposed but there is only enough money to pay for two. Your task is to discuss and decide which two projects to support.

- Find out about the projects.

Student A Turn to p.157.

Student B Turn to p.157.

Student C Turn to p.158.

Student D Turn to p.159.

- Describe and discuss the three projects.
- Decide which two projects should be supported. Compare your ideas with other groups.

Exploring words

A question of punishment

1 Discuss these questions in pairs.

- What is the worst crime you have heard of?
- How should someone who commits this crime be punished?

2 Read this list of crimes and offences.

- Which are crimes against the person and which are crimes against property? Some are both. (Write Pe, Pr, or B.)

abduction arson assault
 assisting suicide bank robbery bigamy
 blackmail bribery burglary
 drink-driving drug-dealing forgery
 fraud hijacking kidnap
 manslaughter mercy-killing mugging
 murder possession of drugs rape
 shoplifting smuggling speeding
 stalking treason

- What are the words for the criminals who commit these crimes? In most cases they have one of these endings: -ar / -er / -ist. In a few cases the words are quite different from the words in the list. In some cases there is no special word for this kind of criminal.

- What are the verbs related to the crimes? In some cases there is a directly related verb, for example, *to murder*. In some cases you will need to use a phrase including the verb *to commit*.

3 Work in pairs.

- Group the crimes listed above into three categories.

- Major crimes
- Petty crimes
- Minor offences

- Compare lists with another pair.

- Do you have the same crimes in each list? What are the main differences?
- Try to agree on the three crimes you consider most serious and the three most minor offences.

4 Here are some of the commonest forms of punishment.

- Add any other punishments you know to this list.

a fine a prison sentence community service
 electronic tagging naming and shaming

- What would be appropriate punishments for the three most serious crimes and the three most minor offences? Discuss ideas.

5 Work in groups.

You are going to discuss a case that took place in Britain in 1999.

- Read the facts of the case. What is your first reaction to this story?

The facts of the case

TWO YOUTHS went to an isolated farm in the early hours of the morning with the deliberate intention of burgling the property. The two were shot by the farmer while they were prowling around in the house. One was wounded in the arm and the other, who was shot in the back, was found dead the following day.



- Now read more information about the case on p.157. Does this change your ideas?
- Do you think the farmer should be punished? If so, what should his punishment be?
- Turn to p.158 to find out what actually happened to the farmer.

Language commentary

1 wish

a wish – meanings

Wish expresses several related ideas. Notice the verb forms which follow *wish*.

- A regret for something in the past that is too late to change.
I **wish I'd taken** her advice.
I **wish I hadn't promised** to go with them.
- Dissatisfaction with your current situation, which cannot possibly change.
I'm tired of behaving in an adult way – I **wish I were** a teenager again.
- Frustration with your current situation, which could change.
I **wish I could** pass my driving test. I've tried several times and I keep failing.
- Impatience with someone else's behaviour – *would* suggests that the other person is unwilling rather than unable to change.
I **wish you would** be quiet when you come in late. You woke me up last night.

► Note It isn't possible to say *I wish I would ...*

b If only

If only is used to express regrets or strong wishes. *If only* clauses can stand on their own, leaving the consequence implied.

If only you didn't have to go so soon ...

(Implied continuation ... we could spend more time together.)

If only I could speak English fluently ...

(Implied continuation ... I'd be able to get a good job.)

c Alternatives

What a pity / shame you can't come to our party. We'll miss you.

It's a pity / shame you won't be there.

Unfortunately there's nothing I can do to help.

I really hope everything goes well at the weekend.

I regret insulting / having insulted him now.

I'm sorry I made such a fuss.

Why won't / don't you stop complaining?

I'd be grateful if you didn't smoke in the house.

I'd really like you to stay for the weekend.

Please phone me as soon as you can.

2 Speculating and imagining

a would, might, could – speculating and imagining the future

- *Would* is used in conditional sentences, or when a condition is implied.
I **would go back** in time to the fifteenth century (if I had the opportunity).
- *Might* is used to refer to something you think of as being quite likely.
We **might move** next year (if we can afford to / if we can find a place we like).
- *Could* is used to speculate about real possibilities.
It **could be** sunny at the weekend. Who knows?
- *Could (not)* is also used to mean *would (not) be able* or *would (not) be possible*.
I **could never leave** you.

b Imaginary ideas

In these alternatives, notice past tense verbs are used to show that this is an unreal situation.

(Just) suppose you weren't married to Laura.

Suppose / Supposing we missed our flight.

(Let's) imagine we were on a desert island.

Let's pretend you'd never seen me before, what would you think?

What if someone stole our car and **crashed** it?

c Conditionals

Conditional sentence patterns are also used to speculate or express imaginary ideas. Notice these two alternative constructions. The second example (inversion) is more formal.

If I'd known you weren't interested, I **wouldn't have kept** phoning you.

Had I known you weren't interested, I **wouldn't have kept** phoning you.



4 Danger

4.1 A near miss

Lead in

Work in pairs or groups.

- 1 What dangers could be associated with the situations shown in the photos?



- 2 Which of these newspaper headlines could be associated with the photos?

Twenty arrested in midnight drugs raid

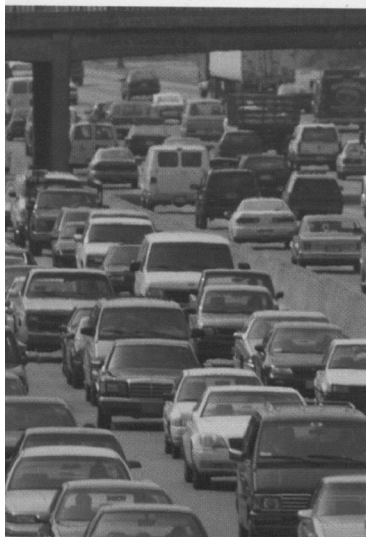
Striker hit by flying bottle

Domestic accidents on the increase

Passenger cut free after six-hour ordeal

I WOKE UP NEXT TO A SNAKE

Helicopter rescues four in off-shore drama



Listening

- 1 You are going to hear someone describing a motorway situation when they felt in danger. What do the words in **bold** mean in this extract from the recording?

... we were approaching a **junction** and I thought well this car's coming up very close behind me obviously he's going to go off up the **slip road** to the junction but he didn't – he came right up behind me and at the last minute **swerved** out to **overtake** me, hit the back of my car but not enough to, to, to send either of us off course, and **sped off** up the motorway, so I thought well you know I'm not having this, so I chased him and **flashed** him and he **pulled over** on to the side of the road ...

- 2 **4.1** Listen to the first part of the recording.

Why did the speaker feel afraid? What did he imagine might happen?

- 3 **4.2** What happened? Listen to the second part of the recording and answer these questions.

- Where was the speaker?
- How did he feel as the two men approached him?
- What did the two men do or say to the speaker?
- What did the two men give the speaker to reassure him?

- 4 Make up a suitable newspaper headline for this story.

React and discuss

- How would you have reacted in the same situation as the speaker?
- Have you ever been involved in or witnessed a situation similar to this?

Exploring natural speech

Speakers use 'vague language' when they cannot or do not want to be precise for some reason.

- 1 Underline any examples of this kind of language in the two extracts from the recordings.

- ... I was driving home from London to Oxford, erm about, I don't know, about 11 o'clock at night something like that on a Saturday night and the motorway was quite deserted ...
- No baseball cap. No baseball bat – anything like that. And they sort of approached me one from either side of the car erm and there were a couple of minutes when I thought mm yeah this was a bad idea ...

- 2 Work in pairs.

Take turns to tell each other something you did yesterday. Try to include some commonly used 'vague language' words and phrases from the box.

Vague language

- about (= approximately) nearly just before just after
- the suffix -ish – (I went to bed early-ish)
- quite (= not very) fairly rather
- stuff thing(s) something like that anything like that
- perhaps maybe probably
- a couple a few several a lot loads two or three

Vocabulary: danger

Complete these sentences with *danger* phrases from the list, then discuss possible answers to the questions which follow the sentences.

out of danger on the danger list
a danger to himself hidden dangers
danger money

- When he drinks too much Paul's and other people.
What might Paul do in this situation?
- Sue was badly injured in the accident and was for nearly a week.
Where would Sue probably be in this condition?
- Firefighters should get for the work they do.
Can you think of other jobs in this category?
- My mother has been critically ill but she's now.
If everything goes well, what will happen next in this mother's story?
- To a careless person foreign travel can be full of
Give some examples of these in your country.

Speaking

- 1 Work out the stories behind one of these newspaper headlines. Make notes of the main points.

**BOMB SQUAD
INVESTIGATES
ABANDONED
CAR**

**Thick fog
brings
motorway
chaos**

**Streets
deserted
as gunman
takes
hostages**

**7-year-old
thief a
danger to
himself**

- 2 Tell the story to a partner as if you were a TV or radio news presenter.

4.2 Anonymous threats

Listening

- 1 You are going to hear two people talking about dangerous situations they have been in.
 - a Look at the photos. Guess what the dangers were.



React and discuss

Would you have been frightened in either of the situations you have heard about? Why / Why not?

Exploring natural speech

- 1 Why do the speakers use *sort of* in these extracts from the recording? What does this phrase add to the meaning? What does it tell you about the speaker?
 - a I grabbed this person and said 'Where's the taxi rank?' and they pointed over to this **sort of** clump of trees in the middle of this **sort of** like very dark patch ...
 - b I was **sort of** cycling along as I thought I was in the right ...
- 2 Add *sort of* to this story wherever you can, then read your version of the story to a partner.

He glanced at me with a strange expression in his eyes and told me to follow him. I smiled and did what he said. He took me into a large room. It was a dining room with an enormous table in the middle. I sat down but I felt uncomfortable. I didn't know what to expect. He went out of the room, leaving me alone.

- b Predict which of these words or phrases are used in each story. Write 1 or 2 next to each word or phrase.

• absolutely furious	• on my own
• angry gesture	• road rage
• clump of trees	• shouted abuse
• dark patch	• sunroof
• eight stops	• taxi rank
- 2 **4.3** Listen to the first story. As you listen, check your answers to 1b.
- 3 Are these statements True or False? Listen again and check.
 - a When the speaker got on the train there were already two passengers in her carriage.
 - b During the journey the train stopped eight times.
 - c After the other passenger got off the train the lights went off.
 - d There was no one at the station when the speaker got off the train.
 - e The taxi area at the station was well lit.
- 4 **4.4** Listen to the second story. As you listen, put these events in the correct order.
 - a The driver threatened the cyclist.
 - b The cyclist indicated that he was angry.
 - c The driver opened his window.
 - d The cyclist apologized.
 - e The driver put his head through the sunroof of his car.
 - f The driver insulted the cyclist.

Language focus: narrative tenses

- 1 Read this extract from the cyclist's story. Which verb tense is most commonly used? Why is this tense appropriate to story-telling?

... I made an angry gesture as they call it in the newspapers erm and he actually followed me and pulled alongside and stuck his head out of the sunroof while driving along, stuck his head out of the sunroof and he basically said you know 'if you do that again I'm going to knock your head off'...

- 2 Why do we sometimes use the Past continuous?

I was thinking to myself, well this is all right because when I get to the end ...

I was sort of cycling along, ... and he opened his window ...

- 3 Why is the Past perfect used?

I went to this station ... and the friend that I'd met there took me to the station ...

What is the difference in meaning between these two sentences?

When I got to the station, everybody had gone home.

When I got to the station, everybody went home.

- 4 How would you expect these different story beginnings to continue? Make up the next part of the story.

I was cycling home last night ...

I cycled home last night ...

I'd cycled home last night ...

Exploitation

- 1 Complete this story with the correct past form of the verbs in brackets. You may need to use the passive.

A detective (walk)¹ along the corridor of a large hotel. Suddenly, he (hear)² a woman's voice. 'No! Don't shoot me, John!' Then there (be)³ a shot. The detective (run)⁴ to the room where the shot (come)⁵ from and (burst)⁶ in. In one corner (lie)⁷ a dead woman and in the middle of the room (be)⁸ the gun that (use)⁹ to shoot her. On the other side of the room (stand)¹⁰ a postman, a lawyer, and an accountant. The detective (look)¹¹ at them for a moment, then (go)¹² up to the postman¹³ (grab) him and say¹⁴, 'I am arresting you for murder.'

The detective (never see)¹⁵ any of the people in the room before. How (know)¹⁶ that it was the postman who (murder)¹⁷ the woman?

How did the detective know that the postman was the murderer?

- 2 Think about the story behind one of these photographs.

- a Discuss your ideas in pairs. Then decide whether to make your story dramatic or humorous.



- b Tell your story to another pair who chose the other story. If you are the listening pair, interrupt your partners' story from time to time with comments or questions. Use expressions from the box.

Interrupting

Comments

- I'm not sure I understand.
- What a strange thing to do / say.
- I'm sorry, I didn't catch that.
- That's not very likely.

Questions

- Why did they do that?
- How did they do that?
- What happened next?
- Where / When did this happen?

Writing

You are going to enter a story-writing competition. The winning story will be published in a magazine for young people.

- Choose one of the stories you have just told or heard in Exploitation 2.
- Plan your story, paragraph by paragraph. Write 150–180 words in 3–5 paragraphs.
- Write your story in an informal style suitable for the magazine readers.

► Writing guidelines p.151

4.3 Cyber danger

Reading

- 1 You turn on your computer to check your e-mail and find this message.

If you receive an e-mail with the subject of 'Anything goes' DO NOT OPEN IT – delete it immediately. Warn all in your address book about this virus.

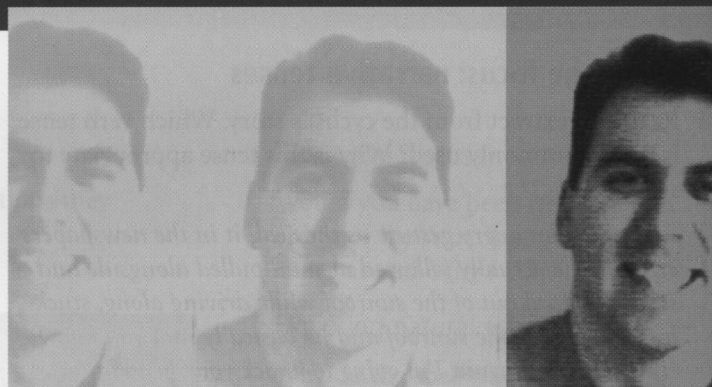
- What are your first thoughts?
 - Would you pass on the warning to everyone in your address book? Why / why not?
 - Why is *virus* an appropriate word to use for things like *Melissa* which damage computers?
- 2 Work in pairs, A and B.
- What kind of person do you think writes computer viruses? Compare your ideas.
 - Student A** Read the article on this page.
Student B Turn to p.157.
Does the person you read about fit your idea of a virus writer?
- 3 Work in the same pairs.
- Tell your partner three interesting facts from the article you have read.
 - Do the two virus writers, David Smith and Johnny, have anything in common?
 - What were their reasons for writing viruses?
 - Work through the **Close up** tasks which follow your partner's article.

React and discuss

- Have you, or has anyone you know, ever been the victim of a computer virus?
- Do you think virus writers should be punished? How?

Close up

- 1.17 Smith is described as *soft-spoken*. How would you describe someone who was the opposite of *soft-spoken*?
- 1.20 What would be the opposite of *profound* consequences?
- 1.22 What is a *victimless crime*? Can you think of any crimes which are *victimless*?



Melissa Creator Pleads Guilty

The New Jersey man who disrupted e-mail systems around the world in March by spreading a computer virus he named 'Melissa', pleaded guilty in a plea bargain with prosecutors on Thursday.

Computer programmer David Smith, 31, one of the first people believed to be prosecuted for spreading a computer virus, admitted in court entering user groups and electronic mail groups on America Online without authorization.

He faces a maximum of 10 years in prison and a possible \$150,000 fine on the New Jersey state charge.

Smith acknowledged that he had deliberately broken into the systems and had known what he was doing.

But the soft-spoken Smith, reading a statement, said in court, 'I did not expect or anticipate the amount of damage that took place ... I had no idea there would be such profound consequences to others.'

'These crimes are not victimless crimes,' New Jersey Attorney General John Farmer said at a news conference. 'This is not a joke.'

Farmer pointed out that the virus had paralysed tens of thousands of computer systems and cost companies and other parties tens of millions of dollars in losses.

Reuters Limited

Language focus: reported speech and reporting verbs

- 1 Here are some examples of reported or indirect speech. What were the actual words (direct speech) in each case?
 - a AOL states that this is a very dangerous virus.
 - b Computer programmer David Smith admitted ... entering user groups ... without authorization.
 - c Smith acknowledged that he had deliberately broken into the systems and had known what he was doing.
 - d Farmer pointed out that the virus had paralysed tens of thousands of computer systems ...
 - e Johnny explains why he is a virus writer.
- 2 What do examples 1a and c–e tell us about reported speech?
- 3 We sometimes use reporting verbs when we report someone's words. Reporting verbs give us extra information about the way something was said or about the purpose for which it was said.
 - a Which reporting verbs are used in sentences 1a–e above?
 - b Match the following near synonyms with the reporting verbs in 1a–e.

concede confess declare spell out observe

 - c How is the verb *suggest* used as a reporting verb? Which of these sentences are correct?
 - 1 He suggested reinstalling the software.
 - 2 She suggested to restart the computer.
 - 3 I suggested that we saved our work on disk.
 - 4 They suggested that we change our Internet Service Provider.
 - 5 He suggested we install virus protection software.

Exploitation

- 1 Report this conversation without using direct speech. Use appropriate reporting verbs from this list. (There are more verbs than you need.)

accuse (someone of doing something) admit apologize (for doing something) ask
claim confess congratulate (someone on doing something) deny explain insist
maintain promise suggest tell

- a Sue You've been using my computer, haven't you, Nick?
b Nick No, I haven't. Why don't you ask Pete?
c Sue Have you been playing games on my computer, Pete?
d Pete I'm afraid I can't even use a computer, Sue.
e Sue Sorry. I didn't mean to accuse you.
f Pete I suspect it was probably Jon.
g Sue How do you know that?
h Pete I saw him sitting at your desk yesterday afternoon.
i Sue Is that true, Jon? Was it you who used my computer?
j Jon Yes, it was. Sorry.
k Sue Don't be sorry. You've got the highest game score ever! Well done!
- 2 Work in pairs, A and B.
 - a Student A Turn to p.158 and read the e-mail.
Student B Turn to p.159 and read the e-mail.
 - b Tell each other about the e-mail you have just read.

Exploring words

Collocation (1)

- 1 a Choose the best definition of the word *collocation*.
 - 1 a verb and noun that are usually used together
 - 2 a combination of words that are frequently used together
 - 3 a common combination of an adjective and a noun
 - 4 two or three words that are always used together
- b Why are collocations important in language learning?
- 2 In one of the recordings in the unit a speaker described a *motorway* as being *deserted*. Look at this list of adjectives with similar meanings to *deserted*.
 - a Which of them can describe the nouns in the list below?

Adjectives abandoned bare busy crowded deserted
empty full lonely

Nouns beach bottle car feet house person
room station street village

- b Compare your lists in pairs, then think of other nouns which can collocate with each of the adjectives.
- c Complete these sentences with appropriate adjective–noun combinations.
 - 1 At the side of the road we saw many, left by their drivers when the petrol finally ran out.
 - 2 At the end of my holiday, no one came to meet me and I returned to a(n) My parents were at work and my brother was at school.
 - 3 Too many people want to sunbathe and swim. That's why the are so at the weekends.
 - 4 I walked through the of the town. 'Where is everybody?' I wondered.
- d What is the difference in meaning between these pairs of phrases?
 - 1 a *deserted house* / an *abandoned house*
 - 2 a *busy station* / a *crowded station*
 - 3 an *empty room* / a *bare room*
- 3 We win a war but we *conquer* a disease.
 - a Which of these verbs can describe the nouns in the list below?

Verbs beat combat come to terms with confront
defeat face fight meet overcome run solve

Nouns a challenge (a) crime (a) danger (a) difficulty
(a) disadvantage (a) disease (a) fear an enemy
the future a handicap a (losing) battle
a problem a risk a war

- b Complete these sentences with appropriate verb–noun combinations.

- 1 People visit phobia clinics to help them their irrational
- 2 Scientists and doctors are always trying to find new ways of like cancer.
- 3 Society seems unable to the of drug addiction. Some people think the police are a against international drug dealers.

- c Think of other nouns that can collocate with three of the verbs in the list above.

- 4 Read the short article below and underline the collocations. Look for these combinations.

- adjective–noun an *abandoned car*
- verb–noun to *solve a problem*

- 5 Discuss these questions in pairs.

- a What household chores do you regularly carry out?
- b Are there any situations in which you deliberately expose yourself to danger?
- c Have you ever seen or been involved in a driving accident?
- d How would you assess these risks on Dr Duckworth's 0–8 scale?

Washing-up as risky as driving

Statistician Dr Frank Duckworth's 'Riskometer' is a scale to help people assess the risks in their daily lives. He has given everyday situations a risk rating from zero to eight. Zero represents just existing on the planet for a year, while eight represents committing suicide.



- 10 One of Dr Frank Duckworth's more surprising findings was that a person who smokes 40 cigarettes a day is exposing himself to nearly as much danger as playing a game of Russian Roulette.

And the chances of dying while doing a routine activity like hoovering, washing-up or walking down the street come into the same category as suffering an accidental fall or being involved in a driving accident.

- Dr Duckworth has said, 'I would guess that over a person's lifetime, the risk of death by carrying out household chores lies between five and six on the Riskometer scale.'

Metro

Language commentary

1 Narrative tenses

a Past simple – uses

- To refer to a sequence of completed events.
I **went** across and **stood** under this sort of tree.
- To refer to habitual or repeated past actions.
I **cycled** to work every day last week.
- To refer to unreal events in the present or future.
It's high time we **had** something to eat.
I'd rather you **didn't criticize** me.

b Past continuous – uses

- To refer to a background situation.
I **was settling** in well and **getting on** with my new colleagues, ...
- To refer to a past action in progress when something specific happened.
As I **was walking** home, I tripped and fell over.

c Past perfect – uses

- To clarify a sequence of events in the past.
I arrived at the station, went to the waiting room, and started to read the book I'd **bought** that morning.
- To explain a past action.
I'd **left** my keys at work so I couldn't get into the house.
I was exhausted because I'd **been running** for two hours.
- In reported speech.
He said he'd **tried** to phone me the day before. ('I tried to phone you yesterday.')
- As part of conditional structures.
If I **hadn't missed** my train, I wouldn't have felt so worried. (Third conditional)

2 Reported speech

a Basic rules

- If the reporting verb is in the past, the direct speech verb often moves back in time.
'I **love** you.'
'I'll **help** you tidy the house.'
- If the reporting verb is in the present, the direct speech does not have to change when it is reported.
You can choose whether to change the tense or not.
'I still **love** you.'
- The original verb tense does not change if we want to emphasize that what was said by the speaker is still true or relevant.
'I still **love** you.'
- The word order in reported questions is the same as for statements. The subject and verb are not inverted.
'How much **do you love** me?'

She **said** she **loved** me.
He **said** he'd (he **would**) **help** me tidy the house.
She **says** she still **loves** me.
She **said** she still **loves** me.
They **said** they're **going** on holiday tomorrow.
I **asked** her how much she **loved** me.
I **asked** them if they **were** **going** on holiday tomorrow.

- Commands are reported with verb + object + *to* + infinitive.

'**Stop!**' She **told / ordered** him **to stop**.
'**Slow down!**' They **told** him **to slow down**.

- Most modal verbs change in reported speech.

'We **may** go to Spain in the summer.'
'**Can** I help you get the picnic ready?'
'I **must** go and see the dentist.'
'I **should** go now or I'll be late.'

She **said** they **might** go to Spain in the summer.
She **asked** if she **could** help me get the picnic ready.
He **said** he **had to** go and see the dentist.
She **said** she **should / ought to** go or she'd be late.

b Other changes

- Pronouns may change.
'**You** can go.'
- Time references may change.
'I wasn't paid **last month**.'
- Place references may change.
'You can't park **here**.'
- Determiners change.
'Have you heard **this** fantastic news?'

She **said** I **could** go.
He **said** he **hadn't** been paid **the previous month**.
They **said** I **couldn't** park **there**.
She **asked** if I'd heard **the / that** fantastic news.

c say, tell

Say and *tell* are different; *tell* needs a direct object.
She **said** she loved me. She **told me** she loved me.

These verbs also need a direct object, and are usually followed by *to* + infinitive.

advise ask beg command forbid instruct persuade
request urge warn

d Other reporting verbs

There are many reporting verbs which can be used instead of *say*, *tell*, or *ask*. They are useful because they provide an interpretation of the speaker's intention.

'Yes, I can come.'
'I think it'll rain this evening.'

He **confirmed** (that) he could come.
He **predicted** (that) it would rain that evening.

agree announce argue believe claim complain
decided deny doubt emphasize hope imagine imply
inquire insist reply report think wonder

When we report negative words or thoughts, we can make the reporting verb negative.

'I'm sure you **won't** enjoy the film.'

She **didn't think** I'd enjoy the film.

e suggest

As a reporting verb *suggest* can be used in different ways.
He **suggested** **finding** a hotel.
He **suggested** (that) **we found** a hotel.
He **suggested** (that) **we should find** a hotel.
He **suggested** (that) **we find** a hotel.

- Note It is not correct to say: He suggested to find a hotel.



5 Dilemmas

5.1 In the workplace

Lead in

Read about these dilemmas people can find themselves in at work. What is your immediate reaction? Choose one alternative for each problem.

What should I do?

1 One of my colleagues is dishonest. She's stealing office equipment.

- a Tell the boss ☐
- b Warn my colleague ☐
- c Do nothing ☐



2 My office mate's lazy – I do all the work.

- a Complain to the boss ☐
- b Ask my colleague to stop being lazy ☐
- c Do nothing ☐



3 I have to work from 9.00 a.m. till 4.00 p.m. without a break.

- a Demand a break ☐
- b Look for a new job ☐
- c Put up with the situation ☐



Listening

- 1 You are going to hear a radio programme offering advice to people in dilemmas at work.

Before you listen, answer these questions to check your understanding of the phrases in *italics* from the programme.

- a Who does *public property* belong to? What kinds of things are regarded as *public property*? What is the opposite of *public property*?
- b Do you ever *pass on gossip* you have overheard? If so, do you feel guilty about it?
- c If you *sink to someone's level*, do you behave well or badly?
- d In what circumstances might you tell someone to *mind their own business*?
- e If you *jump to conclusions*, do you form an opinion quickly or slowly?

- 2 **5.1** Listen to the discussion of the first situation.

- a What is the e-mail writer's dilemma?
- b What suggestions are given by the advisers? What do they agree and disagree about?

- 3 **5.2** Listen to the second part of the discussion.

- a What is the situation?
- b What does the e-mail writer want to do?

React and discuss

How would you have responded to the first dilemma you heard about? What advice would you have given?

Exploring natural speech

- 1 Read this extract from the recording.
I don't think she has the right, I'm afraid, I just don't think she has the right ...
- 2 These sentences introduce bad news or express disagreement or criticism. Add *I'm afraid* to each of them.
 - a Your work is not good enough. You'll have to do a lot better.
 - b The business is doing very badly. We can't afford to keep you.
 - c Your behaviour at work is completely unacceptable.
 - d The office was broken into last night.
- 3 **5.3** Listen, check, and practise.

Vocabulary: three-part phrasal verbs

- 1 Read these extracts from the recording. How are the three-part phrasal verbs in a–c different from the two-part verbs in d and e? Think about the word order.
 - a I just don't think she has the right – she has to **put up with it**.
 - b She's got to concentrate on what she's doing and let him **get on with it**.
 - c Well, let's **move on to** our next e-mail from someone in London.
 - d It's an interesting suggestion. I promise I'll **think it over**.
 - e I had a real problem with one of my colleagues, but I think I've **sorted it out** now.
- 2 Answer questions a–f using a pronoun object and a phrasal verb from this list.

get away with go back on look down on look forward to
run out of send off for

- a How does he feel about starting his new job?
- b Did he lose his job for stealing office equipment?
- c Have we got any more photocopying paper?
- d How did bosses use to treat employees?
- e Did she keep her promise about doing more work?
- f I've just seen a job advertisement in the newspaper. How can I get an application form?

Language focus: opinions and suggestions

- 1 How do the speakers in the recording express their opinions or make suggestions about what other people should do? Complete these extracts from the recording.
 - a I disagree. I think that if he is going to be so rude ...
 - b ... there's that he can expect her to not take what he's been saying ...
 - c I agree, but rise above it? sink to their level?
 - d try and talk to him about it, but to start gossiping ...
 - e Yeah, you're That's probably the first thing that she should do ...
 - f that she should confront it ...
- 2 **5.4** Listen to the recording and check your answers.
- 3 Here are some more expressions we can use to give opinions or make suggestions about what someone should do. Can you add any others?

- She ought to / should / could (always) / might / must / has got to ...
- Why can't he / doesn't he ...?
- It might be an idea to (ask) ... / It might be an idea if he (asked) ...
- I (would) suggest she ...
- I'd advise him / her to ...

Exploitation

Work in groups of three.

- 1 Discuss the second dilemma you heard about in the recording. Here's a reminder.

My boss has asked me to book him a double room at a hotel for a conference. The thing is he's not taking his wife with him. I feel like protesting – but I know that if I do he'll just tell me to mind my own business.

Presenter You have no strong feelings on the subject.

Adviser 1 Express your opinions and make suggestions.

Adviser 2 Express your opinions and make suggestions. You sometimes disagree with **Adviser 1**.

- 2 Choose one of the three dilemmas from the **Lead in** section. Discuss it as a group, then present your ideas to the rest of the class.

5.2 A quiet Sunday bus ride

Reading

- 1 Look at these verbs and nouns from the article you are going to read.

abuse (n) brains children grown-up fight fist kids knuckles lip
opponent punch-up scrap smack spit swear victim yob a youth

- a Group the words under these headings.

People	Bad language	Violent behaviour	Parts of the body

- b Which two words in the *People* group mean the same?
c Which two words in the *People* group have opposite meanings?
d Which three words in the *Violent behaviour* group have similar meanings?
e Which body words are connected with the *hand* and which are connected with the *head*?
- 2 Now read about one man's dilemma.
- a Why did the writer speak to the yobs?
b What was their first reaction?

React and discuss

- 1 What would you have done in the writer's situation?
2 Have you ever been involved in or witnessed a situation like this?
3 Work in pairs.

Student A You were a passenger on the bus in the story you have just read. You are going to give an interview to a journalist, describing what happened. Read the article again and decide how you felt at each stage of the story. Be ready to invent answers to some questions.

Student B You are a journalist collecting information about the bus incident. You know the basic facts but need more details for your story, so you are going to interview one of the passengers. Read the article again and decide which were the key stages of the story. For each stage, prepare questions to find out how the passenger felt and other details. Interview the passenger.

Close up

- 1.6 What idea does *stream* suggest in the phrase *a stream of abuse*?
1.39 Is a *close shave* more or less serious than *real trouble*? What does *let alone* mean?
1.47 What is a *gagging order*? (A *gag* is something put in or across a person's mouth to stop them talking.)
1.70 What does the suffix *-ify* mean in *trendify*? (Other verbs: *simplify* / *intensify* / *purify*)
1.71 *bus rage* is similar to *road rage*. What do these phrases mean?
1.78 How is *making eye contact* with someone different from *looking at* them?

An everyday dilemma in modern Britain

IT WAS just a quiet Sunday bus ride, until the two youths at the back started messing with the emergency door. Kids like a laugh but this wasn't high spirits.

- 5 When the driver stopped the bus to tell them off, he just got a stream of abuse.

We have two choices. We either sit a look out of the window and pretend it's not happening, or we speak our minds.

- 10 Since I had my two young sons, aged six and eight, with me, I asked the yobs, politely, to watch their language.

Stunned silence. I could hear their brains whirring inside their bony heads.

- 15 Yobs have got so used to our timidity they're surprised to be challenged.

Surprised and delighted.

'What the **** has it got to do with you?'

- 20 'Plenty,' I said. 'I wouldn't swear in front of your kids, so please don't swear in front of mine.'

'Come on then, you ****.'

- 25 Faced with a bony fist with HATE tattooed on the knuckles, it's no use suggesting a cosy chat about community values. But why should I fight? My children were already frightened by this grown-up who'd suddenly turned crazy.

- 30 Outside life carried on as normal. Swans drifted down the river, men fished quietly, some children were flying a kite

This wasn't happening in some inner city alleyway. It was the middle of a small town, on a Sunday afternoon. Things like this aren't supposed to happen here. 35

Never, in 12 years of London life, walking about at all times of day and night, did I have a close shave, let alone face any real trouble. 40

No, the real front line is here, in small towns like this. Our future is one of cameras on high poles, soulless shopping malls, children with idle hands and empty heads and enough dole money for booze. 45

But it's not the fear of the fist, or the knife I hate. It's the gagging order. Express an opinion, call for some manners and you risk a smack in the mouth. Or worse. 50

There we stood, the yob and I, eye-to-eye on that little bus. In the end deprived of his punch-up, he spat in my face and then in the driver's. 55

Despite my anger, I knew it was best to leave it at that. What sickened me was the spitefulness and stupidity of it all. 60

There's always been fighting. But in the past it was a peer group thing consisting of pals falling out and rival groups of children defending their territory and their infant honour. All in the family so to speak. 65

Now, it's the family who is the victim. Today the yobs' opponent is anyone: me and you, dads and grandads, even our mums and grandmas. 70

In my case, there was no big fight. People might say: 'So what? You didn't even get your lip split. It wasn't even an argument.' Nor could we trendify it by calling it 'bus rage', a brief dust-up between irritable passengers. It wasn't even worth reporting to the police. 75

Some people said I should have decked the leader of the yobs, or at least tried to. Some said I was crazy to risk a scrap, especially when I had my children with me. 'Don't even make eye contact with them,' my wife says. Others said I was lucky: it might easily have been a knife instead of a mouthful of spit. 80

FOOTNOTE A week afterwards, I was travelling on the train. Two yobs lit up in a no-smoking carriage. People sniffed disapprovingly, but no one said anything. Neither did I. 85

Nicholas Whittaker, *Daily Mail*

Language focus: inversion

- What do you notice about the word order in these sentences? What is similar about the first word or phrase?
 - Never, in 12 years of London life, did I have a close shave, ...*
 - Nor could we trendify it by calling it 'bus rage', ...*
 - Not only did the boys swear at the driver, they also spat at him.*
 - At no time did any of the other passengers support me.*
 - Hardly had the bus moved off when the yobs started messing about.*
- What is the effect of starting sentences like this? Compare these pairs of sentences.
 - Never have I heard such a dreadful speech.*
I've never heard such a dreadful speech.
 - I saw what he did and I heard every word he said.*
Not only did I see him, I also heard every word he said.

- Here are some more words and expressions which are used in the same way.

(In) no way	No sooner ... than	Not a thing	Never before
Not once	Not a single person	Not until	On no account
Seldom	Under no circumstances	Hardly ever	

Rewrite these sentences starting with one of the words or phrases from the list. As well as changing the word order, you may need to change verb forms.

- I found out the names of the youths three weeks later.
- I didn't think once of getting off the bus.
- I've hardly ever felt as frightened as I did on that journey.
- Immediately I got on the bus, the driver drove off.
- I'm quite sure I won't take my children on that bus journey again.
- Bus drivers are not allowed to interfere if passengers start arguing or fighting.
- He didn't hear anything from the police after the incident.
- I've never been involved in a road rage incident before.

Exploitation

Work in groups.

- Read through these instructions.
 - You are going to make up a story which involves:
 - a narrator (you)
 - two other people.
 - The story should describe a 'rage' situation: in the street, at work, on a plane.
- Brainstorm what happened.
- Now write the story, which should include these five sentence beginnings.
 - Never before had I seen such a ...
 - Under no circumstances could I ...
 - Only when he'd / she'd left ...
 - Not only did I / he / she ...
 - At no time did I / he / she / anyone ...

Use the beginnings in any order. Add your own endings and other ideas.

- Tell or read your story to the rest of your group.

5.3 How far should we go?

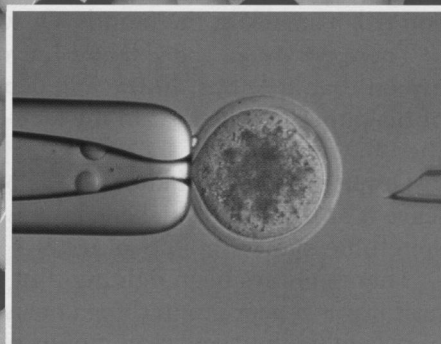
Listening

- 1 You are going to hear a group of people discussing genetic engineering. Before you listen, discuss these questions in groups.
 - a For what practical purposes is genetic engineering being developed?
 - b What makes it a controversial subject?
 - c Do you have strong feelings about it? Are you for or against?
- 2 **5.5** Now listen and answer these questions.
 - a Do the speakers mention any of the purposes you talked about?
 - b What is their general feeling about genetic engineering? Are they for or against, or do they have mixed feelings?
- 3 Listen again and complete these sentences to make true statements.
 - a The speakers agree that it would be good to use genetic engineering to ...
 - b Knowing the function of every gene means that humans will be able to ...
 - c Being able to eradicate natural diseases means that humans will live ...
 - d If humans live to a much older age, this will have economic ...
 - e The speakers are against using genetic engineering to enable couples to ...



genetic engineering

Changing the structure of the genes of a living thing in order to make it healthier or stronger or more useful to humans.



Vocabulary: adjective-noun collocations

- 1 Which of the adjectives can be used with each health noun?

Adjectives drastic effective gradual infectious instant
old-fashioned painful serious successful

Nouns cure disease operation recovery treatment

- 2 Complete these sentences with adjective-noun combinations. Use ten different words.
- Flu is a(n) which can spread quickly from person to person.
 - Having a heart transplant is a(n) which is used only as a last resort.
 - Keith was so ill he had to spend a month in hospital. Now thank goodness he's made a(n)
 - As yet there is no for the common cold.
 - Holding your breath is a(n) for hiccups.

Speaking

- 1 Work in pairs or groups.

Choose two or three of these statements about genetic engineering, then discuss them.

- Genetic engineering is an unnatural interference in human life and should be banned.
 - We cannot trust scientists to work in the best interests of ordinary people.
 - The large companies involved in genetic engineering are more interested in their own profits than in human welfare.
 - Genetic engineering applied to crops and animals can ensure a cheap and plentiful supply of food for the whole world's population. For this reason it must be encouraged.
 - People should have the right to choose the sex, appearance, and intelligence of their children.
 - Genetic engineering should only be used to help us eradicate terrible illnesses like cancer.
- 2 Make your own list of the pros and cons of continuing with genetic engineering. Include the moral, practical, and economic issues involved.

Example

Pros: It can help us to eradicate diseases.

Cons: We don't know the long-term effects.

Writing

Continue working in the same pairs or groups for parts 1 and 2 of this writing task.

You are going to write a magazine article about genetic engineering, based on the discussions you have just had. (Assume that the magazine is read by people of your age.)

- 1 Plan the article.

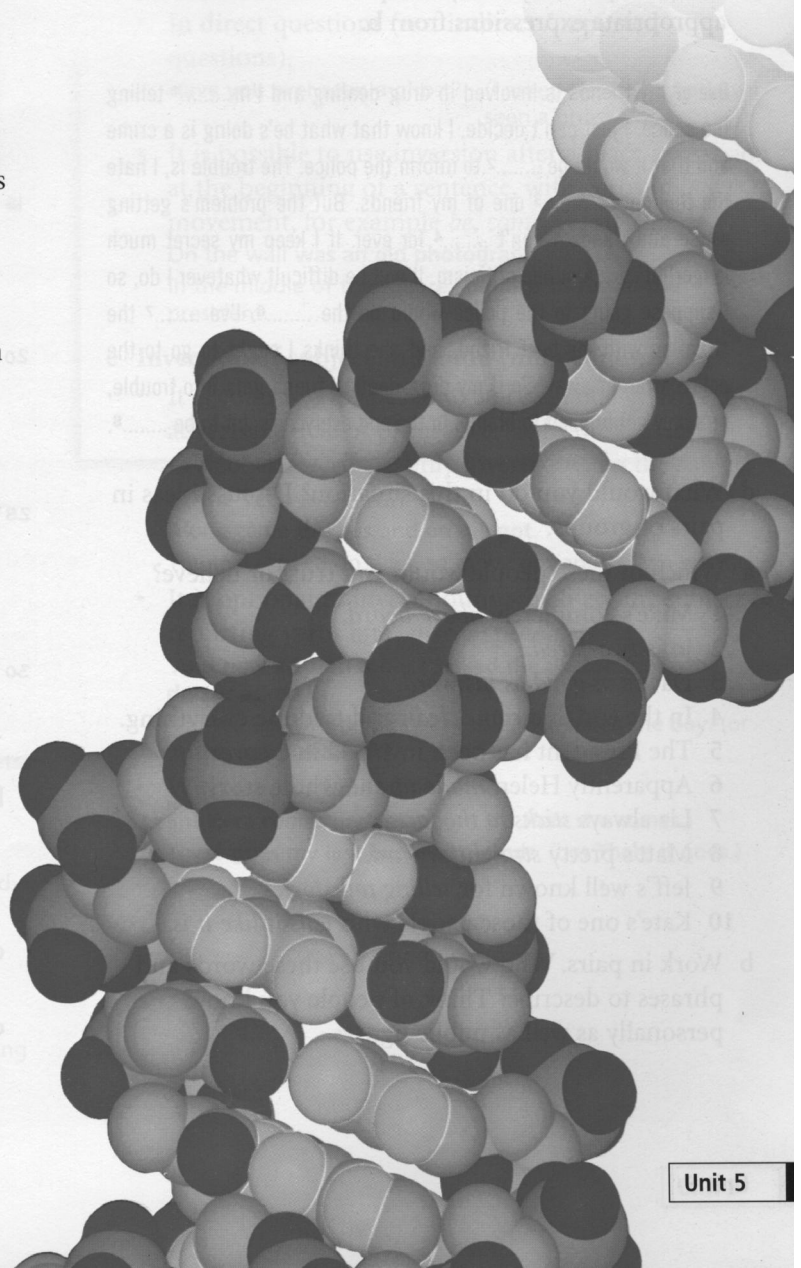
- Decide how many paragraphs you will need.
- What will the topic of each paragraph be?
- Think about your readers. How technical can your writing be?

- 2 Write a title and a first sentence.

- Why is it a good idea for the title to be eye-catching and the first sentence to be attention-grabbing?

- 3 Write the rest of the article. Write 160–200 words altogether. The style should be informal, light, and personal. Your own ideas should be clear.

► Writing guidelines p.154



Exploring words

Rights, responsibilities, truth, and lies

- 1 a What do you consider to be your most important rights as an individual? For example, do you think you have the right to work?

What are your main responsibilities in your personal and professional life?

Compare ideas with a partner.

- b Complete these expressions with the correct prepositions.

- 1 be responsible your own actions
- 2 discuss the rights and wrongs an issue
- 3 the public interest
- 4 blow the whistle someone
- 5 the lesser two evils
- 6 sit the fence
- 7 be two minds something
- 8 lay yourself open criticism

- c Now complete this story of a personal dilemma with appropriate expressions from b.

ONE OF my friends is involved in drug-dealing and I'm¹ telling the police. I just can't decide. I know that what he's doing is a crime and that it would be² to inform the police. The trouble is, I hate the thought of³ one of my friends. But the problem's getting worse and I know I can't⁴ for ever. If I keep my secret much longer I'll⁵ public criticism. It will be difficult whatever I do, so I suppose going to the police would be the⁶. I've⁷ the situation with my best friend, and she thinks I ought to go to the police straight away. So if my drug-dealing friend gets into trouble, he's only got himself to blame. In the end everyone's got to be⁸.

- d What would you do in this situation? Discuss ideas in pairs or groups.

- 2 a Which of these people would you trust or believe?

- 1 Mike's completely *above board*.
- 2 Jo is *two-faced*.
- 3 Dave's *as good as his word*.
- 4 In the end Sue *came clean* and told me everything.
- 5 The President has been involved in a *cover-up*.
- 6 Apparently Helen *made up* the whole story.
- 7 Liz always *sticks to the facts*.
- 8 Matt's pretty *straightforward*.
- 9 Jeff's well known for *telling tall stories*.
- 10 Kate's one of those people who *tells it like it is*.

- b Work in pairs. Who would you use these words and phrases to describe? Think of people you know personally as well as public figures.

- 3 Read this fictional account of a dilemma that a newspaper reporter found herself in.

- a What was the writer's dilemma?

Would you be a whistle-blower?



I WAS doing a story for the local newspaper on a young man, let's call him Tim, who had just been named 'Employee of the Year' in our town. Tim had everything. He was good-looking, popular, and successful. In an interview he told me, among other things, that he had a first-class degree from Cambridge and had

- published a respected book on business management. Subsequently, I made the usual checks only to discover that Cambridge University had no record of him being a student there, and his publisher had never heard of him.

- When I confronted Tim with my discoveries, he acknowledged that his stories were fabrications and begged me not to publish the truth.

- My editor and I discussed the rights and wrongs of publishing. Would it be in the public interest? Weren't Tim's lies simply a private matter? After all he hadn't hurt anyone. On the other hand, he had misled his boss and colleagues. In the end we felt that the public had a right to know that their hero was a fake and we told Tim that we were going to publish the story.

- Tim's mother then contacted us and said that, if we published, Tim would probably commit suicide.

- b Discuss these questions.

- 1 What are the main issues faced by the journalist and the editor?
- 2 What action do you think they should take?

- c Now find out what happened by reading the end of the story on p.158.

- d In what circumstances would you be a whistle-blower?

Language commentary

1 Opinions and suggestions

a Making suggestions and giving advice

We often express our opinions about what people should or shouldn't do indirectly. This is because we want to sound polite and not appear aggressive.

The words and phrases in **bold** in the examples below are used to make suggestions or advice less direct.

I (don't) think you ought to / should go on your own.

Why not simply / just talk to him about it?

Why don't you forget all about it?

(Possibly / Maybe / Perhaps) try and talk to him.

It might be an idea to phone before you go.

I / I'd suggest you make a proper appointment.

I / I'd advise you to check with the embassy first.

Don't you think it might be more sensible to take traveller's cheques?

You could (always) hire a car when you get there.

Have you thought about buying a mobile phone?

b Agreeing with someone else's opinion

I couldn't agree more. **You're probably right.**

I wholeheartedly agree. **Absolutely!**

c Disagreeing with someone else's opinion

I completely / absolutely / fundamentally / totally disagree.

I can't / couldn't (possibly) go along with that.

I know what you mean, but ...

d Stating a general opinion

In my opinion / view, there are too many cars on the road.

It's my considered opinion that people spend too much money on food.

If you want my honest opinion, I think smoking should be banned in all public places.

2 Inversion

a After expressions with a negative meaning

After a range of negative expressions, there is inversion of the subject and the auxiliary verb.

No sooner had the game begun than it started to rain.

Never, in my whole life, have I been so frightened.

At no time did I lose hope.

In no way was he to blame for the accident.

No way am I going to apologize to him. (Very informal.)

On no account must you tell anyone what you've just heard.

Under no circumstances must you take more than four tablets a day.

I didn't see a single person, nor did I hear anything.

Not once did anyone thank her for all the work she'd done.

Not only was she physically ill, she was also deeply depressed.

Not since I left university **have I** had such a good time.

b After expressions with a restrictive meaning

Hardly / Barely / Scarcely had the game begun when it started to rain.

Only by practising every day do you stand a chance of winning the race.

Seldom have I come across such a talented child.

c Use

Inversion is often used to make what we say sound more serious, important, or dramatic. It is a type of 'fronting' which gives the negative idea more importance. In both pairs of examples below, the first sentence is more emphatic.

1 **Never**, in my whole life, **have I** been so frightened.
I've never been so frightened in my whole life.

2 **Hardly had the game** begun when it started to rain.
The game had hardly begun when it started to rain.

d Other examples of inversion

- In some formal conditional expressions.

Should you arrive early, let yourself in. (= If you arrive early ... **Should** is inverted to replace a first conditional **if** clause.)

Were you to change your mind, I'd be most grateful. (= If you changed your mind, ... **Were** is inverted to replace a second conditional **if** clause.)

Had I realized you were waiting for me, I'd have come straight away. (= If I had realized you were waiting for me, ... **Had** is inverted to replace a third conditional **if** clause.)

- In direct questions (not indirect / reported questions).

Have you ever seen a ghost? (I asked her **if she had** ever seen a ghost.)

- It is possible to use inversion after a place expression at the beginning of a sentence, with verbs of movement, for example *be, come, go, sit, stand*.
On the wall **was an old photograph**.
In the middle of the square **stands a statue** of the president.

e Inversion of subject and noun (not pronoun)

- It is common in speech to start a sentence with the adverb particle of phrasal verbs. In these cases subject and verb are only inverted when the subject of the verb is a noun.
Along came the bus and **on we got**.
The taxi arrived on time, so **in we got** and **off we went**.
- It is optional to invert nouns which are the subject of reporting verbs after direct speech.
'And how are you today?' **asked the doctor**. (or ... **the doctor asked**.)
'I'm fed up with doing as I'm told,' **screamed the boy**. (or ... **the boy screamed**.)
- With *here* and *there*.
Sh! **Here comes my mum**. (but Sh! **Here she comes**.)
There goes my last hundred pounds. (but **There it goes**.)



6 Natural assets

6.1 Personal gifts

Lead in

Look at this list of expressions used to describe people's natural talents or gifts.

be + a born (teacher)
a natural (athlete)
a talented (singer)
good at (talking)

have + an aptitude for (languages)
a gift for (making people laugh)
a (musical) talent

- 1 Can you think of people you know who these expressions could apply to?
- 2 Can you think of any more natural talents to add to the list?



Listening

- 1 **6.1** You are going to hear four people talking about their talents. How would you describe each speaker's attitude?

big-headed modest matter-of-fact embarrassed amused grateful mystified

- 2 Complete this table with what you remember about each speaker. Then listen again, check your answers, and add any more information you can.

	Speaker 1	Speaker 2	Speaker 3	Speaker 4
a Speaker's talent				
b Example given by speaker				
c Other people's reactions				

- 3 What about you? Do you have a particular talent? Tell a partner what it is and how people react to it.
- 4 Where do talents or gifts come from? Are they inherited? Are they gifts from God? The people in the next conversation say what they think.
 - a Predict, from these phrases, some of the things they might say.

an affinity for something depending on the environment musical inclination
parents physical attributes

- b **6.2** Listen to the conversation and check your ideas.
- c Summarize the main ideas expressed in the conversation.

React and discuss

Do you think everyone has natural gifts? How can they best be developed?



Exploring natural speech

Notice how the two speakers interact. Listen again and follow the transcript. Decide how they connect with each other at the numbered points. Choose from these types of connection.

- A adds to an idea
- B shows agreement
- C finishes an idea
- D replies to a question
- E shows slight disagreement

A Oh gosh there are all kind of gifts that people can be born with – you know mental gifts, intelligence, physical attributes – beauty – strength ...

B **1** Definitely, yeah. Talent ...

A **2** Talent absolutely, musical inclination.

B And I definitely believe that people are born with certain talents – I think that they can also, you know they can grow depending on the environment that they're in, but ...

A **3** Yeah, but I think you either have an affinity for something or you don't ...

B **4** Definitely.

A Like two children take piano lessons – one's going to be amazing and the other ...

B **5** ... the other is just OK, I agree and I ...

A Do you think it comes from the parents?

B **6** I think, you know, maybe partly, like I said, I think that it can influence a talent, but I think I think some people are born with certain talents and some people aren't ...

B **7** And the people that are born with it, is it because their parents, like were their parents musically gifted so they have an inclination?

B **8** I think so, yeah. ...

Language focus: *should, ought to, must, have to, need to*

- 1 Complete these extracts with the appropriate form of *should, ought to, must, have to*, or *need to*. You may have to use negative or past forms of these verbs. Sometimes more than one answer is possible.
 - a My children tell me I go on the telly.
 - b It's a quiz game where you think of the word or the phrase.
 - c I don't carry people's phone numbers around with me. I've got them in my head.
 - d I think as a parent, you encourage your children to develop their talents.
 - e You entered for that general knowledge quiz. I'm sure you'd have won.
 - f As long as your eyesight is good, you take another driving test.
 - g You worry. You're by the far the most talented person in the room.
 - h I really go in for that competition this week – I forgot last week.
- 2 What ideas do the modal verbs in sentences **1a–h** express? Choose an appropriate label for each sentence.

advice	talking about a duty	command	necessity	order	recommendation
talking about a responsibility	rule or law				

- 3 Rephrase these sentences using expressions from this list.

had better (not) + verb	to be (not) supposed to + verb	to be (not) meant to + verb
-------------------------	--------------------------------	-----------------------------

Example

It would be a good idea to ask them if you want to use the phone.

You'd better ask them if you want to use the phone.

- a You can't park here without a permit.
- b It's against the law to travel without a ticket.
- c Don't tell him you've seen me.
- 4 What is the difference in meaning between these sets of sentences?
 - a 1 *Unfortunately I **have to work** late tonight.*
 - 2 *I **must work** tonight. I've got an exam tomorrow.*
 - b 1 *You **don't have to tell** me what happened.*
 - 2 *You **mustn't tell** me what happened.*
 - c 1 *I **needn't have worn** a suit. It was just a casual party.*
 - 2 *I **didn't need to wear** a suit. It was just a casual party.*

Exploitation

- 1 What could you say in these situations?
 - a Someone has borrowed your car without asking.
 - b You feel embarrassed because someone bought you a present for helping them.
 - c Tomorrow's a public holiday – so you've got a day off work.
 - d Explain why you didn't go to a meeting. It was cancelled.
- 2 Work in pairs.

Choose two of the subjects below and talk about each of them for 1–2 minutes. Think about obligations, responsibilities, and needs.

- a The difference between being a child and being an adult
- b How being married is different from being single
- c The changes to your life when you become a parent for the first time
- d How being in prison would be different from living a 'normal' life

6.2 Survivors

Lead in

Work in groups.

What do you know about crocodiles?
Note down your ideas under these headings.

- Facts you know are true
- Ideas that you are not so sure about

Reading

1 Read the article and check your ideas.

What, according to Dr Ross, are the main reasons for the survival of crocodiles?

2 Answer these questions.

- What does the writer mean when he says people are *the most fearsome predators ever to stalk the Earth*?
- How do we know that crocodiles have changed little through history?
- How does Dr Ross explain the fact that crocodiles have managed to survive *even in the last few hundred years*?
- Why do you think Dr Ross prefers to describe crocodiles' survival as due to *rapid learning* rather than *intelligence*?



Outlasting the Dinosaurs

An Interview with Dr. James Perran Ross

Crocodiles are the ultimate survivors. Having appeared some 200 million years ago, they have outlived the dinosaurs by some 65 million years.

Even people, the most fearsome predators ever to stalk the Earth, have failed to force into extinction any of the 23 species of crocodilians. What makes them such consummate survivors? NOVA asked Dr. James Perran Ross, a croc researcher at the Florida Museum of Natural History.

NOVA Why did crocodilians survive when the dinosaurs went extinct?

ROSS The short answer is we don't know. But we can look at what crocodiles do now and how they work and speculate on some things that may be involved. Crocodile design has lasted an awfully long time. A great many of the fossils of crocodiles are virtually identical to the crocodiles we see today. They seem to have successfully adapted to their environment and have undergone few changes. I think we have to look at their basic design and concede that it's a good way of being an amphibious predator. It really works. I think one of the aspects that may play to their survival is that they are extremely tough and robust. We're learning now that the immune systems of crocodiles, for instance, are just incredible. They can sustain the most frightful injuries.

NOVA Such as?

ROSS In territorial fights they commonly tear each other's legs off. They go away and sulk for a while and seem to heal up. You often find animals in the wild with missing limbs, missing tails – what

must have been very serious injuries. So I think their inherent toughness is one aspect. They are also long-lived.

They routinely live for decades. The adaptability of their behavior is also something that may play into their survival. It certainly has in modern times. We haven't lost a species of crocodile to extinction since humans have been dominant on the planet, even in the last few hundred years when our impact has been appalling. The reason appears to be in large part because crocodiles learn quickly and adapt to changes in their situation. They particularly learn to avoid dangerous situations very quickly.

NOVA Would you call that intelligence?

ROSS Well, it's certainly rapid learning. There are some people who keep crocodiles who claim that they are truly intelligent. I know some people whose opinions I respect who very sincerely believe that crocodiles know individual people and that they learn simple routines very readily, such as when the man with the bucket has food and when he doesn't. They also become tame quite readily. There are a couple of well-documented stories of truly tame crocodiles. The famous crocodile biologist Frederico Medem described a doctor who lived in Villavicencio, Colombia, who had a large *Crocodylus intermedius*, the Orinoco crocodile. He had raised it from a hatchling. It was a female about 10 feet long, and it lived in his house. It played with his children, it played with the family dog.

NOVA

Language focus: determiners

1 some

some has a number of different meanings:

- a proportion (not all) of
- a quantity of
- approximately.

Which of these meanings apply to these examples?

- ... *they have outlived the dinosaurs by **some** 65 million years.*
- Although they don't all agree, **some** experts think crocodiles are truly intelligent.*
- Look! The zoo keeper is giving the crocodile **some** food.*

2 some, any, every

What is the difference in meaning between these pairs of sentences?

- I enjoy **some** wildlife programmes on TV.*
*I enjoy **any** wildlife programme on TV.*
- Have you got **some** money you could lend me?*
*Have you got **any** money you could lend me?*
- Every** 18-year-old can go to university.*
***Any** 18-year-old can go to university.*

3 no, not a, not any

- Which sentence in each pair sounds more emphatic or more negative?
 - There's **no** food for the crocodiles.*
*There isn't **any** food for the crocodiles.*
 - He **hasn't** got **any** friends.*
*He's got **no** friends.*
 - No** passport is needed.*
*You **don't** need a passport.*
- What types of noun can be used with *no*?

4 few, a few, little, a little

Which sentence in each pair sounds more positive or optimistic?

- A few** people are coming to my party.*
***Few** people are coming to my party.*
- We've got **little** time left – we'd better hurry.*
*We got **a little** time left – we don't need to hurry.*

Exploitation

1 Complete these sentences with *any*, *some*, or *no*.

- I'll show you a card trick. Take a card, card you like, it doesn't matter which one.
- There was a dreadful noise, but in fact there was damage to either vehicle.
- The Desert Tarantula can grow to seven centimetres long.
- I'll answer questions you have at the end of my talk.
- qualified doctor would have made a simple error of judgement like that.
- people are lucky – they never seem to feel the cold.

2 Complete these sentences in unexpected ways.

- I know very few people who ...
(**Example** ... *are more modest than I am.*)
- Any three-year-old child ...
- Every member of my family ...
- A few students in the class ...
- If you had just a little intelligence, ...
- I've got no money left so ...

Speaking: interview

Work in pairs and then in groups of four.

1 Prepare your part in an interview.

Student A You are a well-known media pundit (you have opinions about everything). You have been asked to explain why you think *human beings* have survived for so long despite threats to their existence such as wars, disease, etc. Think of one or two theories and examples.

Student B You are a radio or TV journalist. You are making a programme about the ability of humans to survive in the modern world. Note down some key questions.

2 Do the interview with another pair of students as your 'audience'.

Close up

- 1.28 What other *amphibious* animals do you know?
- 1.32 Which of these words rhyme with *tough*?
though / through / thorough / enough / cough
- 1.40 What is the opposite of *in the wild*?
- 1.78 A *hatchling* is a young crocodile. What does the verb *hatch* mean? What other creatures *hatch*?

Exploring words

Words and their roots

1 The ending of a word often tells us what class the word is.

- a Work with a partner. List the words below under these headings: Adjective, Adverb, Noun, Verb. Some words could belong to more than one class.

ability amazement arisen astonished beautiful
biologist dangerous extinction fearsome impressive
inclination modesty musical natural prehistoric
researcher scratching successfully survivor toughness

b Which endings do you associate with each class of word? Do you know other typical endings for this word class?

c The ending of a word can sometimes be misleading. Which word in each set is different?

- 1 researcher, smaller, speaker, teacher
- 2 beautiful, grateful, roomful, wonderful
- 3 critic, historic, optimistic, realistic
- 4 capable, regrettable, table, unable
- 5 impressive, negative, outlive, positive

2 The root of a word is the basic form or part of a word without prefixes and suffixes.

- a Add prefixes and/or suffixes to the word roots in this table to make words of other classes. Make as many words as you can, including opposites or negatives.

Noun	Verb	Adjective
a	adapt	
b	agree	
c	amuse	
d art	x	
e base		
f danger		
g	describe	
h	injure	
i	rely	
j	x	true

- b Think of nouns which collocate with the adjectives in the list above, for example *a true story* / *a true identity* but not *a true person*.

3 Complete the article below with appropriate words related to these roots.

accompany different distinct entertain fault perfect
possible predict serious symmetry

4 Work in pairs or groups.

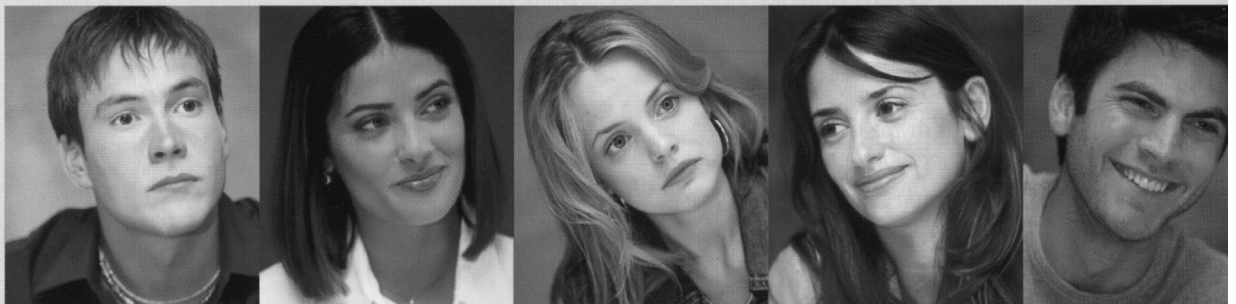
The article describes why beautiful people are likely to succeed in Hollywood. What kind of qualities would be needed to succeed in the following careers?

- a Business
- b Social work
- c Teaching
- d The police force



EVERY SPRING the magazine *Vanity Fair* reports on the young actors it expects to become the future gods and goddesses of Hollywood. It is not always right, but because it was right about Leonardo DiCaprio and Nicole Kidman, the industry takes its thoughts very¹. But when it published its² for next year there was something very odd about the nine new faces in the³ photo. Six of them are female and three of them are male. Five have dark hair and four are blond.

And there you have it, the sum total of⁴ features. All nine faces are⁵ and oval in shape, all nine pairs of eyes large and moist. Their lips are full, the bodies are⁶. It's almost⁷ to tell the⁸ between them. You could even imagine them exchanging roles in a film without anyone noticing. But according to many people in the⁹ industries, their identical good looks are just not a problem. Nothing sells better than a¹⁰ proportioned 17-year-old blank slate.



Language commentary

1 Modal verbs: *should*, *ought to*, *must*, *have to*, *need to*

These verbs all express different types of obligation.

a *should* – uses

- Suggestions and advice.
You look really tired – you **should** get more sleep.
- Obligation and duty.
Society really **should** do more to look after old people.
- Rules and regulations.
Food **should not** be eaten in classrooms.

b *ought to* – uses

- Advice.
You **ought to** stop smoking – it's very bad for your health.
- Obligation and duty.
I **ought to** stop smoking, but it's so difficult.
We **ought to** report the break-in to the police.

- **Note** *Should* often expresses the personal view of the speaker; *ought to* usually expresses a more external obligation which the speaker cannot influence.

c *must* – uses

Strong advice, obligation, or duty.
You **must** see that film – it's fantastic.
I **must** finish writing this letter tonight.

d *have to* – uses

Obligation, duty, rules, and regulations.
I **have to** attend a meeting every Monday morning at 9.30.
We **have to** pay our fees by next Monday – otherwise we won't be allowed on the course.

- **Note** *Must* and *have to* are sometimes interchangeable but there is a basic difference: *must* expresses the speaker's personal view; *have to* expresses external obligation the speaker can not influence.
- **Note** *mustn't* and *don't have to* have completely different meanings:
You **mustn't** go out tonight. = This is not permitted.
You **don't have to** go out tonight. = It isn't necessary to go out – it's your choice.

e *need to* – uses

Necessity.
Everyone **needs to** take regular exercise.

f *need to* – forms

There are two negative forms of *need*. They have the same meaning.
You **don't need to** come. You **needn't** come.
In the past *need* has two forms with different meanings.
I **didn't need to** come. (I didn't come because it wasn't necessary.)
I **needn't have** come. (I came despite the fact that it wasn't necessary.)

g Other expressions of obligation

We use *had better (not) + infinitive* to give advice or say an action would be a good idea. Unlike *should* and *ought to*, *had better* can only refer to the future.
You'd **better** check the flight times before you set off.
I'd **better not** get to work late again this week.

To be (not) supposed to + infinitive is used to talk about a duty to do something, or a rule or law.

I'm **supposed to be** at work today, but I'm not feeling well.

You're **not supposed to drive** more than 90 kph on this road.

To be (not) meant to + infinitive means to be expected (not) to do something.

You know what the doctor said. You're **meant to stay** in bed.

Haven't you seen the notice? You're **not meant to smoke** here.

2 Determiners

a *some* – meanings

- An indefinite number or quantity of.
There are **some people** standing in the road.
- A proportion of (not all).
Some of my friends are a lot older than me.
- Approximately.
Some 200,000 protestors marched through the city centre.

- **Note** This use of *some* only applies to large / approximate numbers.

b *any* – meanings

- An indefinite number or quantity of.
There aren't **any** potatoes – I'll have to buy some more.
- It doesn't matter which one / ones.
I'd be grateful for **any** help you can give me.
He doesn't eat meat, but he likes **any** vegetables.

c *every*

Every student is expected to pass the exam.

- **Note** *every / any*
Every competitor will win a prize.
(All the runners will get a prize – wherever they finish.)
Any runner could win the race – they're all good athletes.
(All the runners have an equal chance – but only one can come first.)
- **Note** *every / all*
Every child is an individual. (singular)
All children are individuals. (plural)

d *no*

He's got **no** friends.
The postman has just been but there's **no** post for you.
No visa is required.

- **Note** *No* is more emphatic and more formal than negative verb + *any / a*.

e *few / a few, little / a little* – differences in meaning

Few and *little* have a negative meaning, and mean *not many* or *not much*.
He's just moved to London but he knows (very) **few** people there.
We get on well but we've got **little** in common.
A few and *a little* have a positive meaning, and mean *some*.
He's moved to London and he knows **a few** people already.
We've only just met and already we've found that we've got **a little** in common.



7 Senses

7.1 Gut feelings

Lead in

Work in pairs.

- 1 Complete the table with the answers to these questions.
 - a *Hearing* is one of the *five senses*. What are the other four?
 - b What parts of the human body are involved in the five senses?
 - c What are these parts sensitive to?
 - d Which adjectives are related to these senses?

a Senses	b Parts of body	c Sensitive to	d Adjectives
hearing	ears	noises / sounds	audible

- 2 Some people believe in 'other senses', for example, a sixth sense, gut feelings, intuition, déjà-vu. What do you understand by these?

Can you think of any more 'other senses'?

Listening

- 1 **7.1** You are going to hear a conversation in which three people are discussing other senses.
 - a What other senses do they mention?
 - b In general, do they believe in the existence of these other senses or not?
- 2 Listen again and answer these questions.
 - a What does the first speaker mean when he says the five senses are *tangible*?
 - b How are *instinct* and *intuition* different from this?
 - c Why does one of the speakers mention *cat's fur*?
 - d What does the man want the woman to do when he says '*Convince me*'?
 - e Why is the woman *biased*?



Exploring natural speech

7.2 There are points in the conversation where the speakers do not finish what they were going to say. Read these extracts from the recording, then listen again and decide what the speaker was going to say next at the points marked (?).

M1 ... whereas if I say 'Do you think this feels like cat's fur or whatever, then there's a point that we can agree on – we can use our tangible senses, but I don't think instinct and intuition is something that's (?) – I think some people have more intuition than (?) ...

M1 Well if I do, I could only take that, I could only accept it as a female point of view, so, yeah, we could debate that all night. I mean, yes, I'm prepared (?) Convince me.

Language focus: degrees of agreement

- 1 a In this extract from the recording, what is the meaning of *Well exactly*? How much do the speakers agree with each other?

M2 ... *when you go into the situation where you think 'I've been here before, I know I've been and I know what's going to happen next.' How can you explain that?*

M1 *Well exactly* – it's a vague area. ...

- b Which of these words or phrases have a similar meaning to *Well exactly*?

Absolutely	I don't know	I'm not so sure	Indeed
Nonsense	Of course	Quite	Sure
			You're right

- c Rank the nine words and phrases in the list in order from **Strong agreement** to **Strong disagreement**.
- d What other words and phrases of agreement and disagreement do you know?
- 2 Respond to these statements according to how you feel. Use appropriate words or phrases from the list above.
- We've all had the feeling of having been somewhere before.
 - The subconscious mind is fascinating.
 - Women are more instinctive than men.
 - Men are more rational than women.
 - People should take notice of their intuition.

Speaking

Work in pairs or small groups.

- 1 You are going to conduct a survey into how widely various beliefs are held. First, discuss each of these ideas for two or three minutes.

Female intuition

Some people find the idea of women's intuition amusing – in my opinion it explains why women are superior to men.

Dreams represent our subconscious thoughts and we should take them much more seriously than we do.

The significance of dreams

The special relationship between twins

There is an invisible psychological bond between twins which makes them much closer than ordinary brothers and sisters.

Everyone's had that feeling of having done something or been somewhere before. Some people think it's proof that we have all had a previous life.

Déjà-vu

- 2 Choose two of the ideas and write questions you could ask other students in the class.

Examples

Do you take your dreams seriously?

Do you consider yourself to be superstitious?

- 3 Conduct the survey. Ask as many other students as you can and make a brief note of their answers.
- 4 Still in groups, discuss the results of your survey. What conclusions can you draw? Present your findings to the class.

Writing

You are going to write a report summarizing the results of your survey. The report is going to be published in a magazine read mainly by people of your age.

- 1 Plan the report.
- How many sections will there be? Don't forget an Introduction and Conclusion.
 - What would be appropriate headings for the sections?
 - What information from your surveys would your readers be most interested in?
- 2 Think about an appropriate style. Remember, reports are factual. You may want to use numbers, proportions, or statistics to record the results of your survey.
- 3 Write the report in 160–200 words.

► Writing guidelines p.155

7.2 Don't stare – it's rude!

Vocabulary

- a What have these verbs got in common?

gaze at glance at glare (at)
look at stare (at) watch

- b What are the main differences in meaning between *watch* and *look at*? Which verb most commonly goes with the nouns in this list?

a TV programme a football match
a clock a book newspaper headlines
someone's every movement

- c How would you feel if you knew someone was *staring* at you?

- d What is the difference between *gaze at* and *stare at*? Which of these would you be more likely to *gaze at*?

someone you love the stars the sky
someone you dislike a road accident

- e Why might someone *glare at* you if you were driving badly?
f If you didn't have enough time to read a newspaper thoroughly, would you *look*, *glance*, or *stare at* the headlines?

Close up

- 1.2 What is the purpose of the adjective *so-called* to describe the *staring effect*?
1.25 How could you rephrase *be just as likely* to using the phrase *equal chance*?
1.35 Can you rephrase *so high a success rate*, using *such*?
1.47 What other words or phrases could replace *broadly*?
1.61 A *sceptic* is a person. What is the related adjective?

Reading

- 1 Read the article below and find the answers to these questions.
a What is Dr Sheldrake trying to prove in his experiments?
b Why does Dr Blackmore doubt the results of these experiments?
2 Answer these questions.
a How might the evidence of fighter pilots be different from the evidence Dr Sheldrake obtained from his experiments?
b What was the purpose of Dr Sheldrake's second set of experiments?
c Why were the blindfolded children separated from the others by windows?
d What is Dr Blackmore implying when she says '*People underestimate the ingenuity of children ...*'?

React and discuss

Have you ever felt that someone was watching you – even though you couldn't see them?

What are you looking at?

Stories about the existence of the so-called 'staring effect' have circulated for years, with soldiers and surveillance experts claiming that many people somehow know when they are being watched, even through video cameras. Some wartime fighter pilots have even claimed that their lives were saved by being able to sense when they were being tailed by enemy aircraft.

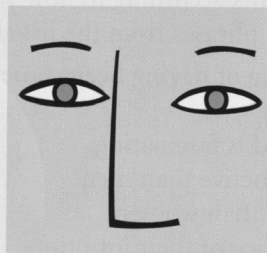
Now Dr Rupert Sheldrake, a controversial biologist, has completed the largest-ever study of the staring effect, involving children in Britain, America and Germany. In the experiments, children sat with blindfolds on, and with their backs to others who either stared at them or looked away. Each time, the blindfolded children simply had to say whether they were being stared at or not.

By guessing alone, the children would be just as likely to be wrong as right. But time and again, they seemed to be able to

tell when they were being stared at. In a total of more than 18,000 trials, the children correctly sensed when they were being watched almost 60 per cent of the time. When they were not being watched, the hit-rate fell back to 50 per cent – the level expected if they were guessing.

According to Dr Sheldrake, the odds of getting so high a success rate over so many trials by fluke alone are trillions to one against. 'I've been doing research for many years, and I've never seen any effect as strong as this,' he said. 'Something seems to be going on,

because it seems to be repeatable.' These experiments were carried out by different people in different countries, and yet they all found broadly the same results. To counter accusations of fraud, Dr Sheldrake organized a second set of experiments, this time with the added precaution of having the blindfolded children outside and separated by



Language focus: Present perfect

1 Which verb forms were used in the article? Without looking again, choose one of the forms. Then check.

- Stories about the existence of the 'staring effect' **circulated** / **have circulated** for years ... (1.1)*
- Now Dr Rupert Sheldrake **completed** / **has completed** the largest-ever study of the staring effect ... (1.12)*
- In the experiments, children **sat** / **have sat** with blindfolds on ... (1.17)*
- 'I **never saw** / **I've never seen** any effect as strong as this.' (1.40)*
- To counter accusations of fraud, Dr Sheldrake **organized** / **has organized** a second set of experiments ... (1.48)*

windows from their staring counterparts. 'This eliminated the possibility of sounds being transmitted knowingly or otherwise between the children,' he said. The results, though less impressive, were essentially the same.

Dr Susan Blackmore, a psychologist at the University of the West of England, and a sceptic of paranormal claims, said such experiments were fraught with dangers. One was that people who do the experiments do not send in results unless they are positive. Also cheating could never be ruled out. 'People underestimate the ingenuity of children – what's a blindfold to a savvy kid?'

Dr Sheldrake, however, says that all the issues raised by Dr Blackmore have been fully taken into account. He believes that the results are impressive enough to merit studies of precisely how the staring effect works. His own theory involves some kind of 'electromagnetic morphic field' that surrounds the human body and is disturbed when the person is being stared at, even from behind.

'If you look at somebody, light comes in and you project an image of that person out to coincide with where they are, so in some sense your mind reaches out to touch them,' says Sheldrake.

Robert Matthews, *The Sunday Telegraph*

- From 1a–e, what can you say about when we use the Present perfect? What is the main difference between the Present perfect and the Past simple?
- Can these time expressions be used with the Present perfect, the Past simple, or both?

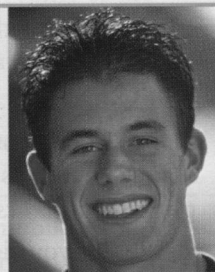
yesterday since 1997 in 1999 for 22 years when I was 15 recently just already several times It's the first time ...

- What are the differences in meaning between these sets of sentences?
 - I've done three experiments this morning.*
I've been doing experiments this morning.
 - I've been carrying out experiments like this for many years.*
He's been staring at me for over half an hour.
- The Present perfect is often used to refer to a past action which has an effect on the present. What could the present effects of these past actions be?
 - I've listened to all the evidence about the staring effect.*
 - I've never worn a blindfold.*
 - I've been training to be a psychiatrist for the past two and a half years.*

Exploitation

Complete these newspaper stories with the correct form of the verbs in brackets – Past simple, Present perfect simple or continuous. You may need to change the word order.

A 25-YEAR-OLD MAN¹ (win) this week's lottery jackpot of nearly £13m. Winston Kent from North London² (do) the lottery for the first time two weeks ago and cannot believe his luck. 'I know people who³ (do) the lottery for years – they⁴ (spend) hundreds of pounds and⁵ (win) nothing.'



ONE OF BRITAIN'S top athletes⁶ (drop) out of next month's European Games because of a back injury. Kate Partridge⁷ (fall) awkwardly twisting her lower back during a training session last weekend. She⁸ (tell) reporters 'This is the first injury I⁹ (ever, have). I'm absolutely heart-broken. I¹⁰ (look forward) to the European Games since I¹¹ (join) the British team two years ago.'

WHEN 14-YEAR-OLD Max Greer¹² (leave) home on Friday morning, his mother assumed he was going to school, but when a teacher¹³ (ring) to ask where Max was, she began to worry. Two days¹⁴ (now, pass) since Mrs Greer last¹⁵ (see) her son and she is seriously concerned for his safety. 'I¹⁶ (telephone) people all weekend – in fact I¹⁷ (contact) almost everyone who knows Max. No one¹⁸ (see) or¹⁹ (hear) anything. He²⁰ (just, disappear) into thin air.'

7.3 Common sense

Lead in

- 1 How is having *common sense* different from being *well-educated* or *intelligent*?

A person's natural ability to make good natural judgements and to behave in a practical, sensible way. *Don't worry about the instructions – use your common sense.*

- 2 Think of common sense solutions to these problems.
 - You have a strict monthly budget month but, with two weeks still to go before the end of the month, you have nearly run out of money.
 - There are not enough parking spaces at work (or college) for all the people who want to travel by car.



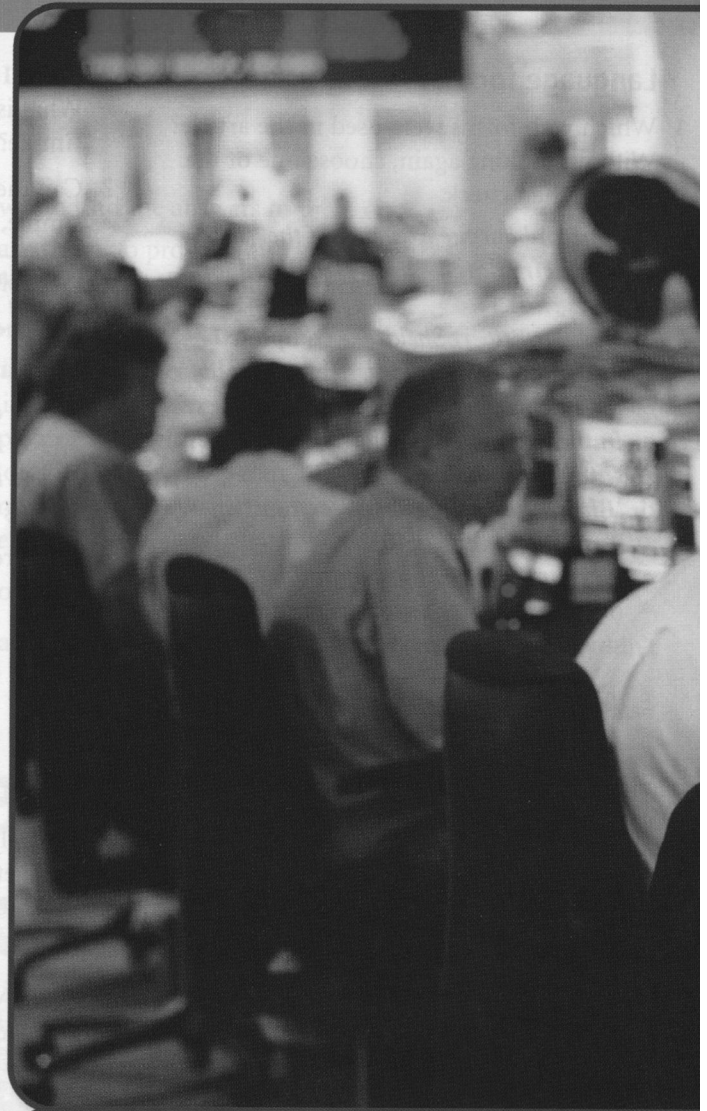
Reading

Work in pairs.

- 1 Before you read about common sense in business management, discuss these questions which contain key phrases (in *italics*) from the article.
 - a What is your idea of a *challenging job*?
 - b What are your personal *goals* as a student or an employee?
 - c What factors can affect the *morale* of a group of employees?
 - d What kind of *negotiations* take place in most business organizations?
 - e How can an employee's *performance* be measured?
 - f Which groups of people are commonly *reprimanded*? Who *reprimands* them?
- 2 Read the 10 points taken from a test of common sense in business management.
 - a As you read, use your common sense to decide whether they are True or False.
 - b **7.3** Compare answers with a partner, then listen to the recording to check your answers.

React and discuss

- 1 Do any of the answers or explanations you have heard surprise you? Have you had any experiences which contradict the 'official' answers?
- 2 Add any of your own common sense ideas for work.



Will your common sense

- 1 If you pay someone for doing something they enjoy, they will come to like this task even more.
- 2 Most people prefer challenging jobs with a great deal of freedom and autonomy.
- 3 Most people are more concerned with the size of their own salary than with the salary of others.
- 4 In bargaining with others it is usually best to start with a moderate offer – near to the one you desire.
- 5 In most cases leaders should stick to their decisions once they have made them, even if it appears they are wrong.

T	F
☐	☐
☐	☐
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☐	☐
☐	☐



help you as a manager?

- 6 When people work together in groups and know their individual contributions cannot be observed, they tend to put in less effort than when they work on the same task alone.
- 7 As morale or satisfaction among employees increases in any organization, overall performance almost always improves.
- 8 Providing employees with specific goals often interferes with their performance: they resist being told what to do.
- 9 In general, groups make more accurate and less extreme decisions.
- 10 If you have to reprimand a worker for a misdeed, it is better to do so immediately after the mistake occurs.

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Vocabulary

- 1 Which verbs can go with which nouns?

Verbs express give make put in stick to take

Nouns a decision (an) effort feedback an idea

- 2 Complete the sentences, then answer the questions.
 - a Are you good at decisions that affect your personal life?
 - b What kind of feedback does your teacher you on your progress in English?
 - c How easy do you find it to your ideas in public?
 - d Once you have a decision, do you find it difficult to it?

Language focus: making generalizations

- 1 Re-read points 1–10 in the common sense questionnaire and highlight all the language used to generalize.

Example

Most people prefer challenging jobs ...

- 2 Which verb tense is most frequently used for making generalizations?

Exploitation

Work in pairs. Make generalizations about some of the subjects below, using expressions you highlighted in the common sense questionnaire and from this list.

Generalizing expressions

as a rule broadly speaking by and large for the most part generally speaking on the whole

- | | |
|-----------------------|-----------------------------------|
| a very wealthy people | d people with mobile phones |
| b politicians | e people who live in large cities |
| c young parents | f only children |

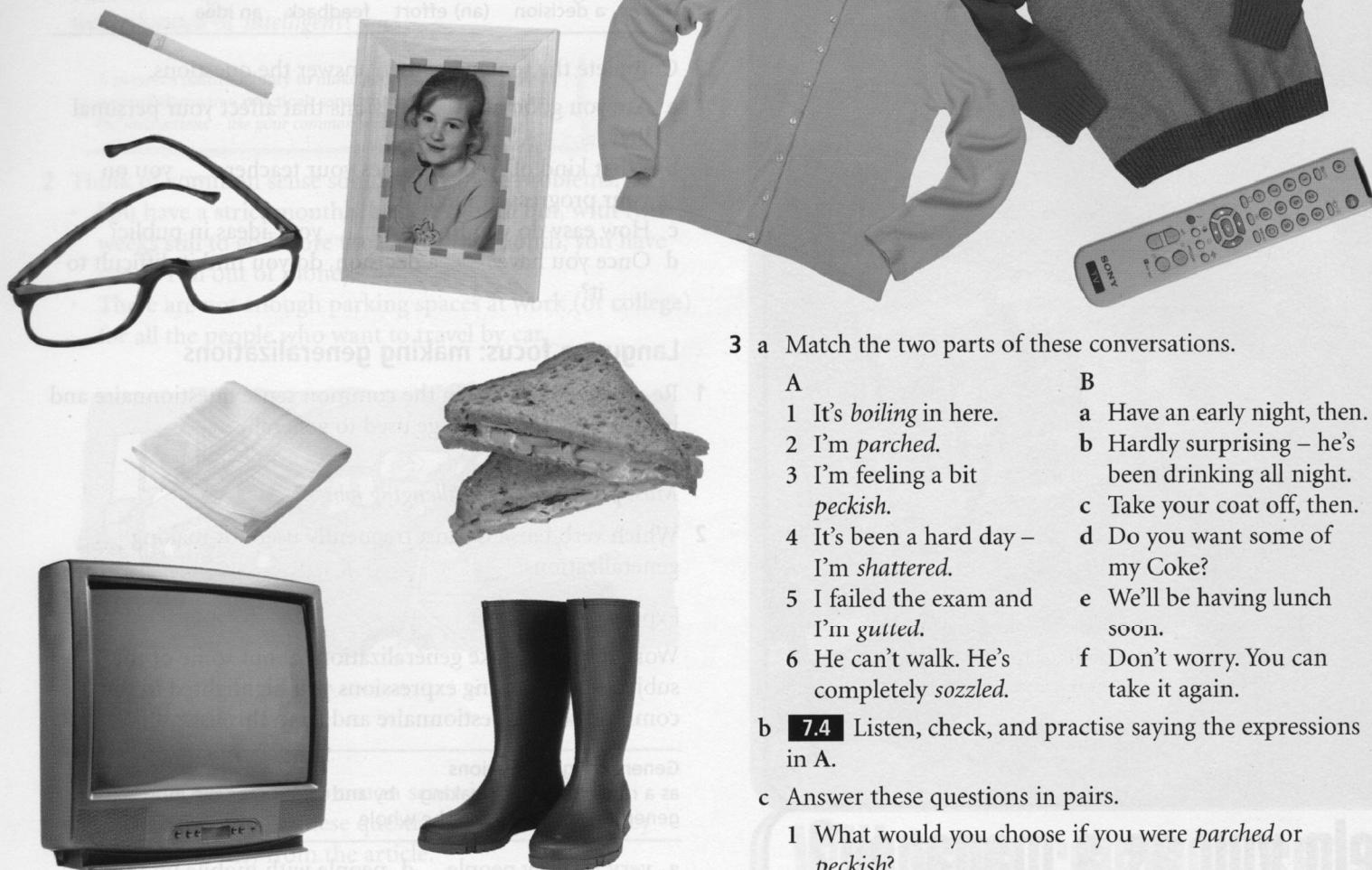
Speaking

Work in groups.

- 1 Make a list of your own common sense ideas about effective ways of learning English. Use generalizing language where appropriate. Think about these aspects of learning English.
 - Learning new words and phrases
 - Remembering the spelling of difficult words
 - Reading more quickly
 - Writing more accurately
 - Improving pronunciation
 - Getting more speaking practice
- 2 Share your ideas with the rest of your group, then together, make a list of 'Top 10' common sense tips.
- 3 Present your tips to the rest of the class.

Exploring words

Colloquial words and expressions



- 1 Match these colloquial words for everyday objects with the photos. What are the more formal words for these things? Notice how many of the words end in *-y* or *-ie*.

cardy ciggie hanky pickie sarny specs telly wellies
woolly zipper

- 2 A speaker in one of the recordings said: *There's a heck of a lot we don't know about the human mind ...* This is a very informal expression meaning 'a great deal'. Do the expressions in *italics* in these sentences mean 'a lot' or 'a little'?

- I buy lottery tickets every week and *a fat lot* of good it does me.
- I sold my car for a *mingy* £200.
- Loads* of people turned up for my party.
- My brother's got *no end of* ideas for making money.
- Her uncle left her *oodles* of money in his will.
- My team has scored *a measly* two goals so far this season.
- I seem to have *masses* of homework to do this week.

- 3 a Match the two parts of these conversations.

A

- It's *boiling* in here.
- I'm *parched*.
- I'm feeling a bit *peckish*.
- It's been a hard day – I'm *shattered*.
- I failed the exam and I'm *gutted*.
- He can't walk. He's completely *sozzled*.

B

- Have an early night, then.
- Hardly surprising – he's been drinking all night.
- Take your coat off, then.
- Do you want some of my Coke?
- We'll be having lunch soon.
- Don't worry. You can take it again.

- b **7.4** Listen, check, and practise saying the expressions in A.

- c Answer these questions in pairs.

- What would you choose if you were *parched* or *peckish*?
- What makes you *shattered*?
- Have you ever felt *gutted*?

- 4 a Which of the words in *italics* in these sentences refer to people and which refer to things? Which words could we use to replace them?

- Where's *what's-his-name*?
- Pass me that *thingummyjig*, please.
- There's a blue and red *whatchamacallit* in my case (– can you bring it with you?)
- There's this *bloke* in our street ... (always angry.)
- I can't find that little *doodah* (we use for keeping the door open.)
- I saw *thingy* the other day (– I told her I'd give her a ring some time.)

- b Work in pairs. How are the words in *italics* pronounced?

- c **7.5** Listen, check, and practise.

- d Work in groups.

Take turns to describe a person or a thing, using words from 4a. The rest of the group has to guess who or what is being described.

Language commentary

1 Present perfect

In general the Present perfect links the present with the past in some way.

a Experience

It can refer to our experience of the past up to the present time. The time words in **bold** emphasize this link.

I've **never** flown in a helicopter.

Scientists have **recently** / **just** discovered a new species of spider.

Have you **ever** been to Australia?

I **still** haven't seen the new James Bond film.

She hasn't phoned me **yet**.

b Explanation

It can provide background information about or explain a current situation. The final clauses in **bold** make this link obvious.

I've spent all weekend preparing for this meeting – **so the meeting is bound to be a success**.

They've worked non-stop for 24 hours – **that's why they look so tired**.

c With time expressions

The Present perfect can be used with certain specific time expressions which relate the present to the past.

We've lived here **for three years**. (and we still live here)

They've worked in London **since 1998** / **(ever) since they came back from Zimbabwe**. (and they still work there)

d Continuous

The continuous form of the Present perfect emphasizes the duration of an activity or the fact that it was a repeated activity.

We've been running flat out for nearly two and a half hours now.

I've been practising for the marathon **regularly** – in fact **every week** for the last six months.

This provides a useful contrast with the simple form.

Compare these two examples.

I've done three experiments this morning.

I've been doing experiments this morning.

In the first example, the focus is on completion – in this case a quantifiable result. In the second example, the focus is on the continuousness of the activity.

2 Making generalizations

We can make generalizations in two main ways: by using particular expressions, or by choosing particular structures.

a Using generalization expressions

In general / **Generally speaking** spring is colder than autumn.

By and large / **On the whole** / **Broadly speaking** I agree with what you're saying.

As a rule I play tennis at the weekend.

b Using quantity words and expressions

Most people watch several hours of television a day.

Few people I know like football.

A / The majority of my friends hate football.

Everyone likes hamburgers and chips.

Other words like this are *no one* / *anyone*.

c Choosing appropriate structures

- *Will* can be used to refer to typical actions.

If I get home from work in good time, **I'll often go** for a 10-km run.

- The Present simple is also used to refer to habitual actions, and frequency adverbs also help us to generalize.

I always / usually get home at 5.30, change, and **go** for a run.

- *Tend to* is used to describe likely or typical behaviour. Politicians **tend to** talk too much.

- Plural nouns with no articles refer to those categories in general.

Children love animals.



8 Control

8.1 Family pressures

Lead in

How far do you think parents should push their children to succeed at school, at sport, or in show business? Talk about your own and your friends' experience and any well-known cases you have heard about.



Even before they were born, Richard Williams was determined that his daughters, Venus and Serena, should be tennis champions.

Reading

- 1 You are going to read an article about Sufiah Yusof, who disappeared from her Oxford college at the age of 15. What can you work out about her story from these words and phrases from the article? Discuss your ideas in pairs.

family hothouse young prodigies accelerated learning
missing from home emotional abuse brainwashing
insular family

- 2 Read the article and check your ideas.

What are the two explanations for Sufiah's disappearance?

Escape from the

FAROOQ YUSOF has five children, all of whom he has taught himself, and all of whom have become mathematics prodigies. His youngest daughter, Zuleika, is preparing, at six, to sit her maths GCSE. Sufiah, 15, who is studying for a masters degree at Oxford University, began her degree at 13. Her brother Iskander passed his 'A' level maths at grade A aged 13; her sister Aisha did the same at 14. The eldest brother, Isaac, 19, is deciding between becoming a professional tennis player and taking up a place at Warwick University.

All this, says Mr Yusof, has been done with the intention of proving that the learning process in children can be nurtured and accelerated.

But in the case of Sufiah, things have gone wrong. Missing from home for a couple of weeks, she has now contacted her parents by e-mail. 'I see you've taken the liberty of running to the national newspapers with the story of how your "naive and innocent daughter" has run off from a "happy home" with some nasty socialists and boyfriends. Has it ever crossed your mind that the reason I left home was because I've finally had enough of 15 years of physical and emotional abuse ...?'

'You ruined my brother's life because you wanted him to make lots of money for you winning tennis tournaments. Me, I was lucky. Oxford has been marginally better because I'm away from you most of the time.'

Close up

- 1.17 How is the adjective *naive* pronounced? What is the noun related to *naive*?
- 1.19 Can you rephrase *crossed your mind* using the verb *occur*?
- 1.29, 31 What are the words *brainwashing* and *debriefing* normally associated with?
- 1.46 What single-word verbs could replace *plump for*?
- 1.46 Can you think of another way of saying *If you want to hothouse your children ...?*

3 Answer these questions.

- What did Mr Yusof want to prove by the way he educated his children?
- Who says these things and what are they talking about?
 - ... you've taken the liberty of running to the national newspapers ...
 - I've finally had enough ...
 - Oxford has been marginally better ...
 - We have no hope deep inside.

c What is the article writer's attitude to Sufiah and her father?

4 Which of these descriptions do you think fit(s) Sufiah?

a naive and innocent daughter / a brainwashed young woman / a resentful parent-bashing teenager / pretty normal

React and discuss

- Who is more at fault in the case you have read about – the father for pushing his children, or the university for accepting a child of 13?
- How do / did you feel about academic success? Is / Was it more or less important to you than having fun with your friends? Do / Did you ever feel under too much pressure?

family hothouse

Her poor parents insist that those cannot be the words of their daughter. Mr Yusof insists that she must be in the hands of some mysterious third party. 'They have got into her mind. "Brainwashing", I think, is the correct term.'

'Even if we get her back, it won't be the same Sufiah. If she is found, she will need debriefing. I have said there will be no charges. But we have no hope, deep inside. From our perspective, this is the end of the story for Sufiah.'

But from other perspectives, it's the beginning of the story for Sufiah. Her e-mail, far from being the work of a brainwashed young woman, reads exactly like the e-mail of a resentful and parent-bashing teenager. Despite her strange life and her accelerated education, Sufiah seems pretty normal.

It seems clear that Sufiah was too young, at 13, to go to university, and her disappearance has sparked calls for further research into the sort of damage accelerated learning can do.

Among the tales of young prodigies, the same themes arise again and again. First, it appears most often to be the father who desires to push his children hard in a particular direction. Second, it appears that tennis, maths and chess are the subjects to plump for if you want to hothouse your children. Third, there appears to be no room for the rest of the world in the lives of the children involved. The Yusof family is an insular one, centred entirely around family life.

Extracted from an article by Deborah Orr,
first published in *The Independent* 7 July 2000

Language focus: reference words (1)

- When we speak or write, we use certain words and phrases to refer back to something we have already mentioned. What do the *reference* words in **bold** in these extracts from the article refer to?

- ... her sister Aisha did **the same** at 14.
- All this**, says Mr Yusof, has been done with the intention of proving ...
- They** in turn have released the e-mail to the press.
- Her poor parents insist that **those** cannot be the words of their daughter.

- Complete this extract with appropriate reference words from this list.

all this him one that The man them then they

Richard Williams was about how to create a tennis watching women's tennis star and coaching videos on television in the 1970s about how to train⁴. and was struck by the vast prize money. The problem However much truth there is in⁵, one was that his three daughters thing is clear.⁶ wanted were already too old for to make his daughters into tennis champions even¹ to turn² into before⁷ were born, and⁸ is exactly what he did. From³ on, Williams consulted psychologists Deborah Orr, *The Independent*

Vocabulary

- Take up* has many meanings. Match examples a–f with meanings from this list.

accept adopt continue move into occupy start

- Isaac may *take up* a place at Warwick University.
- I think I'm too old to *take up* squash.
- They're going to *take up* my idea for improving the car park.
- I'm not sure what happened next. Perhaps you could *take up* the story now.
- I'm afraid you'll have to move that piano – it's *taking up* too much space there.
- Police officers *took up* their positions outside the front and back doors.

- Discuss these questions.

- What sports or hobbies would you like to *take up*? (When will you take them up?)
- Have you ever had any of your ideas *taken up*? (What were the ideas? Who took them up?)
- What *takes up* a lot of space in your house or apartment?

8.2 Gun control

Lead in

- Is gun control an important question in your country?
 - Who is allowed to carry guns? The police? Ordinary citizens?
 - Do people need a licence to own a gun? How easy is it to get one?
- Read the Second Amendment to the Constitution of the USA.

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

- What does this amendment allow American citizens to do?
- Why do you think some Americans want this amendment to be abolished?



Listening

- You are going to hear a report on gun control in the USA. Before you listen, guess the answer to these questions.
 - How many gun-related crimes are committed in the USA each year?
A 250,000 B 500,000 C 1,000,000
 - How many gun-related murders are committed each year?
A 9,000 B 11,000 C 13,000
 - How many guns are there in circulation in the USA?
A 50 million B 150 million C 250 million
- 8.1** Listen to the first part of the report and check your guesses.
- 8.2** Work in pairs. Listen to the complete report.
 - Student A** Listen and take notes about the National Rifle Association* and New Yorkers against Gun Violence.
Student B Listen and take notes about the Million Mothers' March and the gun lobby.
 - Tell your partner what you found out about your two groups.
 - Now discuss your personal views on the subject.
 - Should ordinary people be allowed to carry guns?
 - What would be the main effects of banning guns?
 - How practical would it be for the US government to ban guns?

*NRA/National Rifle Association: an organization that lobbies for the right to bear arms.

Exploring natural speech

Notice how, in natural speech, some words run into each other. Often a consonant sound at the end of one word merges with the consonant sound at the beginning of the next word.

- In this extract from the recording, mark the consonant sounds which merge.

Gun control is a subject which concerns most people in the United States – whether they want to defend their right to own and use weapons – or whether they see them as the curse of modern America. And it's easy to see why it's such an emotive issue when you study the statistics. Each year half a million gun-related crimes are committed in the US – including thirteen thousand murders. And with nearly two hundred and fifty million firearms in circulation it's clearly not an easy task to keep track of who has a gun and why they want to keep it.
- 8.3** Listen, check, and practise.



Language focus: *what* and *it* clauses

- 1 These two sentences are similar to sentences in the recording you have just heard. Can you remember how the speaker used *what* to add emphasis? Check on p.143.

- a *They're arguing that the gun manufacturers have not taken care.*
- b *It is certain that the process is being watched closely by campaigners ...*

- 2 The *what* clause focuses attention and prepares the reader or listener for something important. It could be an explanation, a strong opinion, or a new subject.

Add *what* clauses to these sentences.

Example

Gun control concerns most people in the United States.

What concerns most people in the United States is gun control.

- a The gun lobby argues that people have the right to carry guns.
 - b Their opponents say that so many guns on the streets lead to serious crime.
- 3 Sometimes we have to add the auxiliary verb *do*.
- a What I felt like **doing** was walking out. (I felt like walking out.)
 - b What I'd love **to do** is go skiing. (I'd love to go skiing.)
- 4 We can also use an *it* clause (*it* + *be* + information + *who* / *that*) to emphasize particular information.

It was an illegally-owned gun ***that*** was used in the crime.

In this sentence *illegally-owned gun* is important. To make this obvious you could add other information:

*It was an illegally-owned gun, **not a legally-owned gun**, that caused the accident.*

- 5 What is the important information in these sentences? What could you add to make this obvious?
- a It was her father who persuaded her to have her own gun.
 - b It's the increase in crimes of violence that worries me.
 - c It was the Columbine High School killings that made me realize the destructive power of guns.
 - d It was going on the Million Mothers' March that made me change my mind.

Exploitation

- 1 Complete these sentences.
- a What I like best about summer is ...
 - b What I dislike most about my job is ...
 - c What I think the government should do is ...
- 2 Make *what* sentences about these subjects, then compare ideas in pairs.
- a My way of keeping fit *What I do to keep fit is ...*
 - b My greatest worry
 - c The best thing about my family

- 3 Correct the factual errors in these statements by using *it* clauses. (The correct answers are in brackets.)

- a John Lennon was shot in 1990. (1980)
- b His sister was with him when he was shot. (his wife)
- c A group of three gunmen killed Lennon. (a single gunman)
- d John Chapman shot John Lennon. (Mark Chapman)



Speaking

- 1 In groups, discuss what can be done to reduce violent crime and especially the use of guns either in your country or in the United States. Include these aspects of the subject.

- The extent of the problem
- The causes of violence
- The role of the police, the legal system, and the government
- The role of parents, schools, and the general public
- The role of the media

Draw up a five-point action plan.

- 2 Present your plan to the rest of the class.

8.3 Waste control!

Lead in

- 1 Think about the rubbish your family regularly has to get rid of. Answer these questions.
 - What does your household rubbish consist of?
 - Do you sort the rubbish into different types?
 - Do you put it into plastic bags? (How many a week?)
 - Who takes your rubbish away?
 - Where does it go? What happens to it there?
- 2 Compare answers. How many families use plastic bags?
- 3 **8.4** You are going to hear two British people talking about this subject. How do they answer the questions?

Reading

- 1 Before you read the article, use the words below to find the correct answers to questions a–e.

biodegrade	disposable	fossil fuel
landfill site	recycle	

 - a What is the name for the place where rubbish is taken and then buried?
 - b What is another word for *decompose*?
 - c Which verb means *to use something again instead of throwing it away*?
 - d What are coal and oil two types of?
 - e Which adjective means *intended to be thrown away after use, instead of being used several times*?
- 2 Read the article. What damage can plastic waste do to
 - a the sea and coastal areas?
 - b wild animals?

Ecological Nightmare

A Plastic is a fraud. It cheats the laws of nature. It is born, but does not ever really die. Plastic is designed to be impervious to natural decay, which is why it's so useful for wrapping sweaty sandwiches in. Because it doesn't erode, this makes it an ecological nightmare. Twelve billion plastic bags are handed out to shoppers in Britain every year.

B Most plastic ends up in a landfill site. It will never biodegrade, but thanks to the biological conditions which exist in landfills, neither will organic waste such as onion skins and nail clippings or hamburgers, which can remain intact for decades, 27m tonnes of it accumulating year by year. If someone in the future excavates these sites, they almost certainly will be living on a planet empty of blue whales, elephants and tigers. What they will have, however, are billions and billions of bags with the word *Asda* or *Miss Selfridge* stamped on the side.

C Government targets may mean that plastic bags in the future will be recycled, but this will be tricky. One problem is that a variety of plastics exist which cannot be recycled together. Contamination or mixing of plastics may render the material unusable, and even when successful, plastics can only be recycled a few

times. Of the 15 million plastic bottles used in the UK every day, less than 3% get recycled.

D The seabed is becoming increasingly 'plasticized'. Half a kilometre down, plastic bags float on the bottom of the Mediterranean in densities of up to 80 items per hectare; and 550 plastic bottles per kilometre were recovered in a recent survey of Bristol Channel coast. In Indonesia, plastic bags have been reported clogging up the pumps at water refineries. Turtles in the Bay of Biscay commonly die of ingestion of plastic bags. Seabirds too, have plastic fragments in their stomachs, and plastic molecules in their muscles.

E The irony of plastic waste as a serious environmental problem is that, unlike fossil fuel consumption or rainforest destruction, it is easily solvable. Plastic is an immensely useful material. We use it, however, as though it has no downside at all. We must reduce our use of plastic. As shoppers we should use non-disposable bags to carry shopping, or simply refuse a bag when we buy something. We have a national obsession with wrapping everything in plastic; it is unnecessary and, environmentally, deadly.

Sasha Norris, *The Guardian*



3 Which paragraph, A–E

- a describes some of the effects waste plastic has on the natural world?
- b suggests a change in people's behaviour as the solution to the problem?
- c establishes the difference between plastic and other forms of waste?
- d describes why recycling plastic is not a simple process?
- e describes problems related to burying plastic and other types of rubbish?

React and discuss

Will what you have read in this article change your shopping habits? Why? / Why not? What would change your behaviour – the cost of plastic bags? New laws?

Language focus: the future

- 1 What are the different forms of the *will* future used in the article? Look at these examples.
 - a *Most plastic ends up in a landfill site. It **will never biodegrade** ...*
 - b *If someone in the future excavates these sites, they almost certainly **will be living** on a planet empty of blue whales.*
 - c *Government targets may mean that plastic bags in the future **will be recycled**.*
- 2 The *will* future has three main uses. Which uses do the extracts above illustrate?
 - to make predictions or describe expectations
 - to make promises or threats
 - to refer to future facts or certainties.
- 3 *Going to* can be used to make predictions. What is the main difference in meaning between these two sentences?
 - a *That seabird is **going to die** – it has just eaten part of a plastic bag.*
 - b *I expect more seabirds **will die** as a result of waste polluting the sea.*
- 4 What is the difference in meaning between these sentences?
 - a *By the year 2020 **we will have stopped** using plastic bags.*
 - b *In the year 2020 **we will stop** using plastic bags.*
- 5 Match the examples of the future **a–e** below with one of these uses.
 - a future trend • a scheduled event • an arrangement
 - an intention • an offer
 - a ***I'm going to use** paper bags. I'm determined to stop using plastic bags.*
 - b ***I'll go** to the supermarket this week if you like.*
 - c ***I'm meeting** the environment officer at 10.30 next Thursday morning. Come if you like.*
 - d *In a hundred years' time people **will be retiring** earlier.*
 - e *You'd better hurry – the supermarket **closes** in ten minutes.*

Exploitation

- 1 Only one of these examples uses the correct form of the future. Which one? Correct the others.
 - a I've just booked a last-minute holiday in Greece. Our flight will leave at midnight. I'm sending you a postcard – I promise.
 - b I give up smoking by the end of the year. I'm absolutely determined this time.
 - c In the future we'll all be eating more vegetables and less meat.
 - d My sister will be having a baby. I can't wait to be an uncle.
 - e Let's go to the cinema this evening. I pay.
 - f I'll have lunch with my father today – we've arranged to meet in town.
- 2 Work in groups of three. Each choose one of these attitudes.
A Optimist B Pessimist C Realist
Discuss one of these subjects.
 - Your country in the year 2020
 - World problems in the next 100 years

Writing

Write a short magazine article on the subject you have been discussing. Present your personal point of view. You want to keep people's attention, and not put them off by being too serious. What do you think is a suitable tone? Write your article in 160–200 words.

► Writing guidelines p.154

Close up

- 1.32 Which common verb could be used instead of *render*?
- 1.49 What is the difference in meaning between *ingestion* and *digestion*?
- 1.59 Does *downside* have a positive or a negative meaning?
- 1.63 What kind of word is *refuse* here? How is it pronounced? What other meaning and pronunciation can it have?

Exploring words

Countable and uncountable nouns

Many nouns have different meanings depending on whether they are countable or uncountable. It is important to be able to distinguish between these meanings.

1 Work in pairs.

- Read the article about noise control. How many nouns can you find that can be countable or uncountable?
- What is the difference in meaning between the countable and uncountable versions of the nouns you have found? Choose three nouns and make sentences to illustrate the different meanings.
- Exchange sentences with another pair. Have you and your partner made up similar examples?

Noise Control

PIPEDOWN is an organization which fights one of the irritations of modern life: piped music, also called muzak or lift music. Piped music is made possible by sophisticated systems which supply sound to all parts of buildings.

It is the misuse of muzak in public areas which Pipedown is against. The organization helps the millions of people who hate this form of noise pollution but can't do anything about it.

The problem is that many people dislike silence – in shops, restaurants, railway stations or other public places. Cows are supposed to produce more milk if piped music is played to them.

The same idea is used to encourage people to spend money. Piped music also spoils conversation as well as real music.

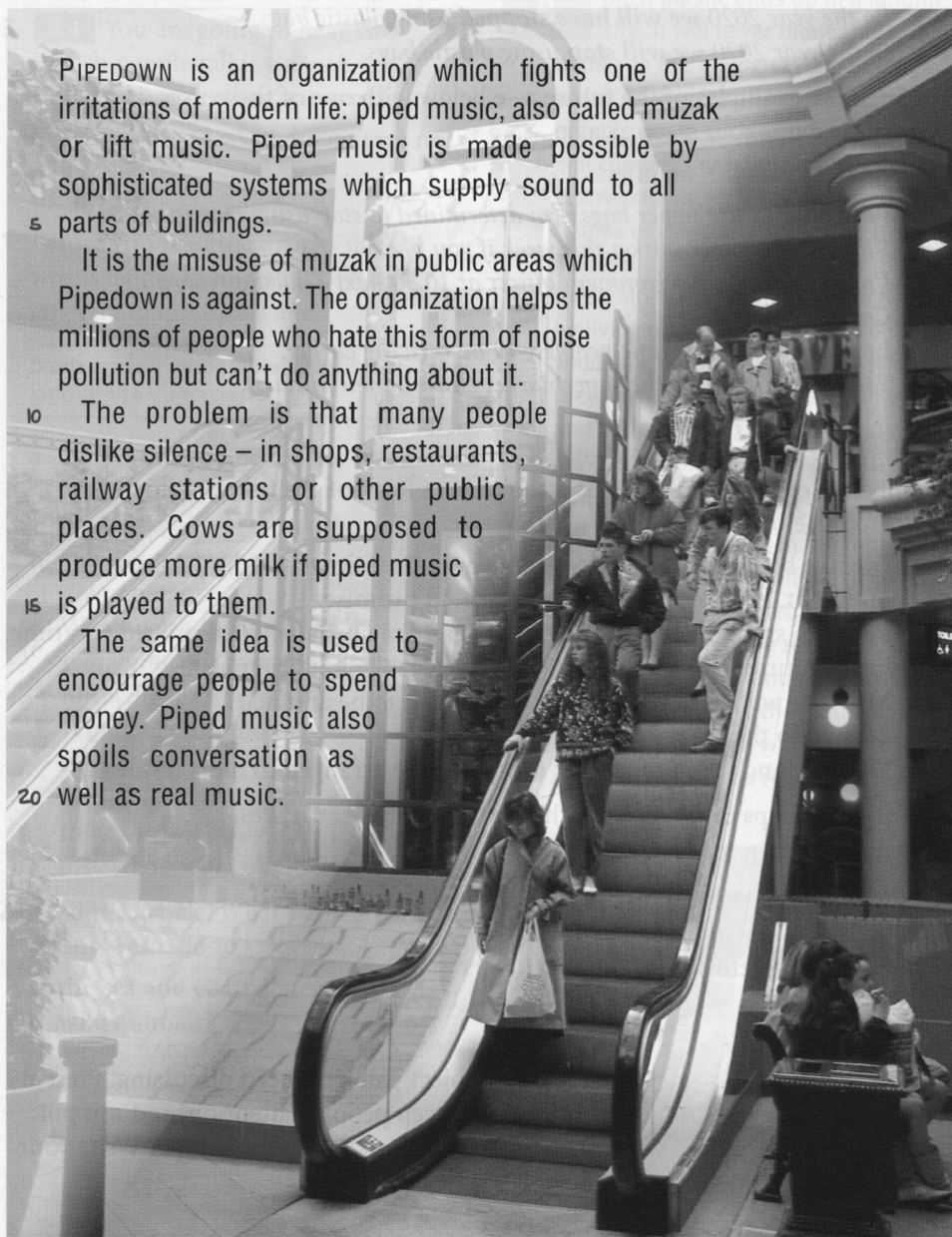
2 Underline all the nouns in sentences a–e below, then list them under these headings.

- always countable *bus*
 - always uncountable *information*
 - can be countable or uncountable *hair*
 - singular words ending in -s *species*
 - plural words which do not end in -s *children*
- Crime in general and crimes of violence in particular are increasing.
 - There must be a better means of controlling traffic here. In other places they have banned cars altogether.
 - Our rubbish is mostly food, paper, and packaging. We recycle newspapers, card, and bottles, but there are no facilities for recycling metal or plastic.
 - Many people think there ought to be control over the information on the Internet.
 - She said she left her parents because she'd had enough emotional abuse.
 - Piped music is a form of noise pollution.

3 Work in groups.

Choose two or three of these subjects and talk about them for about two minutes each.

- Violent crime
- The pros and cons of private cars
- The best way of disposing of rubbish
- The Internet as a source of useful information
- Ideal parents
- Music in public places



Language commentary

1 What and it clauses

Starting sentences with *what* or *it* clauses allows us to put special emphasis on particular information. We focus a listener's or reader's attention by preparing them for what we are going to say next.

a *what* + verb *be*

What I like best when I'm really hungry is freshly-cooked doughnuts. (When I'm really hungry, I like freshly-cooked doughnuts best.)

What you must remember is that you haven't been doing this job very long. (You must remember that you haven't been doing this job very long.)

What they needed was a good long rest. (They needed a good long rest.)

- Sometimes we need to add an auxiliary verb.

What the school is doing is raising money for a new swimming pool. (The school is raising money for a new swimming pool.)

- We can also repeat the subject of the sentence.

What I did was I phoned him and explained everything. (I phoned him and explained everything.)

What you should do is you should tell him to mind his own business. (You should tell him to mind his own business.)

b Similar constructions

All (I) did was ... One thing (that) ...
Something (that) ... The (only) thing that ...

All I did was ask him for a lift. (I asked him for a lift – that was all.)

The (only) thing that surprised me was the height of the tower. (The height of the tower surprised me.)

One thing I forgot to do was to renew my passport. (I forgot to renew my passport.)

Something I've never done is drive(n) to work – I've always walked or cycled. (I've never driven to work – I've always walked or cycled.)

c *It* + *be* + information + relative clause

- These examples emphasize the subject of the verb.
It was my brother who told him to phone you. (My brother told him to phone you.)

It's my arm that's broken, not my leg. (My arm's broken, not my leg.)

- In these examples the object of the verb is emphasized.

It was my sister (that) you saw, not me. (You saw my sister not me.)

It's a Volvo (that) he wants, not a Saab. (He wants a Volvo, not a Saab.)

- The *it* clause can be used to focus on other information.

It won't be until this afternoon that we find out the result. (We won't find out the result until this afternoon.)

It was on the TV news that I first heard about the earthquake.

(I first heard about the earthquake on the TV news.)

2 The future

a *will* – uses

- Predictions.

Scientists are predicting that an asteroid **will hit** the Earth in the year 2050. Hundreds of people **will be killed**.

- Expectations.

We'll arrive about 7.30 in the evening. **We'll see** you there.

- Future facts and certainties.

High tide this evening **will be** at 7.46. **I'll be** 32 next week.

- Promises, offers, warnings, and threats.

If I damage your car, **I'll pay** for the repairs.
If you park there, **they'll take** your car away.

- Decisions at the moment of speaking.

Stop rushing around – **I'll pick** the children up from school.

b Present tenses – uses

- Scheduled events: Present simple.

We haven't got much time – our plane **leaves** in half an hour.

- Arrangements: Present continuous.

I can't see you on Thursday – **I'm having** dinner with my boss.

c *going to* – uses

- Plans, intentions, resolutions.

The government **is going to give** more money to pensioners.
If we make a profit this year, **we're going to invest** more money in the business.

I'm going to get fit by eating less and taking regular exercise.

- Predictions based on present evidence.

Can you hold my cup for me? **I'm going to sneeze**.

It's going to snow this evening – it's turned very cold.

d Future continuous – uses

- Future trends.

In the future more people **will be working** from home.

- An action that is expected to be happening at a point in time.

In half an hour, **we'll be watching** the film.

- An action that is expected to fill a period of time.

I'll be revising for my final exams all weekend.

- An action that is the result of a routine or an arrangement.

I'll be finishing work at about 5.30 – I'll see you then.

- Asking polite or tentative questions.

Will you be using the phone again this evening?

- Note Sometimes *will be* + *-ing* is used to refer to 'predictable' present activities:

Don't phone him now – **he'll be having** his evening meal.

This is like the use of *will* for predictable or typical behaviour.

e Future perfect simple and continuous – uses

Looking back from the future at actions that will be completed.

By this time next year I hope I'll **have found** a new job.

On November 17th **we'll have been living** here for five years.

- Note This form can also be used to speculate about actions which are complete at the time of speaking.

There is no point contacting him now; **he'll have left** for work.

Language focus: adverbs of degree

- 1 Adverbs of degree are used to modify adjectives, verbs, or other adverbs.

Underline the adverbs of degree in these sentences (a–f are from the recording).

- a ... *I am quite an intense person.*
- b *I really like Ella Fitzgerald.*
- c *I have quite specific music tastes.*
- d *I particularly like the way someone like Stanley Kubrick uses it ...*
- e *I think that that's very clever and very moving ...*
- f ... *I sing in the car a lot which is quite embarrassing at traffic lights because it's quite obvious that I'm singing very loudly.*
- g *I'd say I've got fairly wide tastes in music.*
- h *I have to admit I find opera singers slightly annoying.*
- i *I rather like classical music but most of my friends absolutely hate it.*

- 2 What two meanings can *quite* have? Sentence 1f shows both meanings.

- 3 Adverbs of degree are used in different positions in sentences. Which adverbs from 1a–i can be used

- a before an adjective? *I'm tired.*
- b before an adverb? *She's driving fast.*
- c before a main verb? *They enjoy parties.*
- d before an indefinite article + adjective + noun? *He's a lazy person.*
- e after an indefinite article and before an adjective + noun? *He's a clever person.*

- 4 Group the adverbs from 1a–i according to meaning. Use the four headings below. When you have included all the adverbs, add any more you know to the table.

Full degree	High degree	Medium degree	Small degree
<i>particularly</i>	<i>really</i>	<i>fairly</i>	<i>slightly</i>

Speaking

- 1 **9.4** You are going to hear three people having a conversation about music.

- a What are they discussing? Why?
- b Do you agree with any of their suggestions?

- 2 Work in groups of three or four.

You are going on holiday together, travelling by car. Like the people in the recording, you decide to take some music with you for the journey.

- a Think of three albums you personally would like to take.
- b Tell the rest of your group about your choices. Give your reasons.
- c Agree as a group on which six albums to take. Everyone needs to feel their choices have been taken into account, but you also need to have a variety of different kinds of music.

Exploitation

Compare yourself with a partner.

- 1 What kind of person are you? Include adverbs of degree in your answers.

How **intense** are you? / How **sociable** are you? / How **intellectual** are you?
 How **talkative** are you? / How **brave** are you? / How **self-confident** are you?
 How **creative** are you? / How **optimistic** are you? / How **generous** are you?
 How **stubborn** are you? / How **impulsive** are you? / How **reliable** are you?
 How **persuasive** are you? / How **moody** are you? / How **patriotic** are you?
 How **inquisitive** are you? / How **practical** are you? / How **organized** are you?

- 2 How much do you enjoy these occasions and activities?

Work Holidays Weekends Parties Watching sports Sport / Shopping
 Spending time with friends Spending time with your family

9.2 The player and the listener

Vocabulary

You are going to read an extract from *The Piano*, the novel based on the award-winning film. Here are some of the words and phrases used in the extract.

absorbed discerning engrossed harmony insatiable
longing melody rhythm

- a Decide whether they are used to refer to music or people.
- b Which two adjectives from the list mean *very interested* and could complete this sentence? *It's no use trying to talk to him. He's completely in his work.*
- c Which adjective can describe *appetite / desire / need / curiosity*?
- d Which adjective describes a person who has good taste in food, music, wine, clothes, etc.?
- e Which three nouns mean the same as *beat, tune, and combination of different notes*?
- f Which noun means *great desire*?

Reading

- 1 Read Part 1 of the extract from the novel.
 - a Why did Ada visit George Baines?
 - b How did her daughter occupy her time while Ada was with George?
 - c What was her main reason for visiting him now?
- 2 Read Part 2.
 - a How did Ada's playing compare with the kinds of music George had heard before?
 - b What effect did her playing have on Baines?
- 3 Read Part 3.
 - a How did Ada feel about George Baines' reaction to her playing?
 - b Why do you think Baines closed his eyes?
 - c Why do you think Ada glanced *warily* at him?

The Piano



Part 1 Flora and Ada made the walk to George Baines' hut for the next piano lesson through the endless rain. Baines kept a friendly mongrel dog whom he called Flynn, and Flora's pleasure was to torment Flynn with a stick.

5

The dog complied with her games passively, taking refuge under the hut when her enthusiasm grew too great, whereupon Flora tried to force him out into the driving rain by pushing her weapon through a hole in the veranda floor; her excited leaping and shouting keeping tempo with her mother's rhythmic melodies.

10

Inside, George Baines paced the floor of his hut while Ada McGrath played in her insatiable manner; the music at once lyrical and insistent. She had dropped all efforts to teach Baines, and now played for her own pleasure, stealing time for herself from beneath his gaze.

20

Part 2 Baines had heard singers and players in the drinking houses of many ports; he had sung sailors' tunes himself at sea; he had stamped his feet and danced with women who lifted their skirts and whirled gaily. It was nothing like this. His listening was not refined, nor discerning, and yet Ada McGrath's playing made him hear,

25

made his mind open and fill with emotion. He felt he could listen to her play forever. He observed that she played a steady rhythm with her left hand, and a counter rhythm with her right. One piece seemed to flow into the next without cessation. These were not parlor songs, or jigs, or popular tunes; they were harmonies from somewhere else. Baines was drawn to Ada, to her self-contained silence at the keys. It was as though the music brought this silence strangely alive.

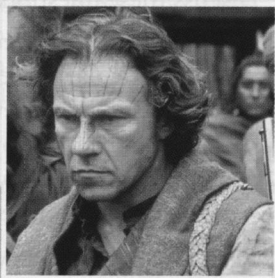
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Baines kept his head bowed, but as the playing became more confident and she became more absorbed, he raised his eyes to watch. He sat at a far corner of the room, enjoying the whole vision of this woman at her piano.

40



Part 3 Presently Baines took his chair to a closer position and opposite angle. Ada glanced up as she felt him passing behind her. She thought it odd that he always seemed satisfied to listen, not wanting to play was beyond her imagining. She became engrossed in the music once again while his attention focused on her as she bent farther from or closer to the keys.



45

50

Again Baines shifted his chair, carrying it round the back and to the other side of the piano. Ada watched him as he moved, conscious of his scrutiny, the shifting heat of his presence. From this position Baines could see more clearly and thus enjoy her fingers moving fluidly on the keys and the small details of emotion on her face. Her hands were so very supple, her fingers tapered, strong but delicate and fine. Twice he closed his eyes and breathed deeply, suffused with longing. When his eyes were closed, Ada glanced at him warily.

60

65

Jane Campion and Kate Pullinger;
The Piano

Language focus: formal and informal style

- 1 The extract from *The Piano* is written in a formal literary style. Match examples a–e from the text with the appropriate features of formal style.

Examples	Feature of formal style
a Sentence 3, paragraph 1	1 precise rather than everyday vocabulary
b <i>her games passively, taking refuge under the hut</i> – 1.9	2 long sentences with several clauses
c <i>whom</i> – 1.6	3 uncontracted verb forms
d <i>paced instead of walked around</i> – 1.15	4 use of participle clauses to link ideas
e <i>he had sung sailors' tunes himself</i> – 1.23	5 formal rather than conversational grammar

- 2 Find more examples of these formal features in the extract.

Exploitation

- 1 Rewrite this extract, making it sound less formal and more conversational. Pay particular attention to the words and phrases in **bold**. Think about sentence length.

Baines kept a friendly mongrel dog **whom** he called Flynn, and **Flora's pleasure was to torment** Flynn with a stick. The dog **complied** with her games passively, **taking refuge** under the hut when her **enthusiasm grew too great**, **whereupon** Flora tried to force him out into the **driving rain** by pushing her **weapon** through a hole in the veranda floor, her excited **leaping** and shouting **keeping tempo** with her mother's **rhythmic melodies**.

- 2 Work in pairs.

a **Student A** Turn to p.158 and complete writing tasks 1 and 2.

Student B Turn to p.159 and complete writing tasks 1 and 2.

- b Now exchange your writing with your partner. Compare what your partner has written with the original version of the story.
- c Discuss the differences between the versions.

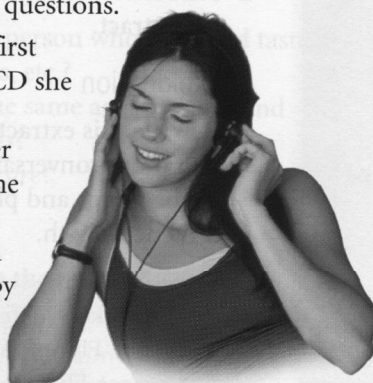
Close up

- 1.12 A *weapon* is a general word for something used for fighting. What was Flora's *weapon*?
- 1.29 What is the meaning of *nor*? How could you rephrase *not refined, nor discerning*?
- 1.38 What kind of *keys* are being referred to? What other meanings does *key* have?
- 1.40 *bowed* is from the verb *bow* meaning to lower your head. What other meanings does *bow* have? How can it be pronounced?
- 1.55 *Farther* is one of the comparative forms of *far*. What is the other?
- 1.61 *Thus* is a rather literary word. What alternatives could be used in spoken language?

9.3 The good and the bad

Lead in

- 1 Add words to these lists.
 - Music people *band ...*
 - Instruments *drum ...*
 - Musical features *tune ...*
 - Types of music *progressive rock ...*
 - Types of recording *album ...*
- 2 **9.5** You are going to hear three people talking about music.
 - a What kind of music is each person talking about?
 - b What specific aspects of the music do they mention or describe?
- 3 Listen again and answer these questions.
 - a How do we know that the first speaker really enjoyed the CD she describes?
 - b Why was the second speaker surprised that he enjoyed the music so much?
 - c Why do you think the third speaker was not surprised by how much she enjoyed the concert she describes?



Reading

- 1 Discuss these questions.
 - a What makes you decide to buy a particular CD or listen to a particular piece of music on TV, radio, or live?
 - b Would a good review ever persuade you to buy a CD or go to a concert? Would a bad review put you off?
 - c Would a friend's opinion have more or less effect on you than a published review?
- 2 Read one of the reviews and answer the questions below.

Student A Read the review of Genesis at Earls Court.

Student B Read the review of the CD by El Hadj N'Diaye.

 - a What does the reviewer like and dislike?
 - b How many stars would the reviewer have given? Use this rating system.

***** Unmissable **** Recommended *** Enjoyable
 ** Mediocre * Terrible

- 3 Work in pairs.
 - a Tell your partner about the review you have read. Say what the reviewer particularly liked and/or disliked.
 - b From what you have read, and from your own musical tastes, would you go to the concert or buy the CD?
- 4 Add any words from the reviews to the list in Lead in 1.



Genesis at Earls Court

THERE AREN'T MANY BANDS of whom it can be said that the drum solo is the best part of the show, but then there's only one Genesis. I'd trailed
5 down to Earls Court wondering if I'd missed something for all these years, and that Genesis had maintained their extraordinary popularity by secretly becoming thrilling and
10 provocative.

Of course they hadn't, but first let me say how impressive the production was, with its strange lighting pods climbing diagonally

across the stage, the array of huge
15 screens displaying chunks of animation, computer graphics, film and live video.

What a shame all this technology couldn't make the music even slightly
20 interesting. Although pieces like *No Son Of Mine* at least have a tune, a trip down Genesis's memory lane is like being locked in a musical-aversion chamber, where synthesizers plonk aimlessly, and guitars huff and bluster
25 till they're blue in the face.

Adam Sweeting, *The Guardian*

Writing

- 1 You are going to write a review of a musical experience you have had.
 - a Decide what you are going to review. It could be a concert you have been to, a TV show you have seen, or a CD. Choose something you have strong opinions about. Decide whether to write a good or a bad review.
 - b Tell a partner about the concert, show, or CD you are going to review. Ask each other questions. Does your partner have an opinion about 'your' music?
- 2 Prepare to write your review by making a brief paragraph plan, for example:

- a brief description of what you are going to review – concert / CD
- what you liked and / or disliked
- a final comment or recommendation to readers.

Include a rating based on the star system in Reading 2b.

- 3 Write your review in 120–160 words.

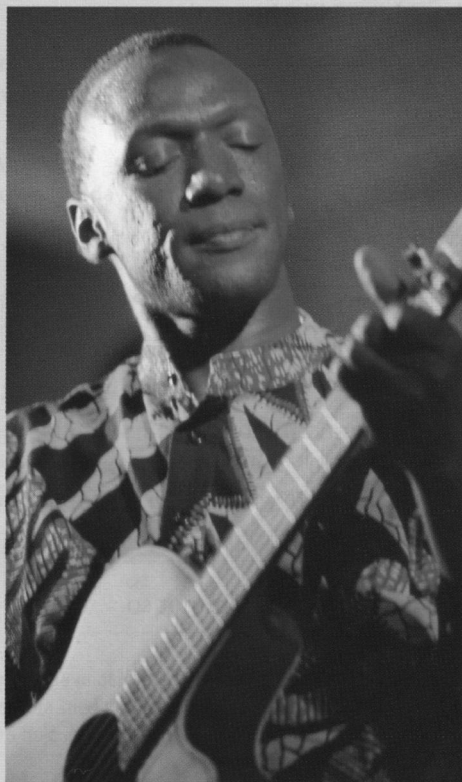
► Writing guidelines p.156

El Hadj N'Diaye

Voice guitar

Thiaroye

Siggi Musique (48 minutes)



While Senegal's El Hadj N'Diaye has created quite a stir in France and Belgium over the last two years, he has so far remained little known elsewhere. *Thiaroye* is bound to change all that. This album is suffused with deep emotional intensity captured in 12 arrangements of masterful simplicity. The focus of the music is N'Diaye's stirring voice. Besides being a remarkable musician, he is also an outstanding lyricist whose songs, dedicated to various social groups, have gained him the title 'voice of the voiceless'.

The album also contains some of the most convincing love songs ever written.

The heartbreaking *Say Get* really makes you feel the pain of separation, whilst *Weet* describes loneliness with light melodies and intriguing allegories. The gripping blend of haunting melodies, floating guitars and inspired lyrics makes *Thiaroye* an utterly compelling album.

Katharina Lobeck, *Songlines*

Exploring words

Collocation (2)

1 The adjectives in this list can be used to describe *music*.

a What else can they describe? Choose appropriate nouns from the list.

Adjectives calming catchy cheerful depressing lively loud moving
relaxing romantic

Nouns book comments film holiday influence meeting person
shower slogan smile story swim title tune

b Complete these sentences by choosing the best adjective–noun collocation.

- 1 I've been to a *relaxing* / *depressing* meeting at work. The management announced that the company was losing money and would be making half the employees redundant.
- 2 This week's Number One song has a really *loud* / *catchy* tune – I can't stop humming it.
- 3 *The Diary of Anne Frank* is the *cheerful* / *moving* story of a young girl in the Second World War.
- 4 After a long tiring day at work, there's nothing I like better than a *relaxing* / *cheerful* shower.
- 5 I lose my temper very quickly. My sister's the opposite. She has a very *romantic* / *calming* influence on me.

c Work in pairs. Talk about the differences between the following pairs. Think of examples to illustrate the differences.

- 1 a *depressing* film / a *moving* film
- 2 a *cheerful* person / a *lively* person
- 3 a *romantic* holiday / a *relaxing* holiday

2 What is the difference in meaning between these pairs of words? Complete the sentences with the appropriate words.

a *classic* / *classical*

- 1 I also quite like erm music when it's adapted in films ...
- 2 ... it's nice music to drive to, and they're just they're pieces, they're sort of melodies.

b *economic* / *economical*

- 1 I used to agree with the government's policies, but I'm not so sure now.
- 2 We'll have to be more with petrol if we can – it's getting really expensive now.

c *historic* / *historical*

- 1 I love novels – anything set in the past.
- 2 Everybody agreed – the day the two leaders met was a(n) occasion.

d *comic* / *comical*

- 1 You look really in those flared jeans.
- 2 He's one of the best actors around at the moment.

3 Complete this film review by choosing one of the two adjectives in each case.

That was a really *haunting* / *gripping* ¹ film, I was on the edge of my seat from beginning to end. The storyline was absolutely *intriguing* / *poignant* ² – you
5 were never sure what was going to happen next and the ending itself was particularly *moving* / *thrilling* ³ – I was certain he was going to get killed. And then when he eventually told her he
10 loved her – that was an especially *intriguing* / *poignant* ⁴ moment.

The way the music came in was *gripping* / *remarkable* ⁵. That *haunting* / *remarkable* ⁶ melody has been going
15 through my head since we came out of the cinema. I thought the cast was pretty *impressive* / *thrilling* ⁷ – too; Xavier Vitier has always been one of my favourite actors.

4 Work in groups. Take turns to talk about one of these subjects.

- An intriguing storyline in a film, book, or TV programme
- A poignant moment in a film, book, or TV programme
- A TV programme or film with an impressive cast
- A TV programme, book, or film with a thrilling ending

Language commentary

1 Adverbs of degree

a Uses

- Most adverbs of degree can be used with adjectives, adverbs, quantifiers, and verbs.
I'm feeling **extremely** tired.
He's speaking **really** quickly.
You've given me **rather** a lot of food.
I **rather** like driving on motorways.
- Rather, really, absolutely, and hardly* can be used in front position.
- Adverbs of degree can be grouped according to their strength of meaning.

b Full degree *absolutely, completely, entirely, totally, quite*

(These are only used with ungradable or extreme adjectives and adverbs.)

I'm **completely** convinced this is the best thing to do.
After the game the whole team were **totally** exhausted.
They've redecorated their flat **absolutely** perfectly.

c High degree *awfully, extremely, really, terribly, very*

I'm **extremely** happy with the result of the election.
Unfortunately I read **very** slowly.

- Very much*, not *very*, is used with verbs.
I **very much** hoped you'd be able to come on holiday with us.

d Medium degree *fairly, pretty, quite, rather*

I'm **pretty** sure we've met before.
We're all working **fairly** hard at the moment.

e Small degree *a bit, a little, slightly*

I feel **slightly** / **a little** embarrassed. Could you drive a bit faster?

f Negative *hardly, scarcely*

She **scarcely** knows what she's saying. I'm **hardly** awake.

g *quite* – meanings

- Quite* has two meanings:
I'm **quite** good at swimming, but I'd like to be better. (= fairly)
I tried to start my car this morning but it was **quite** impossible. (= completely)
- Quite* is used before the indefinite article.
He's **quite** a good swimmer.

h *rather* – meanings

- In a negative or unfavourable comment, *rather* means the same as *quite*.
I thought it was **rather** a disappointing film.
- In a positive comment, *rather* means *surprisingly*.
I thought that programme was **rather** interesting.
- Rather* can be used before or after the indefinite article.
That was **rather** an interesting programme. / That was a **rather** interesting programme.

i *too* – meanings

Too and *very* have different meanings.
Even though I'm feeling **very** ill, I'm going to work.
I'm **too** ill to go to work. (*too* = so ill that something is impossible)

2 Formal and informal style: general guidelines

Different situations require different degrees of formality, from the most formal written language of a legal letter to the most colloquial everyday conversation you might hear in a bar. There are no strict rules in this area but the guidelines below point out a few generalizations.

Formal	Informal
Uncontracted verb forms He is coming – I am sure.	Contracted verb forms He's coming – I'm sure.
Complex sentences The dog complied with her games passively, taking refuge under the hut when her enthusiasm grew too great, whereupon Flora tried to force him out into the rain by pushing her weapon through a hole in the floor.	Shorter sentences The dog put up with her games. He took refuge under the hut when she got too enthusiastic. But then Flora tried to force him out into the rain. She pushed her weapon through a hole in the floor.
Formal structures Was this the man to whom you had already spoken? There are many things left to do. Fewer people read the classics now.	Conversational grammar Was this the man you'd already spoken to ? There's lots of things left to do. Less people read the classics now.
Precise vocabulary Baines paced the floor of his hut. I have just received your letter. I tried to telephone you this morning.	Non-specific vocabulary Baines walked up and down his hut. I've just got your letter. I tried to call you this morning.
Single-word verbs He was the first to raise his hand when the teacher asked a question. I shall be returning to that subject later.	Phrasal verbs He was the first to put up his hand when the teacher asked a question. I'll be coming back to that subject later.
The Passive He was prevented from seeing his children. I was laughed at wherever I went.	The Active They prevented / stopped him from seeing his children. People laughed at me everywhere I went.



10 From place to place

10.1 Travel

Lead in

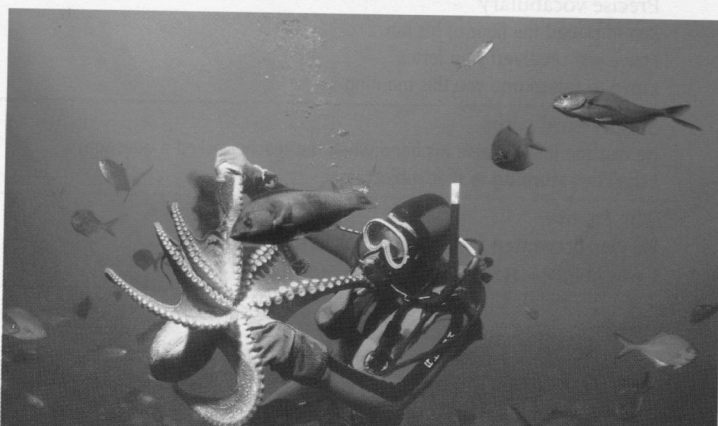
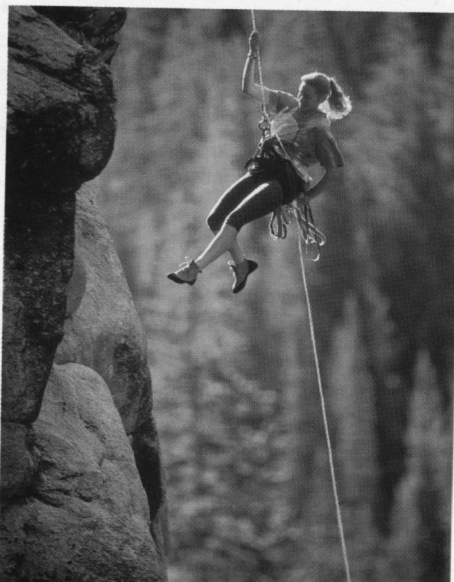
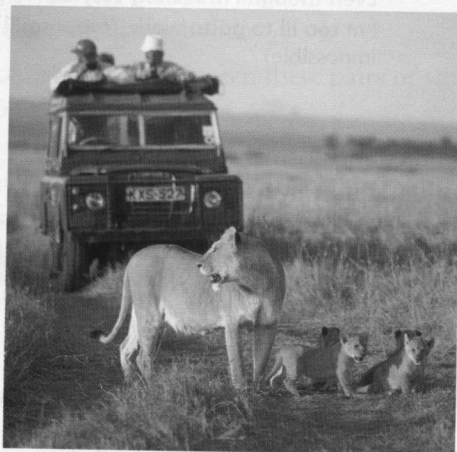
- 1 Which of these types of place have you visited in the last few years?
 - another continent
 - a foreign country
 - a capital city
 - a tourist area in your country
 - a remote area
 - an island
 - a seaside resort
 - a famous building or landmark
 - a place associated with someone famous
- 2 Talk to other students. Find someone who has been to some of the same places as you. Find out why they went. For example, was it for a holiday or on business?

Listening

- 1 You are going to hear a short documentary report about the increasing popularity of adventure holidays. Before you listen, discuss these questions.
 - a What types of adventure holiday can you think of?
 - b What ages and types of people enjoy the kind of holidays you have been talking about?
 - c Why do you think adventure holidays are becoming more popular?
 - d Why are beach holidays becoming less popular?
- 2 **10.1** Listen and check the answers speakers give to questions b–d. What types of adventure holiday are mentioned?

React and discuss

- 1 If you could choose, what sort of adventure holiday would you go on? Would you want there to be an element of danger or challenge?
- 2 When you visit somewhere new, do you prefer to go as a traveller or a tourist?



Exploring natural speech

The word *just* means *only* or *simply* and is often used in conversation to make what we say sound less serious or important.

- 1 How is *just* pronounced in this extract?

I'm **just** really interested in getting to know exactly what's going on in the country and really seeing the place rather than going out and **just** having a relaxing time. I **just** think this gives a more comprehensive look at a country rather than **just** going to relax really.

- 2 **10.2** Listen, check, and practise.

Vocabulary

- 1 Underline the vague language expressions referring to people's ages in this extract from the recording.

Michelle Cook, who's worked as a tour leader with an adventure holiday firm for more than ten years, says the interest doesn't just come from students or twenty-somethings. 'We actually take people from fourteen to seventy-nine years old. In the past I've led tours with people in their eighties and they've been the life and soul of the group.'

- 2 Here are some more ways of referring to people's ages. Which of these are examples of vague language?

Pete is *twenty-five*.
He's in his *mid-twenties*.
He's *twenty-something*.
Jackie is *nearly 17*.
She's a *teenager*.
She's in her *late teens*.
Florence has just turned *80*.
She's in her *early eighties*.
She's an *octogenarian*.
She must be at *least fifty*.
She's *fifty if she's a day*.

- 3 Work with a partner. Talk about the ages of members of your family or people you work or study with. If you don't know someone's exact age, use a vague language expression.

Language focus: *as* and *like*

- 1 *As* and *like* are sometimes confused in English. What is the difference in meaning between these pairs of sentences?
- a 1 Michelle Cook worked **as** a tour leader.
2 Michelle Cook worked **like** a tour leader.
- b 1 **As** a traveller, I like to see how other nationalities live.
2 **Like** a traveller, I like to see how other nationalities live.
- 2 In everyday speech, *like* can sometimes be used instead of *as* or *as if*. In which of these sentences can *like* replace *as* or *as if*?
- a It's not **as** exciting **as** many people want their holidays to be.
- b So it looks **as if** the quest for challenge and excitement and the desire to be a traveller rather than a tourist, will continue to shape the kind of holiday people decide to take.
- c **As** the tour leader points out, the trend towards adventure holidays is likely to continue.
- d It's **as if** people have got tired of relaxing holidays and want something more active.
- e **As** we're going on holiday tomorrow, I'm not going in to work today.

Exploitation

Complete this short news story with *as*, *as if*, or *like*. Sometimes both are possible.

GLYNN THOMAS, who works¹ a professional artist, recently celebrated his 50th birthday.² a present, his wife paid for him to go on a trekking holiday to Nepal.



The experience was³ nothing he had ever done before. At times he felt⁴ he had gone back several centuries in time.⁵ many in the group he was with, Glynn found the whole experience fascinating.

.....⁶ a trek, however, it was not particularly challenging, because it was in the foothills rather than the mountainous part of the Himalayas. And⁷ porters carried all the backpacks, it was quite a relaxing holiday! Glynn had plenty of time to paint and take photographs.

Speaking

Work in pairs or groups.

- 1 Plan a two-week adventure holiday for yourselves. Think about these points.
- Type of holiday – is it for travellers or tourists?
 - Will there be an element of adventure or even danger?
 - Ways to spend your time – devise an outline programme for the two weeks.
 - Details – place? time of year? type of accommodation?
 - Cost – set your own price limit.
- 2 Present your holiday plan to the rest of the class. Try to persuade them that your idea is best.

10.2 First impressions

Lead in

Work in pairs or small groups.
Discuss your ideas.

- 1 What images come to mind when you think of the South Pole or the North Pole?
- 2 If you were at one of the Poles, how do you think you would feel, physically and mentally?

Reading

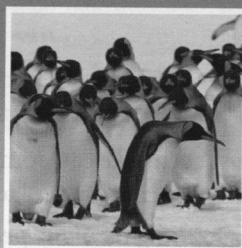
- 1 You are going to read a traveller's account of the last stage of his journey from the North Pole to the South Pole. What could each of these phrases from the account be describing?

scudding to a halt in a dream
brightly-lit almost paralyzing
numb-faced short of breath
anoraked figures

- 2 Now read the article quickly.
 - a How does the writer feel about his arrival at the South Pole?
 - b How would you describe the style or tone of the article – factual? impressionistic? personal? impersonal?

Close-up

- 1.26 If stacks of wood and pieces of equipment are the *flotsam and jetsam* of a builder's yard, what do you think *flotsam and jetsam* means?
- 1.43 What does *proffer* mean? What other verb is it similar to?
- 1.44 How do you walk if you *trudge*?
- 1.67 Why does the writer use the word *crunch* to describe his last few steps to the South Pole? What is he walking through?
- 1.86 What does *It depends which way you look at it* mean?



Welcome to the Pole!

12.30 a.m. Over the noise of the engine Dan, the pilot, shouts that we are 47 minutes from the Pole.

1.00 a.m. Radio communication from air traffic control at the South Pole base.

'There is no designated runway and the US Government cannot authorize you to land. How do you copy?'

Dan: 'OK.'

'OK. Have a good landing.'

1.10 a.m. We can see the South Pole ahead. It is somewhere in the middle of a complex of buildings dominated by a 1,560-foot dome. Vehicles and buildings are scattered around the site.

We land at the Amundsen-Scott South Pole Station, scudding to a halt on a wide, cleared snow runway. Two well-wrapped figures from the base wait for us to emerge from the plane, and shake our hands in welcome.

It's as we walk towards the dome, past Portakabins and stacks of wood, insulation equipment, all the flotsam and jetsam of a builder's yard, that I become aware of how much effort is required just to keep going. It's as if

I'm in a dream. However hard I try, the dome doesn't seem to get any nearer.

After what seems like a lifetime we descend between walls carved from the ice to a wide underground entrance.

Pulling open a door as heavy as that on a butcher's deep-freeze, we enter a warm, brightly-lit canteen. A man in Bermuda shorts is piling a tray with chilli dogs, turkey soup, potato chips and lemon poppyseed cake. One of the chefs rubs cake off on his overalls and proffers a hand. 'Welcome to the Pole!' After coffee we trudge back outside. Scott, Fraser, Nigel and Clem go off to dig up the tent that was left here last year, so that we can eat and sleep.

Rudi goes back to the plane. I'm about to join them when I realize that in the midst of all these rules, regulations, coffees and poppyseed handshakes, I have completely forgotten why we are here.

The temperature, with wind chill, is a cutting, almost paralyzing minus 50 centigrade, and it's 3.15 in the morning at 10,000 feet when I set out for the final lap of this extraordinary journey. A few hundred yards from the



3 Read the article again and answer these questions.

- How do you explain the conversation between the air traffic controller and the pilot?
- Why do you think it requires so much 'effort just to keep going'?
- Why is the door to the canteen so heavy?
- Why does the writer say 'I have completely forgotten why I am here'? Why is he there?
- How is it possible for the writer to walk round the world in eight seconds?

React and discuss

- Would you like to visit one of the Poles?
- What other remote places on earth would you like to visit?

dome out on the snow is a semi-circle of flags of all the nations working in Antarctica, in the middle of which is a reflecting globe on a plinth. This is the Ceremonial South Pole, at which visiting dignitaries are pictured.

Crunching slowly past it, numb-faced and short of breath, I come at last to a small bronze post sticking three feet above the ground. It exactly marks 90 degrees. From this spot all directions point north. At this spot I can walk around the world in 8 seconds. I am on the same longitude as Tokyo, Cairo, New York and Sheffield. I am standing on the South Pole.

In the distance I can see a group of anoraked figures pacing the snow, stopping occasionally, forming a circle, pointing then striking at the earth with a shovel. Eventually Clem and Nigel, Fraser and Rudi give up looking for the tent and we all stand together at the bottom of the world. Or the top. It depends which way you look at it.

Michael Palin, *Pole to Pole*

Language focus: story-telling

- Which combination of verb tenses does the writer use to describe his arrival at the South Pole? Underline the main verbs in these extracts.
 - Two well-wrapped figures from the base wait for us to emerge from the plane, and shake our hands in welcome.*
 - A man in Bermuda shorts is piling a tray with chilli dogs, turkey soup ...*
 - ... I realize that in the midst of all these rules, regulations, coffees and poppyseed handshakes, I have completely forgotten why we are here.*
 - ... it's 3.15 in the morning at 10,000 feet when I set out for the final lap of this extraordinary journey.*
- What would be the more normal verb tenses to use to describe something that happened to you?
- Why does the writer choose present tenses? What is the difference in effect of these two sentences?
 - I **am** standing on the South Pole.*
 - I **was** standing on the South Pole.*
- When would you use past forms to tell a story, and when would you use present forms?

Exploitation

- We use present forms instead of past forms to make a story more conversational, and so more interesting. Retell this story using the Present simple, Present continuous, or Present perfect.

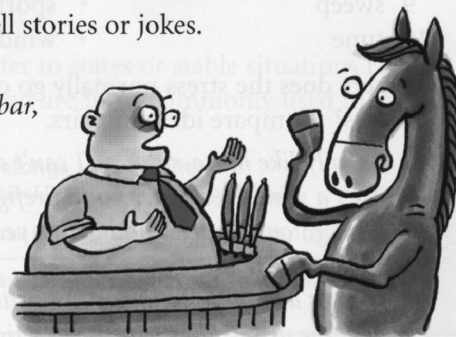
It was Tuesday and I was driving to work when my mobile phone rang. The traffic was very busy and by the time I picked up the phone to answer it, it had stopped ringing. It was my girlfriend's number, so I called her back. While I was waiting for her to answer, a police car overtook me and flagged me down. I stopped the car and opened my window. The police officer pointed out that it was an offence to use a mobile phone while driving and fined me £40 on the spot. As soon as I got to work, I rang my girlfriend to find out why she had called. I asked her what she'd phoned for. She said she was missing me and wanted to check I was OK.

- We often use present tenses when we tell stories or jokes.

Example

A horse goes into a pub, walks up to the bar, and asks for a pint of beer. The barman looks at the horse, leans over and says in a quiet voice, 'Why the long face?'

Tell your partner a story or a joke.



Writing

- Write an account of your first visit to a place. It could be somewhere very special, or a town or city.
 - Write in the first person (*I*) and in the personal, impressionistic style of the South Pole article.
 - Describe the place itself and your reactions to what you saw and did.

Write your account in about **100** words.

- Exchange paragraphs with a partner. Read each other's descriptions and ask more questions about your partner's visit.

► Writing guidelines p.151

Exploring words

Compound nouns

- 1 These are some of the ways of forming compound nouns in English.

- A noun + noun (this is the most common type)
- B noun + verb + -er
- C noun + verb + -ing
- D adjective + noun
- E verb + particle (these are often related to phrasal verbs)
- F particle + verb

- a Find compound nouns formed in these ways from the list below. There are two nouns of each type.

beach holiday break-in bullfighting bypass checkout
dishwasher grandparents greenhouse hotel room
housekeeping input window cleaner

- b Work in pairs. Add two or three more examples to each group, then compare your examples with another pair.
- c Match the verbs and nouns that go together in these lists and then make the name of an occupation. (Normally the first word of a compound noun referring to a job is singular: a person who *cleans windows* is a *window cleaner* not a *windows cleaner*. However, there are a few exceptions to this generalization.)

- | | |
|-----------------|-------------------------|
| 1 clean | • antiques |
| 2 commentate on | • buses |
| 3 deal in | • clothes |
| 4 decorate | • fires |
| 5 drive | • interiors (of houses) |
| 6 fight | • pianos |
| 7 manufacture | • portraits |
| 8 paint | • roads |
| 9 sweep | • sports |
| 10 tune | • windows |

- 2 a Where does the stress normally go on compound nouns? Compare ideas in pairs.

- 1 I really like horse-riding – I can't stand bullfighting.
- 2 He's a window cleaner not a firefighter.
- 3 Let's go on a beach holiday this year, not an adventure holiday.
- 4 This is a hotel room not a campsite.
- 5 Use the dishwasher, not the washing machine.
- 6 Can I work on the checkout instead of in the storeroom?

- b **10.3** Listen, check, and practise.

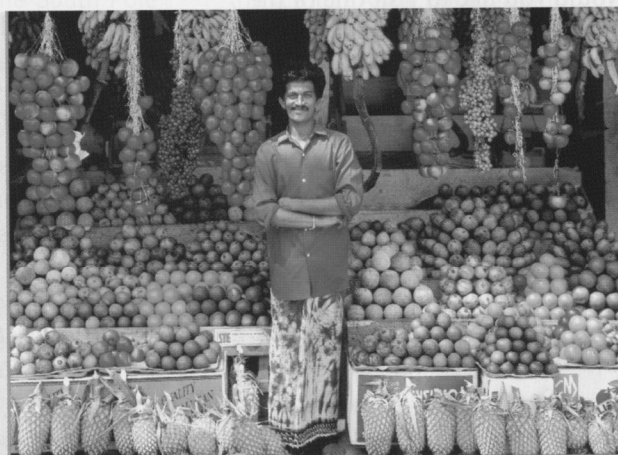
- 3 In these two sets of compound nouns the stress is on the second word. What have the words in each set got in common?

1 kitchen table bathroom window office door
station platform garden chair

2 cheese sandwich plastic bag silver ring stone steps
tomato omelette

- 4 Read this article describing Asian markets.

- a Find and underline the 11 compound nouns.
- b Compare answers with a partner and then decide which type of compound each noun is (from 1A–F).



- A market is where growers come to sell their fresh produce. It's always an eye-opener. In Thailand I discovered a herb mixture, which consisted of lemon grass and lime leaves tied together ready to put into a dish and cook.
- been roasted and were covered in scorch marks. The man cut off the top of a nut, put a straw in the small hole and handed it to me. I had never tasted coconut juice so sweet.
- When I was a child in Sri Lanka, my father would take me with him to the street markets. They were covered by a roof but the sides were open, and there were no flyscreens to keep the flies out.
- At a weekend market in Bangkok, there was a man with a big black rubbish bag full of drinking coconuts. The nuts had

Places in the Heart

- 5 Work in pairs.

- a Write a short paragraph about an ideal place of some kind. It could be a beach, a country village, a night club.
- Write no more than four sentences – describing what you can see, hear, smell, do, or buy in this place.
 - Use at least five compound nouns.
- b Read your paragraph out to the rest of the class.
- c The class can vote on which place sounds the most attractive.

Language commentary

1 as and like

a as – uses

- To refer to status, function, or occupation.
As the director, she has a responsibility to the staff.
My brother is working **as** a nurse in a London hospital.
It's really a sofa, but you could use it **as** a bed.
- In comparative expressions.
He's nearly **as** tall **as** me.
That isn't **as** expensive **as** my last car.
- To mean *because*.
As I'm not at work today, could you e-mail me any important information?
- To mean *at the same time* or *while*.
As I opened the door, I realized this was my last chance.

b like – uses

- To make comparisons.
Even though she's been a teacher here for nearly five years, she behaves **like** a student.
Like most people, my son left home when he was 18.
- To mean *similar to*.
Everyone says I'm **like** my grandfather, even though I look **like** my grandmother.

- Note To refer to differences we can use the opposite, *unlike*.
Unlike most of the people I know, I dislike football.

c as (as if) or like

Sometimes it is possible to use *as* or *like*:
I haven't changed my mind. I feel exactly **as / like** I did yesterday. (= the same way as)
You look **as if / like** you need a good sleep. (*like* is informal)

2 The Historic present

a Narrative tenses

The most common verb tenses used for telling a story involving a sequence of events in the past are past tenses. By the time **we arrived** at the hotel **we were** worn out. **We'd been driving** since five o'clock and **had had** only two short breaks. **We were hoping** for a hot meal, but the chef **had already gone** home, so **we had to make do** with tired sandwiches in the bar.

b Dynamic effect

We can make a sequence of events sound more dynamic by using present tenses: this is the 'historic present'. This story uses the Present simple, the Present perfect simple and continuous and the Present continuous. By the time **we arrive** at the hotel **we are** worn out. **We've been driving** since five o'clock and **have had** only two short breaks. **We're hoping** for a hot meal, but the chef **has already gone** home, so **we have to make do** with tired sandwiches in the bar.

c Anecdotes

This sequence of tenses is commonly used to tell anecdotes and jokes.
A guy goes to see his grandmother and takes his friend with him. While he's talking to his grandmother, his friend starts

eating the peanuts on the table, and finishes them off. As they're leaving, his friend says to the grandmother, 'Thanks for the peanuts.' She says, 'That's OK, since I lost my teeth I can only eat the chocolate off them.'

3 The Present simple: other uses

a Common uses of the Present simple

- To refer to a regular action or habit.
He **travels** abroad two or three times a year.
- To refer to something that is always true.
The sun **sets** in the west.
- In sports commentaries.
Adams **runs** with the ball, **goes** past one defender, and **passes**.
- To refer to a future timetable or schedule.
We'd better hurry – our plane **leaves** in just under an hour.

b 'Performative' verbs

These verbs are used to make declarations in conversation, and are most commonly used in the simple, not continuous, form.

accept admit advise apologize congratulate declare
demand deny forbid forgive insist object predict
promise propose protect recommend refuse request
suggest thank warn

I **admit** I was wrong. I **promise** to write every week.

c Introductory expressions

The simple form is used with introductory expressions which show understanding or knowledge.

believe gather hear presume see realize understand

I **understand** you've been away.
I **believe** Peter wants to see you.

d 'State' verbs

These verbs refer to states or stable situations rather than actions, and are most commonly used in the simple form.

This computer **belongs** to my father.
NOT ~~This computer is belonging to my father.~~

State verbs belong to five different meaning groups.

being appear seem exist consist of involve look
mean resemble weigh

having own belong contain hold include possess
have (it) involves

opinions consider doubt expect hope imagine know
suspect think

feelings dislike envy fear hate like love mean mind
regret respect trust

senses feel hear see smell taste



11 Remember

11.1 Memories

Lead in

- 1 Read this account of an early memory.
 - a Why is the occasion so memorable for the writer?
 - b What sights, sounds, and smells can he remember?
- 2 Compare your answers with a partner.

My first country memory is of an afternoon in high summer and me riding with my cousin Willie Purtill on a donkey and cart along a laneway thick with fuchsia and brambles. I must have been about six years old and we were returning from the creamery at Lisselton on the main road between my father's town, Listowel, and the seaside village of Ballybunnion. An empty milk churn sat between us and Willie tapped his fingers methodically on the metal casing. His other hand held the reins and from time to time he clicked his tongue, a reminder to the ancient and slow-moving donkey that we were depending on him to get us home. Around us the farmland of North Kerry stretched from Cnoc on Oir (the Mountain of Gold) down to the Atlantic Ocean at Ballybunnion, a wide stretch of land where the pasture is interspersed with snipe grass and the dark loam of the bogs. It was now the first week of the harvest and we could smell the aromas of new-mown hay and ripening blackberries mingling with the sea salt that drifted in from the Atlantic.

Fergal Keane, *In the Heart of the Country*

Listening

11.1 You are going to hear two people talking about their earliest memories.

- 1 How old were the speakers?
- 2 Where were they or what situation were they in?
- 3 What other people were involved?

Exploring natural speech

- 1 **11.2** Read this extract from the conversation you have just heard, then listen again and follow the conversation. What do the words in **bold** refer to?

G ...and erm, basically I was on a family holiday with my mum, my dad and my brother and **we**¹ were staying with my uncle and his wife and **they**² erm had some very strange rules of their house that you had to abide by if you stayed with **them**³ and I was quite sort of fussy as a kid, anyway they had these rules and we had to stick to **them**⁴ as we were staying **there**⁵ and we sat down to dinner one night and one of **his**⁶ rules was that you had to eat everything that was on your plate.

B No!

G Yeah, you had to completely finish your food.

B What if you didn't like **it**⁷?

- 2 How do you explain what the boy's mother said in this extract from the conversation?

B Yeah, my head was bleeding and I had to go to hospital and have thirteen stitches ...

G Err!

B '**Unlucky for some**⁸,' my mum said ...

React and discuss

- 1 Do you think that it's true that people tend to remember the bad things rather than the good ones?
- 2 Sounds, smells, and tastes often bring back memories. Are there any particular sounds, smells, or tastes which bring back memories for you?



Language focus: *must, can, can't (+ have)*: certainty and deduction

- How certain are the speakers about their age?
 - I must have been about six years old at the time.*
 - I was probably about 17 at the time.*
 - I know I was 22.*
 - There's no doubt about it – I was 15.*
 - I might have been 13 or 14, I suppose.*
- We do not normally use the affirmative form *can have* for expressing deductions. Why do you think it is possible in these examples?
 - I can only have been about four, maybe slightly older.*
 - He can hardly have remembered something from when he was only two.*
 - They can never have been able to spend time alone.*
- We use *must, can, can't*, etc. + *have* when we are making a deduction based on evidence.

Example

I must have been about six years old. (Evidence: I had just started school.)

What could the evidence be for these statements?

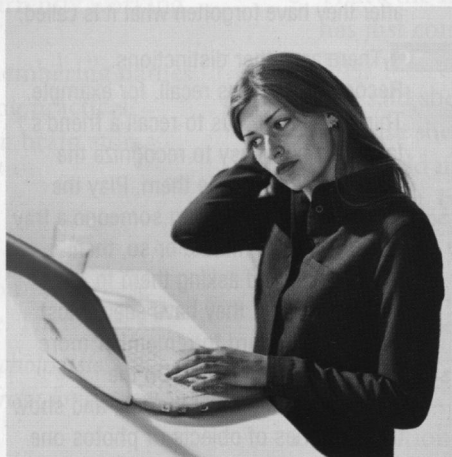
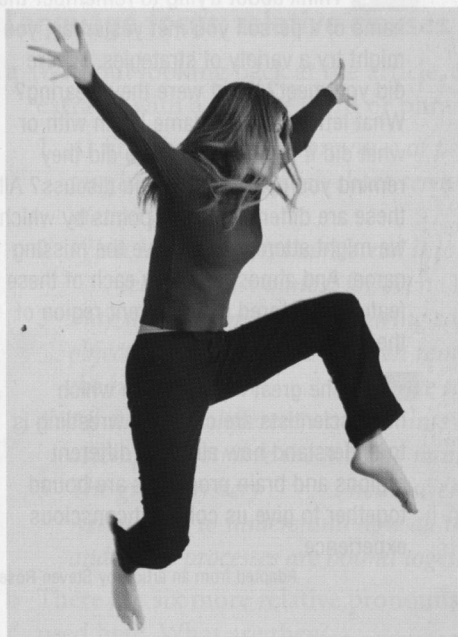
- Someone phoned while I was out, but it can't have been my brother. He's ...
 - It can only have been my sister. She's ...
 - It must have rained very hard there. ...
 - Somebody must have been having a party here. ...
- What is the difference in meaning between these pairs of sentences?
 - She couldn't have got there. No trains ran that day.*
She can't have got there. She said she'd phone as soon as she arrived.
 - It must be Mario. I'd recognize his voice anywhere.*
It must have been Mario (who emptied the jar). No one else likes honey.

Exploitation

Work in pairs or groups. Look at these pictures and work out what happened.

Example

The woman jumping might have ...



Speaking

Work in groups. Talk about one of your earliest memories. You could mention these aspects of your memory.

- a sequence of events
- a domestic scene
- a place
- a person / some people
- a time of the day or year
- an atmosphere or a feeling (e.g. happiness / fear)

Use appropriate modal forms from the **Language focus** and expressions from this box.

Remembering

- I (can) remember + *ing*
- As far as I can remember, I ...
- I can still see (the look on her face).
- I'll never forget (what he said).
- I clearly / distinctly remember ...
- I seem to remember ...

Writing

You are going to write about an early memory. It could be the one you have just been talking about.

- Think about these aspects:
 - place
 - time
 - sequence of events
 - atmosphere and feelings
 - people
 - noises or smells.
- List a few phrases you might use for each aspect.
- Write your paragraph in about 150 words.
- Exchange paragraphs with a partner and read about each other's memories. Ask questions to find out more about your partner's memory.

► Writing guidelines p.151

11.2 Memory

Lead in

- Match the words with the objects shown in the pictures.

biscuit lipstick match pill rose zip
mousetrap pipe rhino boy screw
shoe sunglasses toy duck train ticket

- Now close your book and write down as many of the objects as you can remember.
- Compare lists with other students, then open your book and check.
- Complete these sentences with the correct form of one of these verbs. (Sometimes more than one verb is possible.)

remember remind recall recognize
memorize

- I've seen her before, but I just can't her name.
- He me of his father. He's got the same smile.
- The car came round the corner. I've tried but I just can't what happened next.
- It only took her ten minutes to the names of 30 students.
- me to phone my brother later. I promised I would.
- I hardly you. You look different with short hair.

Reading

- Read the article.
 - How many different kinds of memory are mentioned?
 - What are neuroscientists doing research on now?

Close up

- 1.2–1.3 How many *centuries* are there in a *millennium*? What is the word for a period of 10 years?
- 1.3 Which words could replace *barely* here?
- 1.44 Where is the stress on *photographic*? And on these words: *photographer* / *photograph*?

The mystery of memory

A Fascination with memory and how to improve it goes back millennia; yet the sciences of memory are barely a century old. At first they were the province of psychologists, who taught us to distinguish short-term from long-term memory. Many things are recalled only for a few seconds or minutes – strings of numbers and people's names – before being permanently lost. What isn't lost gets transferred into long-term memory, which seems to last almost for ever.

B Remembering involves recovering things from longer term memory and placing them into 'working memory'. Then there is the difference between procedural memory – remembering 'how' (to ride a bicycle for instance) and declarative memory (remembering that those objects with two large wheels, saddles and handlebars are called bicycles). Procedural memory is more stable than declarative. Alzheimer's sufferers remember how to ride a bike long after they have forgotten what it is called.

C There are other distinctions. Recognition versus recall, for example. Think how hard it is to recall a friend's face, and how easy to recognize the person when you see them. Play the memory game, showing someone a tray of objects for a minute or so, then removing it, and asking them to remember what they have seen. Most people find it hard to remember more than 15 different items. Do the experiment differently though, and show them a series of objects or photos one after the other for a few seconds, then perhaps weeks later offer them a choice between photos they have seen before and new ones, and people can recognize correctly 10,000 or more.

D And finally, so-called 'eidetic', or photographic memory – what most of us have of our early childhood; snapshot-like fragments, associated with smells or tastes or colours. Children below the age of eight

seem to remember like this, and most of us lose the ability as we grow older.

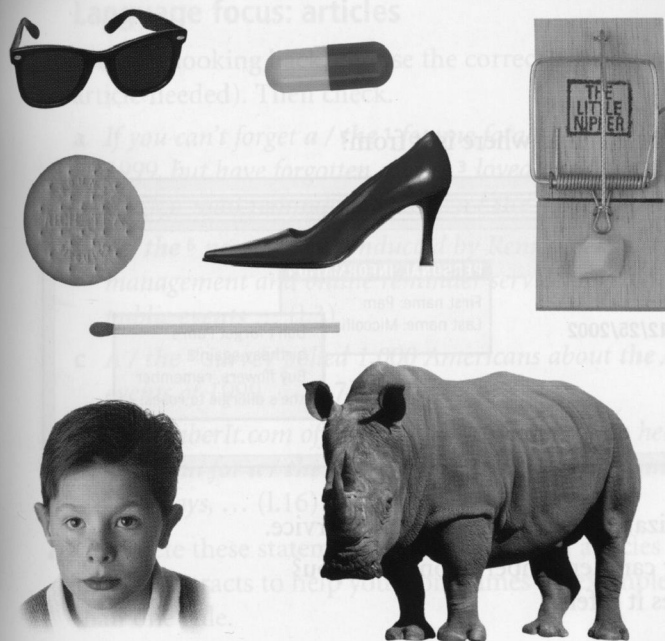
E The human brain contains some 100 billion nerve cells, each capable of making up to 100,000 connections with its neighbours. It is the pathways made possible by these myriad interconnections which must contain the answers to how memories are made. The idea is simple: each time a new memory is made, a new pattern of connections is created, which in some way stores the new memory, much as the 'memory' of a scene is stored on the tape of a video recorder.

F Think about trying to remember the name of a person you met yesterday; you might try a variety of strategies. Where did you meet? What were they wearing? What letter did their name begin with or what did it rhyme with? Who did they remind you of? What did you discuss? All these are different access points by which we might attempt to retrieve the missing name. And almost certainly each of these features is stored in a different region of the brain.

F The great mystery with which neuroscientists are currently wrestling is to understand how all these different regions and brain processes are bound together to give us coherent conscious experience.

Adapted from an article by Steven Rose





2 Which paragraph, A–G

- a describes a test which shows that people find it easier to recognize things when they see them than to recall them?
- b describes an ability that humans grow out of?
- c lists methods people use to try to remember what someone is called?
- d refers to the first areas scientists defined?
- e describes the problem scientists are currently working on in this area?
- f points out the difference between remembering names and remembering how to do something practical?
- g attempts to explain the way the human brain stores memories?

Language focus: relative clauses

- 1 a Without looking back at the article, complete these extracts with a relative word or phrase. Then check.

- 1 *At first they were the province of psychologists, taught us to distinguish short-term from long-term memory.* (1.4)
- 2 *What isn't lost gets transferred into long-term memory, seems to last almost for ever.* (1.10)
- 3 *Play the memory game, showing someone a tray of objects for a minute or so, then removing it, and asking them to remember they have seen.* (1.29)
- 4 *All these are different access points we might attempt to retrieve the missing name.* (1.68)
- 5 *The great mystery neuroscientists are currently wrestling is to understand how all these different regions and brain processes are bound together ...* (1.74)

- b There are six more relative pronouns which are not used here. What are they?

- 2 a How are the relative clauses in the first two sentences in 1a different from those in the other extracts?
- b What is the difference in meaning between these sentences?
 - 1 *My daughter who works as a teacher has a photographic memory.*
 - 2 *My daughter, who works as a teacher, has a photographic memory.*
- 3 a Underline the relative clauses in these extracts. Which relative pronouns could be added?
 - 1 *... offer them a choice between photos they have seen before and new ones, ...*
 - 2 *Think about trying to remember the name of a person you met yesterday ...*
- b When is it possible to leave out relative pronouns?
- 4 What does *which* refer to in these two sentences?
 - a *I clearly remember going past a big white house which was surrounded by trees.*
 - b *I clearly remember going past a big white house, which is amazing because I was asleep for most of the journey.*

Exploitation

- 1 Add appropriate relative pronouns to these sentences.
 - a 1998 was the year we moved into the apartment we're in now.
 - b Unfortunately, the person to this parcel is addressed doesn't live here now.
 - c That's the man I was telling you about – the one has just come out of prison.
 - d They're unreasonable people opinions I despise.
 - e She said she's enjoying her job, surprised me because she looks so stressed.
 - f I got held up in the traffic and didn't arrive until midnight, by time people had already left.

- 2 Which of the relative pronouns in sentences 1a–f could be left out?

- 3 Make up three definitions for each of these.

an adult a politician a village a newspaper old age

- a a definition which a child could understand.
- b a more complete definition.
- c an amusing definition.

Speaking

- 1 Close your book. How many objects can you still remember from the **Lead in**?
- 2 Compare with a partner. Which things did both of you remember? What do you think made these things memorable?
- 3 Now open the book and check.

11.3 Help!

Lead in

- 1 How good are you at remembering the following?
 - birthdays and anniversaries
 - meetings at work
 - promises to other people
 - resolutions you make (to yourself!)
 - appointments, for example at the dentist
- 2 Do you have a special way of trying to remember? For example, writing on your hand?
- 3 **11.3** Listen to some people talking about the same subjects.
 - a What kinds of things do they forget?
 - b How do they try to remember?

Reading

- 1 Look at this short text. What is it and where is it from?

RememberIt.com

FRIENDS AND FAMILY REMINDER

Pam's Birthday Event Date: 12/25/2002

Next occurrence: 12/25/2003

Thanks for using RememberIt.com!

PERSONAL INFORMATION

First name: Pam

Last name: Miccolis

Don't forget Pam's birthday again!
Buy flowers, remember she's allergic to roses.

- 2 Now read about the organization which provides this service.
 - a What kinds of reminder can RememberIt.com send you?
 - b What other services does it offer?

RememberIt.com

email

password

REMEMBERING AND FORGETTING

If you can't forget the femme fatale who rocked the White House in 1999, but have forgotten a loved one's birthday year after year, a quick e-mail reminder could be the solution to your dilemma. A new survey conducted by RememberIt.com, an information management and online reminder service, reveals that most people remember public events such as political scandals and severe weather conditions, but forget birthdays of friends and family.

The survey polled 1,000 Americans about the most unforgettable public events of 1999, personal events most likely to be forgotten and the most common reminder techniques used. When asked what public event of 1999 people most remembered, 46.7 per cent recalled the Monica Lewinsky scandal, followed by Hurricane Floyd at 27.5 per cent. Birthdays and anniversaries took the lead in personal events that were most often forgotten at 33 per cent, while 24.8 per cent of those surveyed were most likely to forget meetings and appointments. In addition, the survey showed 68 per cent of people polled preferred to receive written reminders, a large portion of the group favoring e-mail reminders.

RememberIt.com offers online tools to help users remember and plan for a variety of events and commitments such as birthdays, vacations, medical appointments and car maintenance. In addition, members can set and track their goals and New Year's resolutions online, to help them lose weight or save for an important purchase. The easy-to-use site helps users manage events online and receive personal e-mail reminders.

rememberit.com/

Close up

- 1.1 What is a *femme fatale*? Can you think of any famous examples?
- 1.9 How do we say numbers like these: 46.7 and 27.5?
- 1.11 What is the difference between a *birthday* and an *anniversary*?
- 1.20 *easy-to-use* is an adjective in the phrase *the easy-to-use site*. How could this phrase be rewritten using a relative clause?

React and discuss

- 1 Do you think this service is really necessary? Why? Why not?
- 2 Has forgetting something important ever had serious results for you?
- 3 Would you like to be sent reminders like this?

Language focus: articles

- 1 Without looking back, choose the correct articles in these extracts. (^ = no article needed). Then check.
 - a If you can't forget **a / the**¹ femme fatale who rocked **the / ^**² White House in 1999, but have forgotten **a / the**³ loved one's birthday year after year, **a / the**⁴ quick e-mail reminder could be **a / the**⁵ solution to your dilemma. (1.1)
 - b **A / the**⁶ new survey conducted by RememberIt.com, **a / the**⁷ information management and online reminder service, reveals that most people remember public events ... (1.3)
 - c **A / the**⁸ survey polled 1,000 Americans about **the / ^**⁹ most unforgettable public events of 1999, ... (1.7)
 - d RememberIt.com offers **the / ^**¹⁰ online tools to help **the / ^**¹¹ users remember and plan for **a / the**¹² variety of events and commitments such as **the / ^**¹³ birthdays, ... (1.16)
- 2 Complete these statements about the use of articles with **a, an, the**, or **^**. Use the extracts to help you. Sometimes an example can illustrate more than one rule.
 - a When mentioning something for the first time, we use
 - b When there is only one of something (it is unique or the context makes it clear), we use
 - c With uncountable nouns referring to something general, (not specific) we use
 - d With superlative adjectives, including *first, same* we use
 - e The article that could be replaced by the word *one* is
 - f When referring to something or someone that everyone knows, we use
 - g When referring to something that has already been mentioned, we use
 - h When referring to something non-specific – it doesn't matter which one, we use
 - i When we are classifying a person or thing, e.g. saying what their job or function is, we use
 - j With plural countable nouns, referring to something in general, we use

Exploitation

Choose the best articles to fill the spaces in this text – *a, an, the*, or *^*.

It should be¹ easiest thing in² world to remember to get your mother³ birthday present. After all, she's⁴ most important person in your life.

While I lived at⁵ home, I never forgot⁶ single birthday. Someone always reminded me.⁷ few days before⁸ big day, my father would say. 'Don't forget to get Mum⁹ present.'

At¹⁰ age of 18, I went to¹¹ university. I made¹² new friends. For¹³ first time there was no one telling me what to do. I wasn't used to¹⁴ freedom. I didn't forget my family, but they became less important. I phoned once¹⁵ month and went¹⁶ home twice¹⁷ year.

It was¹⁸ Wednesday in¹⁹ June. I'd just got out of²⁰ bed when²¹ phone rang. 'Steven?' It was my Mum. 'Do you know what²² date is?'



Speaking

Work in groups.

- 1 What Internet services have you used? How helpful have you found them? Make a list of sites that other students might find useful. Write a two-line description of each site.

Example

Ticketmaster

Brilliant place to start looking for tickets to live music events in the UK. You can search by area, venue, or artist.

- 2 What do you think these Internet services do for people? Would you be interested in using any of them?

<i>Blind Date</i>	<i>JobsUnlimited</i>
<i>CDnow</i>	<i>Travelocity</i>
<i>UpMyStreet</i>	<i>The Burgled Helpline</i>
- 3 Think of a new online service which might be popular.
 - a Make up a catchy name for your service and write a brief description of what it can offer.
 - b 'Sell' your idea to the other students in the class.

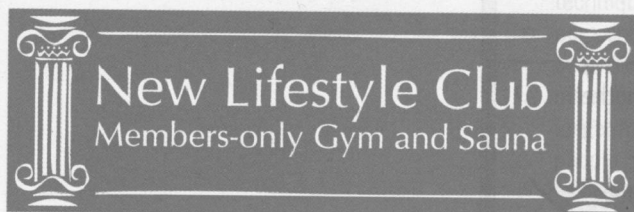
The web site referred to on these pages is in the public domain and its address is provided by Oxford University Press for information only. Oxford University Press disclaims any responsibility for the content.

Exploring words

Loan words used in English

English has borrowed many words from other languages. Some, for example *bungalow*, *village*, are well established and we no longer think of them as 'foreign'. Others are still obviously 'foreign' because of their un-English pronunciation, for example *femme fatale*.

- 1 Look at the headlines and notices.
 - a How many 'foreign' words can you spot?
 - b What do they mean?
 - c Which languages do you think they are borrowed from?



- 2 a What do these words borrowed from French mean?

bouquet bourgeois cache cliché crèche cul-de-sac
duvet entrepreneur gateau genre

- b How are the words in 2a pronounced?

- 1 Compare ideas with a partner.
- 2 **11.4** Listen, check, and practise.

- c Can you think of any other French words or phrases used in English with similar pronunciations? Start by thinking of words with these endings: -é / -ée / -et / -eau / -eur.

Junta cracks down on angry crowds

Ballet star kidnapped

Paparazzi to blame for princess' accident

New Drug Czar appointed

At last housework robot!

- 3 a Read this short story which contains a number of other loan words used in English.
- b Underline the loan words. (Look for combinations of letters that are unusual in English, particularly at the ends of words.)

I live in an expensive part of the city, well away from the hoi-polloi. It was a quiet summer's afternoon – siesta time, you could call it. I'd just come out of the sauna and planned to spend an hour or two dozing on the patio.

- s Then it started! My new neighbour had just bought a new grass cutter and was having a blitz on his neglected lawn. That was bad enough, but then his wife came out with her radio playing loud music. The noise reached a crescendo when the children came out and played their
- 10 noisy games.

I looked over the fence and asked my neighbour, as politely as I could, if he could keep the noise down a bit. After all, it was a Sunday afternoon. He turned off the machine and walked towards me in a distinctly macho way.

- 15 He apologized and gave me this spiel about how he was looking after his garden to improve the neighbourhood.

- 4 Work in pairs or groups.

- a Are English words commonly used in your language? Make a list of the commonest.
- b Are English words used in preference to their equivalents in your own language? Why?
- c How do you feel about this trend?

Language commentary

1 Modals: *must, can, can't + have*

a Near certainty

Must be, can't be, must have been, can't have been are used to express near certainty based on evidence or logic.

You **must be** / **must have been** really tired.

(The speaker assumes this because he knows what the person has been doing.)

He **can't be** / **can't have been** serious about living abroad.

(The speaker doesn't believe this is possible.)

b *can*

We do not normally use *can* or *mustn't* to express near certainty, but *can* is sometimes used in questions and with *only, never, hardly*.

Where **can she be**? / Where **can they have been**?

I **can only have been** out of the house for ten minutes.

He **can hardly have done** everything himself.

2 Relative clauses

a Relative pronouns: *who (whom), whose, which, that, when, where, why*

Who refers to a person.

It was my mother **who** taught me to ride a bicycle.

Whom is formal and is used mainly after prepositions.

The family **with whom** I'm staying have been most generous.

The more common form of this sentence is:

The family **who** I'm staying **with** have been most generous.

Whose is a possessive relative pronoun which refers to a person or a thing. It is always followed by a noun.

The people **whose** flat we've bought have moved to Canada.

Which refers to a thing.

The tree **which** fell down in the storm had stood there for nearly 200 years.

The tree **which** I crashed into fell down.

Which can also refer to an idea expressed by a clause.

My car brakes failed as I went round the corner, **which** took me by surprise.

That refers to a person or thing.

The car **that** crashed into me was going too fast.

All the people **that** I met in Athens were friendly.

When refers to times.

New Year is a time **when** people make resolutions.

Where refers to places.

Do you remember the place **where** we met?

Why refers to a reason and usually follows the word *reason*.

Lack of money is the main reason **why** I had to turn down his invitation to go on holiday.

b Defining and non-defining relative clauses

We use defining relative clauses to specify which person or thing we are referring to.

That's the problem (**that**) I was referring to.

The postcard (**which**) you posted at the beginning of May took three weeks to get here.

We use non-defining relative clauses simply to add extra, but non-essential information.

The journey, **which** lasted three hours, was very dangerous.

Elzbieta, **who** comes from Poland, is an art student.

► Note *That* cannot be used as the subject of a non-defining relative clause.

Marc, **who** comes from Zimbabwe, is a mechanic. (NOT ~~that~~)

c Leaving out relative pronouns

Relative pronouns can be left out when the relative word is the object of the relative clause.

The person I'm **writing** to lives in Ireland. (or the person **to whom** I'm writing...)

2000 was the year I **started** work. (or 2000 was the year **when** / **that** I started...)

Do you remember the place **we** met? (or Do you remember the place **where** / **that** we met?)

Is that the real reason **you** left early? (or Is that the real reason **why** you left early?)

3 Articles

a The definite article *the*

the = specific / there's only one / the one we know about.

When is **the** doctor coming? (= Our family doctor.)

He's at **the** university. (= The local university.)

She's **the** best gymnast in her class. (= In her class she's unique.)

b *the* – other uses

The ... the ... comparative constructions.

The harder I work, **the less** I seem to get done.

The + adjective to refer to groups of people.

The young often make fun of **the old**.

Names of seas, oceans, rivers, mountain ranges, islands.

The Pacific / **The Amazon** / **The Alps** / **The Philippines**

Names of a few countries.

The Netherlands / **The United Arab Emirates**

Names of cinemas and theatres.

Shall we go to see the film at **the Odeon**?

c The indefinite article *a / an*

a / an = general / non-specific.

He's a doctor. (= That's his job or function.)

There's a university in Newcastle. (= One of many.)

She's a good gymnast. (= She's just one of many gymnasts.)

d No article

Uncountable nouns with a general meaning.

Drinking **water** is good for you.

Plural countable nouns with a general meaning.

People love driving cars.

In phrases relating to places, situations, or institutions.

Do you go to **church**?

be in; go to	class	court	heaven	hospital	prison
--------------	-------	-------	--------	----------	--------

be at; go to	sea	school	university	war	work
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be at; go	home
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12 All the rage

12.1 Crazes

Lead in

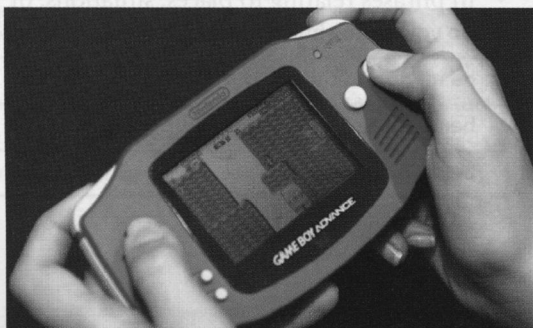
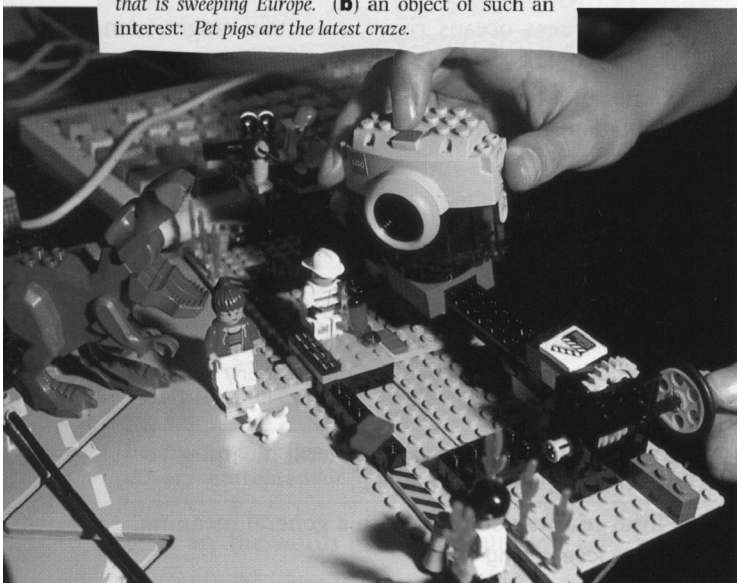
Look at the pictures below. What are the things and what do you think they have in common?

Listening

You are going to hear five people talking about their past crazes.

- 1 **12.1** Which speaker, 1–5, talks about
 - a their tastes as a teenager?
 - b being a member of a club connected to their hobby?
 - c an activity they had in common with all their friends?
 - d an obsession which lasted four or five years?
 - e a craze which a parent found annoying?
- 2 Listen again. How do you think the speakers feel now about their past crazes?

craze /kreɪz/ *n* (a) ~ (for sth) an enthusiastic but usu brief interest in sth that is shared by many people: *the craze for exercising at all hours of the day and night* • *the current/latest teenage dance craze that is sweeping Europe*. (b) an object of such an interest: *Pet pigs are the latest craze*.



Exploring natural speech

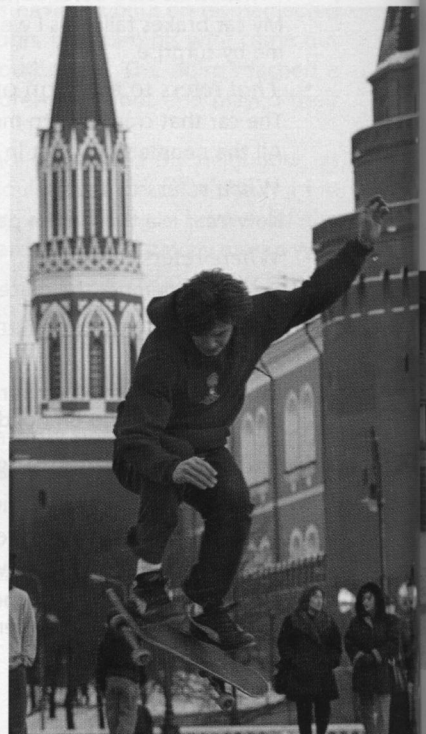
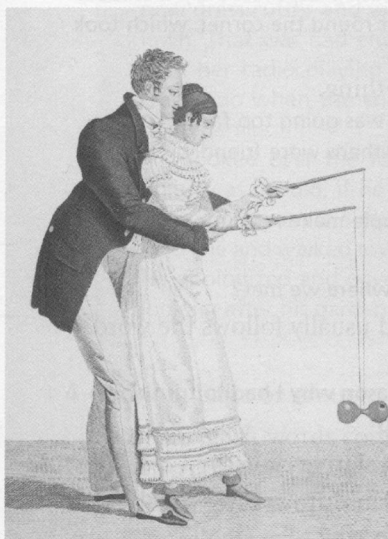
- 1 What is the effect of the repetition of the phrase *I knew* in this extract from the recording?

Every break time every lunchtime at school we would play football in the playground. Erm it had a disastrous effect on my shoes – my mother was having to buy me shoes, I remember, every, every three or four months or so cos I wore them out so quickly erm I used to buy regularly a football magazine which I would read avidly every Saturday morning – **I knew** the names of all the teams in the football league, **I knew** their grounds, **I knew** their colours, **I knew** the names of most of the players in all the teams – it was a complete obsession and the odd thing is that now I have absolutely no interest in football **whatsoever** ...

- 2 The word *whatsoever* at the end of the last sentence means roughly the same as *at all*. Do you think it is stronger than or not as strong as *at all*?

React and discuss

- 1 What are the current crazes among children and young people in your country? What about a few years ago?
- 2 Is it only children and teenagers who have crazes?
- 3 How do crazes start? How and why do they spread?



How much do you know about *used to* and *would*?

- 1 We use *used to* and *would* to talk about past habits. **True or False?**
- 2 We can use *used to* and *would* to refer to a single past action. **True or False?**
- 3 *Would* is more common than *used to* in informal English. **True or False?**
- 4 Which sentence suggests that the speaker no longer watches their favourite football team every week? **a or b?**
 - a I used to watch my favourite football team every week.
 - b I would watch my favourite football team every week.
- 5 We can always use *would* instead of *used to*. **True or False?**
- 6 Only one of these sentences is correct. Is it **a** or **b**? Can you explain your answer?
 - a I used to be keen on heavy metal music.
 - b I would be keen on heavy metal music.
- 7 Which are the correct question and negative forms of *used to*? **a or b?**
 - a Did you used to play football? / I didn't used to play football.
 - b Did you use to play football? / I didn't use to play football.
- 8 What is wrong with this sentence?
I used to collect stuffed animals for 15 years.
- 9 What could be the difference in meaning between these two sentences?
 - a I went to Spain for my holidays.
 - b I used to go to Spain for my holidays.
- 10 What is the difference in meaning between these two sentences?
 - a I'm used to travelling abroad.
 - b I used to travel abroad.

Exploitation

- 1 Complete this text with *used to* / *would* or the appropriate form of the verb in brackets. Vary the verbs you use to make sure that the description sounds natural as a whole.

When I (be)¹ a kid I (collect)² everything under the sun – the usual things like stamps and coins, but some strange things like cheese labels and stones. The best thing about collecting these things was that they (be)³ free. The cheese labels are a good example. When I (be)⁴ about six we (move)⁵ house and (go)⁶ to live near a supermarket. My mum (go)⁷ shopping nearly every day. Of course, she (take)⁸ me with her and soon I (become)⁹ fascinated with the different cheeses and the labels on them. I (insist)¹⁰ my mum bought a different kind every time she (go)¹¹ shopping. As soon as we got home, I (remove)¹² the labels very carefully and stick them in my special album. By the age of nine I (have)¹³ 1,453 labels in my collection.

- 2 Think about yourself and your life between the ages of five and 10 or between 10 and 15. Write sentences using *used to* or *would* to describe **a–e**:

Example

your free time

I used to go to the cinema every Saturday morning with my friends. After the film we'd go shopping or have a picnic.

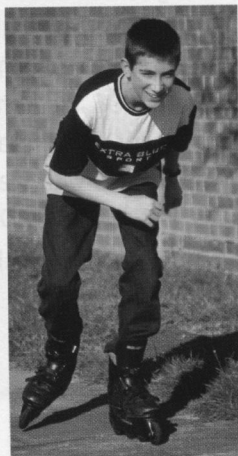
- a family life – daily routines, parents, brothers and sisters, your home
- b school life – lessons, subjects, teachers, friends
- c appearance – clothes, hairstyles, build (height, etc.)
- d favourite forms of entertainment – music, TV programmes, sport, games
- e likes and dislikes – people, food, holidays.

Speaking

- 1 What things were you interested in between the ages of five and 10? Make a list. Include toys, games, animals, sports, music, hobbies, school activities, TV programmes.
- 2 How interested were you in each activity? Use these expressions.

quite interested in enthusiastic about really keen on
crazy / mad about absolutely obsessed with

- 3 Compare lists with other students. Find people who shared some of your interests.



12.2 Fast food fashions

Lead in

Discuss these questions in groups.

- 1 Which are the most popular *fast food chains* in your country?
- 2 What are the most popular types of *fast food*?
- 3 Do all types and ages of people in your country enjoy *fast food*? What about you?

Reading

- 1 How much do you know about hamburgers?
 - a When were hamburgers first sold in the USA?
A late 19th century B early 20th century
C mid 20th century
 - b What did the first McDonald's shops sell?
A ice cream B hot dogs C traditional food
 - c How many burgers does the average American eat in a week?
A one B two C three
 - d What percentage of Americans get their first job working for McDonald's?
A fewer than 5% B 5% C more than 5%
- 2 Read the article and check your answers.
- 3 Answer these questions. You may have to interpret the writer's words.
 - a What factors explain the rise in popularity of hamburgers in the USA?
 - b Why are hamburgers particularly popular with young people?
 - c What point is the writer making when he says his vegetarian son liked Big Macs and McNuggets?
 - d What does the writer mean by: *what are euphemistically (and anonymously) called cheap hamburgers*?
 - e Why is *the history of the hamburger in your hands* particularly important these days?

React and discuss

How do you think fast food will develop in the future?

Close up

- 1.2 *heroic* is an adjective. Which nouns mean 'a person that is heroic' and 'the quality of being heroic'?
- 1.1-1.8 Which two words in this paragraph tell us that the Mongols rode horses?
- 1.26 What is the difference in meaning between *Hamburgers* and *hamburgers*?
- 1.48 Why does the writer use the phrase *one is told*? Who is *one*?
- 1.50 Which vegetable is *spud* the slang word for?
- 1.65 How do you eat something if you *scoff* it?

The rise of



5

The Big Mac, food historians tell us, has heroic origins. The Mongol hordes, as they galloped over the steppes, would place minced beef under their saddles. After a long day's pillage, they would settle down to their rare (that is, 'raw') burger: boeuf tartare.

- 10 The twentieth century history of favourite fast food is as American as cherry pie. The modern hamburger was, historians tell us, pioneered at concessionaire stalls at the 1904 St Louis World Fair.

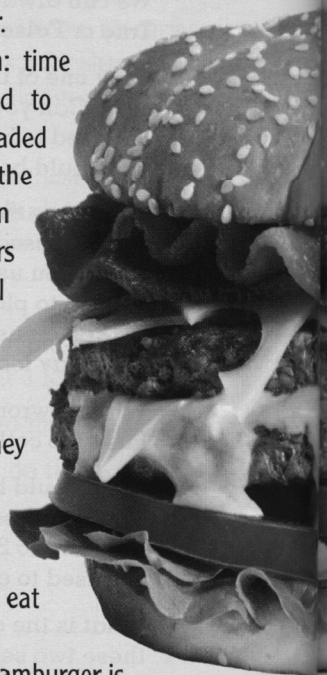
- 15 It was a brilliant innovation: time and motion technique applied to catering. The meat could be kneaded into a pellet, flipped on the hotplate, and clapped in a bun (to keep the customer's fingers grease-free) faster than a nickel could change hands.

- 20 The name itself was mysterious. It is true that on the north German coast they relish their patties; they call them *Deutsches Beefsteak mit Brötchen*. Hamburgers, my Hamburg friends tell me, do not eat hamburgers.

- 25 The history of the American hamburger is a triumph of 20th century merchandising. No one managed to get a trademark on the word. Any minimum wage menial could cook hamburgers and any street vendor could peddle them. The trick was to market them better than the competition.

- 30 In 1936, the Wimpy was brand leader – named after the burger-scoffing character in Popeye. Bob's Big Boy chain is credited with the doubleburger and the drive-thru.

But it was McDonald's, initially a hot-dog franchise, which in the 1950s under Ray Kroc brought the burger into



the burger

the modern age (wisely they decided against Big-Kroc). 40
What McDonald's sold was, famously, less a product than
a style of eating: efficient, quick, and one size for the
whole family.

The Big Mac, and its rivals, are now to America and its
gastronomic colonies what the potato was to 19th-century 45
Ireland. Americans, it is calculated, eat on average three
hamburgers a week. Some seven per cent of the American
workforce, one is told, had their first job at McDonald's.

What is glossed over in the image is that the hamburger, 50
like the Irish spud, is the staple food of poor people,
particularly poor young people. Kids are
chronically short of cash, in a hurry, and
prone to get hungry at unsocial hours.

At my preferred American drive-
thru, In-and-Out, you can get your 55
burger, fries and shake for under
three dollars, in three minutes, at
three o'clock in the morning.
Delicious.

But even at the best outlets, you 60
can never be entirely certain what
you're eating. For much of his
early childhood, my son
proudly proclaimed himself a
vegetarian, while scoffing his 65
daily Big Mac or McNuggets,
blissfully unaware of their remote
origins as meat.

McDonald's and the other big franchises select their
meat with scrupulous care. One is less sure about what are 70
euphemistically (and anonymously) called 'cheap
hamburgers'.

One of the most sensible and cost effective health
measures our government could take would be to instruct 75
young Britons to be intellectually curious about what they
are eating. Forget Genghis Khan. It's the history of the
hamburger in your hand that you need to know.

John Sutherland, *The Guardian*

Language focus: omitting words

- 1 a What words have been left out at the points marked ↔
in these sentences?
- b What kinds of words are they?

1 *At my preferred American drive-thru ... you can
get your burger, fries and shake for under three
dollars, in three minutes, at three o'clock in the
morning. ↔ Delicious.*

2 *Q ↔ Got the time?*

A ↔ Sorry. ↔

3 *↔ Traffic's just terrible in the mornings. ↔ Never
known anything like it.*

4 *↔ Thought I might go out for a pizza tonight. ↔
Coming?*

- 2 We also leave out words and phrases because it is
unnecessary to repeat them. Look at these examples.

*I really thought I was going to win the jackpot this week,
but (I) didn't (win the jackpot).*

*I've often tried to give up smoking but (I've) never succeeded
(in giving up smoking).*

Exploitation

- 1 Which (unnecessary) words or phrases make these
conversations sound unnatural?

a *A Is there any chance of you giving me a lift?*

B Sure I can give you a lift. Get in.

b *A Have you seen my dad recently?*

*B Yes, I have seen your dad recently. I saw him this
morning.*

- 2 It is useful to be able to leave out words when space is
limited, for example in postcards, e-mails, etc.

a Cross out any unnecessary words or phrases to enable
you to get the text below on to a postcard. Try to reduce
it to about 70 words. (Sometimes you may prefer to
rephrase rather than simply leaving words out.)

b Compare shortened versions with a partner. How
similar are your versions?

*Since last Friday I've been from Perth to Adelaide and
then I went on to Mount Gambier which is a remote
farming town. I climbed a volcano there and I saw
koalas, and kangaroos in the wild. On Tuesday I hired a
car and Tina and I drove along the Ocean Road past the
rocks you can see in the picture. The views were really
breath-taking. I have never seen anything like it before.
We're planning to visit a rainforest tomorrow.*

- c In pairs, take turns to remove one word at a time
from one of your shortened texts to make it even
shorter. How many words can you remove before it
loses its meaning?

12.3 Films

Lead in

- 1 What different types of film are there? (*action films ...*)
- 2 Which is your favourite type?
- 3 Tell each other about your favourite film. Use some of the expressions from the box.

Talking about films

- It starred and co-starred
- The special effects were
- It was filmed on location in
- It had subtitles.
- It was dubbed into
- There was a (fantastic) scene where
- The plot was (really complicated).
- It's a (real) classic.
- The dialogue was (brilliant).

Listening

- 1 You are going to hear someone talking about successful films.

12.2 Listen to the first part of the recording. Listen for the following:

- a Four types of film
 - b The names of two actors.
- 2 Listen again and complete these sentences with information you hear.
 - a The speaker regards *Casablanca* as a
 - b The speaker compares Western films to
 - c In Westerns, there are two different types of character, and
 - d Western films always end with

- 3 **12.3** Listen to the second part of the recording. According to the speaker, what makes a good film?



Exploring natural speech

In natural speech people express thoughts as they come into their mind. As a result, ideas are unfinished or repeated and clarifications are added as we think of them. By contrast, before we give a formal talk, we order and plan what we are going to say.

Look at this extract from the recording and rewrite it as it might be spoken as part of a formal talk.

A film ... transports you it's the, the whole atmosphere, the music and that especially when you see it at the cinema, and you have to go and make an effort to go see it, erm and you sit there in the dark and this massive movie is, is playing – and you know there's the music and the effects and the sound and the pictures and it's just the whole experience.

React and discuss

- 1 What do you think makes a good film?
- 2 What makes a star? Give examples of people you think have 'star quality'.

Vocabulary: phrasal verbs with off

- 1 How does *off* affect the meaning of verbs? What is the difference in meaning between these two sentences?

a *He goes riding in the park.* b *He goes off riding into the sunset.*

- 2 *Off* can add a range of different meanings to a verb.

- a Put the phrasal verbs in sentences 1–8 into one of these four meaning groups, A–D.

A Leaving B Stopping or cancelling C Beginning D Obstruction or separation

- 1 The camera crew's strike was *called off* at the last moment.
- 2 The film was so controversial that it *sparked off* riots outside the cinema.
- 3 The cheapest seats in the cinema were clearly *divided off* from the more expensive ones.
- 4 It took us an hour to get to the cinema even though we *set off* very early.
- 5 The film *kicked off* with a car chase through the streets of New York.
- 6 The star *broke off* negotiations with the film company because they weren't prepared to pay him his normal fee.
- 7 All the roads around the cinema were *blocked off* for the film première.
- 8 It was a real action-packed film. There were some amazing effects as the rocket *blasted off*.

- b Which single-word verbs could be used instead of the eight phrasal verbs above?
- c Now put these phrasal verbs into groups A–D. Write sentences to illustrate their meanings.

close off drive off lead off put off ring off seal off take off wave off

Listening and speaking

- 1 **12.4** Listen to a group of people describing a frightening scene in a film.

- a Do you know the films they mention?
- b What was frightening about the scenes they describe?

- 2 Now look at these extracts and answer the questions.

A There's that **bit** in *Psycho* ... when I think there's a girl hiding under the staircase, **isn't there?** And whoever it is, **is coming** in, he **runs up** the stairs and you're not quite sure if **he's noticed** her or not and he's sort of looking around the house and **you know** that he's about to come down and find her ...

- What does *bit* mean here?
- Why are these verb tenses used?
- Why does the speaker use this question tag?
- Who is *you*?

B I love the bit in I think it's *Misery* – is it called *Misery*? – with Kathy Bates **where** where she's **she's gone out** for a drive and he's in the house and he has to try and get out of the room which she's locked him in and, you know, he gets all the way ...

- Which word does *where* refer back to? What other word could be used instead?
- Why is the Present perfect used here?

- 3 Work in groups. Talk about a frightening scene in a film you have seen.

- a What elements helped to make a particular scene frightening?
- b How did the frightening scene make you feel – physically and mentally?

