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INTO ENGLISH

COURSEBOOK

2

Nur zu Prüfzwecken –
Eigentum des Helbling Verlags

Mit Bescheid vom 15. Februar 2013, GZ: BMUKK-5.028/0015-Präs.8/2010, hat das Bundesministerium für Unterricht, Kunst und Kultur das Unterrichtsmittel „Into English 2 - Coursebook“ von Puchta u.a. antragsgemäß in der vorliegenden Fassung gemäß §14 Abs. 2 und 5 des Schulunterrichtsgesetzes, BGBl. Nr. 472/86 und gemäß den derzeit geltenden Lehrplänen als für den Unterrichtsgebrauch für die 6. Klasse an allgemein bildenden höheren Schulen - Oberstufe im Unterrichtsgegenstand Englisch (1. lebende Fremdsprache) geeignet erklärt.

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Zeichenerklärung:



Dazu gibt es eine Tonaufnahme auf CD
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Dazu gibt es einen Film auf DVD



Dazu gibt es eine Hausübung im Internet



Diese Übung bietet eine spezielle Vorbereitung auf die Reifeprüfung NEU

INTO ENGLISH 2 Coursebook

by Herbert Puchta, Christian Holzmann, Jeff Stranks, Peter Lewis-Jones

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1

Education Super brains

Read

- 1 a** What do you think the two boys in the pictures have in common? Read the texts to check your ideas.

In 1850 an American lawyer, James N. Bethune, bought a slave to work in his home. The slave, a woman, had a small child called Tom, who was blind and autistic. One day, Bethune was walking around his garden when he heard music coming from the house. He went inside to investigate and found young Tom playing on the family piano. Bethune realised that the boy, who was only four, had special abilities. He hired a band of musicians to come to the house and play in front of him. Tom reproduced perfectly the music he had heard. This confirmed Bethune's suspicion – Tom had the ability to memorise and repeat pieces of music after hearing them just once.

In 1857 "Blind Tom", as he was called from then on, took part in his first public performance. The reviews were so good that Bethune took him on a tour of the US. Three years later, Blind Tom was invited to the White House, where he performed for the president. Over the next forty years Tom performed shows all over the US, as well as visiting Canada, the UK and several South American countries.

His concerts were a mixture of classical music and his own compositions. They also featured a section called the "challenge" when members of the audience played a piece of music on the piano which Tom then had to reproduce. He never failed. Blind Tom died in 1906.



Blind Tom



Stephen Wiltshire

Stephen Wiltshire was born in 1974 in London. He was mute (unable to speak) and, at the age of three, was diagnosed with autism, a "developmental disorder" causing difficulty with social relationships and learning. However, Stephen has a remarkable talent. Since the age of three, he has been creating the most amazing drawings. He is an "autistic savant" – a person who, in spite of his autism, has an extraordinary ability in a certain area. When his mother sent him to school in London, some of his teachers began to realise that Stephen was communicating through his drawings. At the age of eight, he was drawing detailed pictures of architecture, cars and imagining post-earthquake cities. By the age of nine, Stephen started talking. At the age of ten, he produced a series of pictures which he called London Alphabet. Each drawing featured a London landmark* – one for each letter of the alphabet.

After Stephen and his work were the subject of a BBC programme called *The Foolish Wise Ones* in 1987, many viewers phoned the BBC. They were fascinated by Stephen's ability to look at a building once and reproduce it in incredible detail, and wanted to know where they could buy his drawings. As a result, Stephen published his first book, *Drawings*. Since then, Stephen has become an extremely popular artist, and has published a number of other books of his drawings and paintings. Stephen is quite famous these days. Because of Stephen and others like him, people are starting to take autism more seriously.

Glossary: *developmental disorder – Entwicklungsstörung;
*landmark = a building or place that is easily recognised

- b** Read the texts again. Complete the table.

| | Blind Tom | Stephen Wiltshire |
|---|-----------|-------------------|
| 1 What is / was his special ability? | | |
| 2 Who helped him develop this ability? | | |
| 3 How did he become famous? | | |
| 4 What examples are given of his success? | | |



- c** Now listen and check your answers.

Useful words

academic • IQ • a degree • to graduate • get a qualification • further education • higher education
gifted • scholarship • ability • aptitude • special needs • well-educated • a lack of education
nursery school • university • intelligence • professor • curriculum • to sit an examination

Speak

2 Work in groups. Look at the list below and discuss the following:

- Do you have a special talent for any of these things? At what age did you realise you were good at it / them?
- Can you name a well-known person who has (or had) a special talent in each area?
- Which two areas would you most like to have a special talent for? Say why.

language music memory sport mathematics dance / movement art cooking

Grammar

Present tense (Review)

3 a Look at the text about Stephen Wiltshire again. Underline:

- one example of the present simple tense
- one example of the present continuous tense
- two examples of the present perfect tense
- one example of the present perfect continuous tense.

Why do you think each tense is used?

b Complete the sentences about Stephen Wiltshire with the verbs in brackets. Use the correct form of the tenses in 3a.

- 1 Stephen lives (live) in West London with his mother.
- 2 Some of the books that Stephen (write) include *Cities*, *Floating Cities* and *Stephen Wiltshire's American Dream*.
- 3 I'm not sure what Stephen Wiltshire is doing at the moment, but he probably (draw) something.
- 4 Since 1993, Stephen (develop) his musical skills, which are also quite amazing.
- 5 Since Stephen first met the famous neurologist, Oliver Sachs, in 1988, the two (become) good friends.
- 6 Stephen (have) a sister, Annette, who is two years older than him.

c Read and circle the correct form of the verb.



Joshua Whitehouse ¹ has just turned / has just been turning 15 and he has an incredible gift for art. Joshua ² has / has had Asperger's Syndrome. He is classed as an 'autistic savant' which ³ is meaning / means he has a rare aspect of autism and is extraordinarily talented in a particular area. Josh ⁴ is drawing / has been drawing since he was a toddler* and ⁵ has been taking / has taken part in many exhibitions both in Britain and abroad. Josh's paintings ⁶ are selling / sell for up to £1,000. Famous owners ⁷ include / are including the popular artist Rolf Harris and Her Majesty the Queen. Joshua ⁸ has also published / has also been publishing a book of line drawings, each one annotated* by Joshua's thoughts. He ⁹ is wanting / wants to become a famous artist like the New York artist Keith Haring, another autistic savant.



Glossary: *toddler = young child, usually learning to walk; *annotate = add a short explanation to a text or image

d Complete the sentences with the verbs in the box.

has been exhibiting has met has appeared is studying **lives** is working

- 1 Joshua **lives** with his family in Birmingham.
- 2 He for his GCSEs.
- 3 He the Queen and a group of New York fire fighters.
- 4 He on a documentary for a Korean TV network.
- 5 He at the well-known '9' Gallery in Birmingham since 2001.
- 6 He on a new book at the moment.

Grammar for communication

4 In pairs talk about something you:

- do regularly • are doing now • have done recently • have been doing for some time.

Grammar

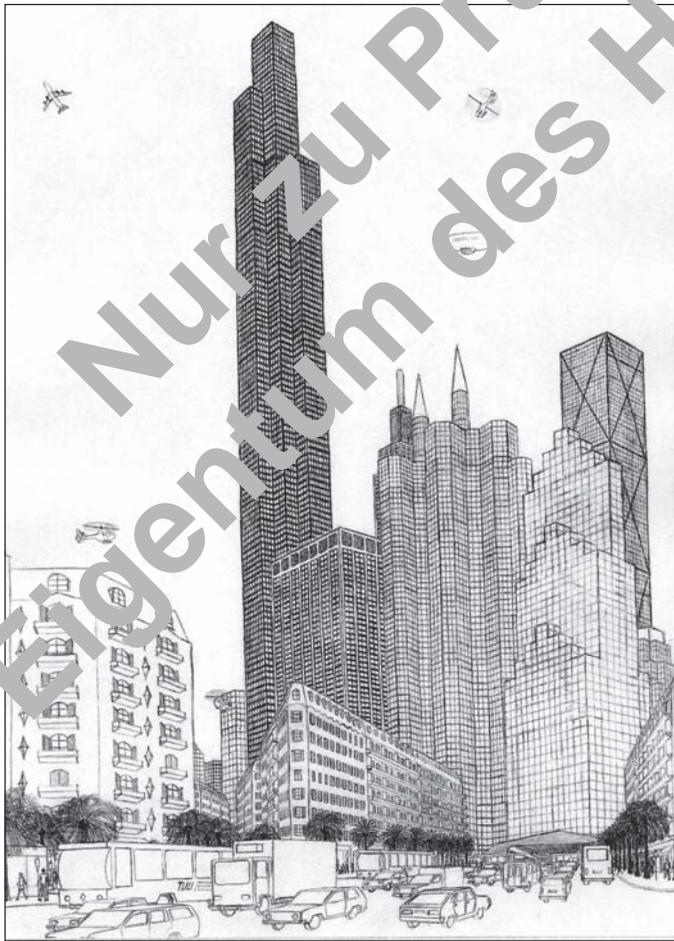
Past tense (Review)

5 a Look back at the text about Blind Tom and underline

- two examples of the past simple tense • one example of the past perfect tense.
- one example of the past continuous tense

Why do you think each tense is used?

b Read and complete the text with the correct form of the verbs.



Gilles Trehin was born in 1972. His family 1 **moved** (move) to the USA. While they 2 (live) in America, doctors 3 (diagnose) Gilles with autism. Since he was a young child, he 4 (develop) great talents for music, mental calculation and drawing. He 5 (begin) to draw plans of his imaginary city Urville in 1984 and by 1987 he 6 (create) detailed drawings of the city's buildings and streets. While he 7 (work) on the city's present plans, he 8 (start) creating a culture and history for it. Gilles says that the Romans 9 (give) Urville its name but that it was founded by the Phoenicians who 10 (call) it Sea Horse City before the Roman invasion.

Grammar

Tense review: Past and present

6 a Read and **circle** the correct form of the verb.



A THREE-YEAR-OLD ¹ **has become** / *was becoming* the youngest member of Mensa, the organisation for extremely intelligent people. Last month, Mikhail Ali, from Leeds, ² **had taken** / *took* a series of tests at the University of York. A Mensa representative said that independent psychologists ³ **have tested** / *had tested* Mikhail at the university because Mensa do not usually test young people below the age of 10. When Mensa rang Mikhail's parents to tell them about their son's results, he ⁴ **was playing** / *played* with his toys. His parents ⁵ **decided** / *have decided* to test Mikhail's intelligence after they had spoken to his nursery school* teacher, who said he was the most gifted child she ⁶ **ever taught** / *had ever taught*.

Glossary: *nursery school* = school for very young children (2-5 years old); **gifted* = clever, with a special ability

b Complete the text using the correct form of the verbs in brackets. Use the tenses in 3a and 5a.

When Brittany Maier was born she was blind and autistic. By the time she was five, she still ¹ (*not learn*) to speak, but she suddenly ² (*begin*) to sing while she ³ (*listen*) to a song on her parents' stereo. Brittany is now a young adult. Over the years, she ⁴ (*learn*) to talk a little, but she still ⁵ (*find*) it difficult to communicate through language. Her music teacher, a professor at the University of South Carolina, ⁶ (*work*) with Brittany for five years now. He says that she is *unique**. She ⁷ (*play*) with only six fingers, but she has the musical qualities of Beethoven, Mozart and Chopin.

Glossary: **unique* = unusual or special



c Write a short biography of someone famous. Use at least one example of:

- the present simple
- the past simple
- the present perfect
- the present continuous
- the past continuous
- the past perfect

Vocabulary

Expressions with *mind*

2 **CD 1** **7 a** Match the definitions 1–10 with the expressions a–j. Use a dictionary if you need to. Then listen, check and repeat.

- | | | | |
|---|-------------------------------------|----------|--|
| 1 make a new and different decision | <input checked="" type="checkbox"/> | b | a make up (your) mind |
| 2 help you not to think about a problem | <input type="checkbox"/> | | b change (your) mind |
| 3 try not to forget about something | <input type="checkbox"/> | | c be in two minds |
| 4 decide | <input type="checkbox"/> | | d be out of (your) mind |
| 5 forget | <input type="checkbox"/> | | e have got (something) on (your) mind |
| 6 be crazy | <input type="checkbox"/> | | f keep (something) in mind |
| 7 find it hard to decide | <input type="checkbox"/> | | g speak (your) mind |
| 8 say what you think | <input type="checkbox"/> | | h read (someone's) mind |
| 9 try to know what another person is thinking | <input type="checkbox"/> | | i take (your) mind off (something) |
| 10 be worried | <input type="checkbox"/> | | j slip (your) mind |

b Complete the sentences with the expressions from 7a. Make sure you use the correct verb form.

- A** "You look worried."
B "Yes, I am a little. I've got something on my mind at the moment."
- A** "I'm not sure ... should I buy the red one or the blue one?"
B "I don't care! But please,!"
- A** "But you said you'd come with me!"
B "I know. I'm sorry, but now I don't want to come. I've"
- A** "So ... do you still want to go out tonight?"
B "Well, maybe. I about it."
- A** "But you promised to do it!"
B "I'm sorry, I forgot it just"
- A** "Aren't you worried about the exam?"
B "Yes, a little bit. So I'm going to relax and watch a good film. That will off it."
- A** "Well, that's what I think you should do."
B "Oh, thanks, it's good advice. I'll"
- A** "I'm really angry with him, but I don't want to tell him."
B "I think you should. Sometimes it's important to"
- "If you don't tell me, I won't know. I can't"
- A** "I'm going rock climbing tomorrow."
B "What are you ? It's really dangerous!"



Speak

8 Work with a partner. Ask and answer questions.

- In which situations do you find it difficult to make up your mind?
- In which situations do you usually find it easy / difficult to speak your mind?
- If you are worried about something, what do you do to take your mind off the problem?
- Are you good at reading other people's minds? If so, what helps you?

Listen

- 9 a** Work with a partner. Complete the number sequences.

A 2, 3, 5, 7, 11, 13, 17, 19, 23,,,

B 2-4, 3-9, 4-16, 7-49,, -100,, -144,, -625

- b** Are they *square roots** or *prime numbers**?

Glossary: **square root* – Quadratwurzel; **prime number* – Primzahl

- c** You are going to listen to an interview with a psychologist about autistic savants. What things do you think autistic savants might be good at remembering? Discuss with a partner.

- 3** **CD 1** **d** Listen and check your ideas.

- 3** **CD 1** **e** Listen again and answer the questions.

- 1 What are the most common forms of autistic abilities?
- 2 What does the psychologist say about square roots and prime numbers?
- 3 What is the ratio of boys to girls who are diagnosed to be autistic savants?
- 4 What is the percentage of autistic people who are also savants?
- 5 "The brains of autistic savants are just like ours." What is the significance of this, according to Dr Selles?

Vocabulary

Expressions with *brain*

- 10 a** Read the dialogues. Match the expressions in *italics* with definitions a–f.

- a think of as many ideas as you can *brainstorm*
- b get ideas from someone
- c brilliant idea
- d original idea or invention
- e the (most) intelligent person
- f to always think about the same thing

- 1 **A** Mum, I'm stuck with my English homework.
B Why don't you *pick your sister's brain*? She's good at English.
- 2 **A** What's up, Jane? You're today, dreaming again.
B I'm thinking about Simon ...
A You've got *boys on the brain*. Yesterday, it was Chris!
- 3 **A** I can't think of anything to write.
B Let's *brainstorm* some ideas together then.
- 4 **A** You did well in the maths test, Ali.
B Not as well as Gill, she got 90%. She's *the brains* in our class!
- 5 **A** I'm bored. What are we going to do? It's still pouring with rain.
B I've had a *brainwave*! Why don't we give Steve a ring and see if he wants to go to the cinema?
- 6 **A** The recycling project is doing fantastically well.
B Yes, it is, thanks to Michelle. It was her *brainchild*.



- b** Use the expressions in 10a to complete these sentences.

- 1 Music! That's all you ever think about. You've music
- 2 If you don't know the answer, don't ask my father! Ask my mother. She's in the family.
- 3 I've just had a – and I think I've got the answer to my problem!
- 4 I built the machine. But it was Steve who had the idea and designed it. So it's his
- 5 Joe – I need help with this. Can I your for a moment?
- 6 We really need to get some new ideas. Let's all sit down and for a while.

C Rewrite the sentences using one of the expressions with *mind* in the box. Change the word *your* if necessary.

| | | | | | | | |
|-----------------|----------------|-----------------|----------------|---------------------|------------------|-------------------|-----------------------------|
| keep it in mind | slip your mind | speak your mind | read your mind | be out of your mind | change your mind | make up your mind | have something on your mind |
|-----------------|----------------|-----------------|----------------|---------------------|------------------|-------------------|-----------------------------|

- Try not to forget about it – it’s always a possibility.
Try to keep it in mind – it’s always a possibility.
- Ralph was crazy when he gave up that job.
.....
- I’m sorry, I must have forgotten about it.
.....
- You knew what I was thinking! Let’s have lunch now.
.....
- Have you made a different decision already?
.....
- Kay looks tired; she’s worried about something.
.....
- Don’t worry. Andy will say what he thinks.
.....
- OK! I’ve decided where I’m going on my holidays.
.....

d Match the correct sentence, a or b, with the people in the pictures.



- “Then Anna said ... and when Anna arrived ... the ... I saw Anna...”
 a “That’s enough! You’ve got Anna on the brain!”
 b “That’s enough! Anna’s your brainchild!”
- “So now we’re going to get out of this mess?”
 a “Well, I’ve had a brainstorm!”
 b “Hey, I’ve had a brainwave!”



- “OK, what are you going to do our poetry project on?”
 a “Let’s have poetry on the brain!”
 b “Let’s pick Lisa’s brains. She loves poetry.”
- “This Maths problem is impossible.”
 a “Let’s ring Andy. He’s the mind in the class.”
 b “Let’s ring Andy. He’s the brains in the class.”

e Complete the sentences with *mind*, *brain* or *brains*.

- Have you made your mind up yet?
- Let’sstorm this idea and see if it’s worth developing.
- Janet always speaks her
- Can I pick your for ideas on my English project?
- Just when we thought we were stuck, Ray had awave.
- Carla’s not herself, she must have something on her

Write

- 11 a** In a writing competition, people were asked to write a story beginning with the sentence below. Read the winning entry and answer the questions.

- 1 How did Veronica feel at the beginning of the story?
- 2 How did she feel at the end of the story?

The worry of losing the money had been at the back of her mind all day.

1 That was why she had not allowed herself for a single moment to let go of the yellow plastic bag that had the envelope in it, the one that her boss had given her. All morning she had held it tight, and when she suddenly noticed that the bag was gone she was in a state of shock.

2 At first, Veronica didn't know what to do. She thought about all the people she had seen on the train that morning. There was one face she could not get out of her mind – the face of a tall young man. Suddenly, she was sure. "It was him, that tall young man who bumped into me after I got off the train! I'm going to find you," Veronica thought, "if it's the last thing I do today."

3 Veronica remembered the direction she had seen the young man take. She ran to the end of the platform and up the stairs towards Oxford Street. Two hours later, she was still in Oxford Street and there was no

sign of the young man. None of the yellow bag. Veronica was looking at herself in a shop window. "Why was I so stupid?" she thought, and suddenly she saw a reflection of the tall young man. There he was, on the opposite side of the street! He was talking to a young woman and he was holding a yellow plastic bag in his hand! Without a moment's thought, Veronica ran over to the two young people. "Give me my money back!" she yelled. By now, she had grabbed the plastic bag and both the young man and Veronica were wrestling with it. Neither of them wanted to let go of it.

4 A few moments later, a police officer appeared. Veronica told him what had happened. "I'm afraid you've got it all wrong!" the officer said. "You must have dropped the bag when you were getting off the train. Your money is waiting for you at the police station – thanks to a very honest young person!" Veronica was speechless. She knew immediately what had happened. The man had found the plastic bag and had taken the envelope with the money to the police! "Why did you keep the plastic bag?" she wanted to shout. But she didn't. The situation was too embarrassing for her!



- b** Find time expressions in the story telling the reader when things happened.

All morning, ... At first, ...

- c** Find words in the text that mean:

- shout loudly (paragraph 3)
- take hold of something violently (paragraph 3)
- fight over something (paragraph 3)
- not know what to say (paragraph 4)

- d** Write a story beginning with the sentence below. Use the model story to help you. Before you start writing your story, think about these questions. Use time expressions. Write around 180 words.

A minute after Christina had entered the room, she knew something was wrong.

- Who is Christina? How old is she?
- What is her background?
- How did she know something was wrong?
- What did she see, hear or feel?
- What actions did she take?
- How did the story end?

Stuck in Neutral

by Terry Trueman (a novel)

This is the story of Shawn, who has severe cerebral palsy*. He has no control over his muscles, no means of communication. Yet – physically powerless, his internal life is full of unseen pleasures.

Glossary: *cerebral palsy – zerebrale Kinderlähmung

a Read and find out what special ability Shawn has. Why does no one else know about his talent?

M

b Read the text again, then decide whether the statements (1–7) are true (T), false (F) or not given (NG) in the text. Put a cross in the correct box. The first one (0) has been done for you.

| | Statements | T | F | NG |
|----|---|---|-------------------------------------|----|
| 0 | Shawn has met only one other person with his special ability. | | <input checked="" type="checkbox"/> | |
| Q1 | His ability took a few years to develop completely. | | | |
| Q2 | Shawn is a fan of TV quiz shows. | | | |
| Q3 | Shawn remembers sounds as well as conversations. | | | |
| Q4 | Shawn is proud of his ability. | | | |
| Q5 | Shawn believes people are either good or bad. | | | |
| Q6 | No one believes Shawn is intelligent. | | | |
| Q7 | Shawn attends a special school. | | | |

I have this weird – I don't know what you'd call it – ability? Gift? Power? Whatever name you want to give it, the thing is that I can remember everything I ever hear, perfectly, with total recall. I mean everything! Perfectly! Totally! I don't know of anybody else, anywhere, who can do this. Most people remember bits and pieces of things they've heard in life, but I've got it all, every sound, ever.

This started when I was three or four years old. At first I could only remember most of what I heard. But by the time I was five years old, everything I heard just stayed in my head. I can remember people talking, TV commercials, every melody I've ever listened to from boring, brain-dead country music to nasty rap lyrics, to the theme music from *Jopardy!* to – well – everything: lines from movies, overheard conversations that strangers were having in the street, like – “Well, do you still love him or not?” I heard one lady say this to another lady while they were waiting for the bus in front of our house, and swoosh came the sound of the bus along the wet road, and its brakes went squeel ... eekkkk and the other lady answered, “I don't know. I haven't eaten turkey since he left on Thanksgiving.”

I hope I'm not coming off as conceited* here. I'm sure I am. I mean, I do think that my hearing memory is kind of amazing, but it's not like it's made me rich or famous. I just happen to have this one talent that I know makes me gifted* and special – yuck! I hate that word “special” when it's applied to people. As in “he's a very special person.” Jeez! Who isn't! But the other side of people is true too. Everybody has negatives about themselves, stuff they wish wasn't a part of them. The bad news about us.

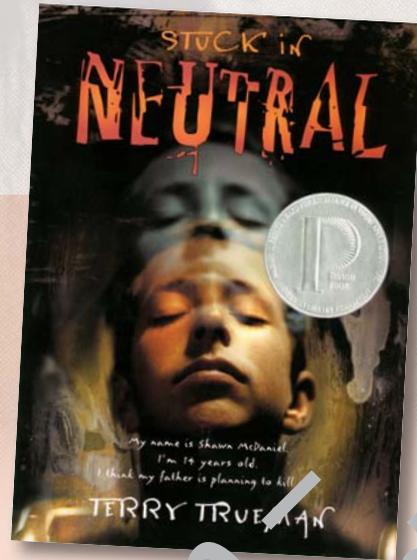
Glossary: *conceited = too proud of yourself and what you do; *gifted = clever, with a special ability

One bad news deal is that in the eyes of the world, I'm a total retardate. A "retard"*. Not "retard" like you might use the word to tease* a friend who just said or did something stupid. I mean a real retard. Real in the same way that total means total. As in total retard: everybody who knows me, everybody who sees me, everybody, anybody who even gets near me would tell you I'm dumb as a rock. Let me illustrate through the wonders of science.

Every year the school district sends out a school psychologist (scientist) to test me for IEPs (Individual Educational Plans). And every year since I was six, the psychologist gives me a bunch of tests ('scientifically normed and standardized'), which are mainly intelligence tests filled with shapes and colors, square pegs* and round holes, and "Who was George Washington?" and "What's two plus one?" And every year I sit there and miss every question, fling the blocks into the air or drop them all over or smack* myself in the eye with one. Then the shrink* goes on and gives my mom a number: IQ = 12, or mental age 3 to 4 (that's months, not years). Then the psychologist packs up his scientific garbage and moves on to the next dummy.

This has gone on for eight years now. Every year, year after year out. Yep, according to the world I'm as dumb as a fence post*. I've heard the docs explain why they think I'm so stupid to my parents and my parents explain it to their friends about a trillion times. They think it's because my brain doesn't work. They don't know that is only partially true.

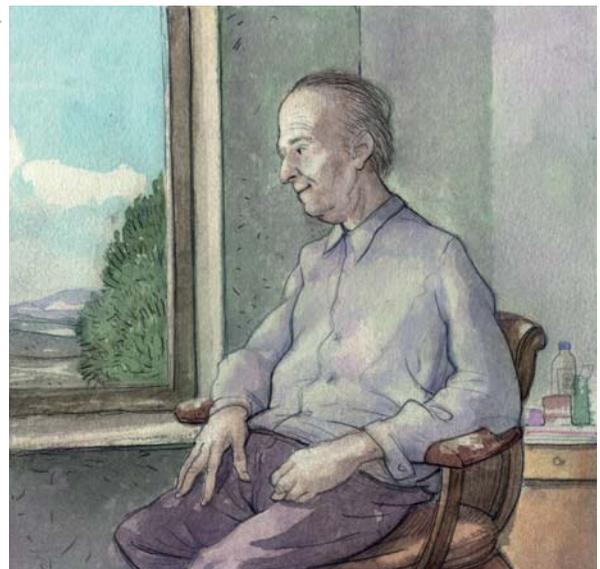
Glossary: *retard = a mentally slow person; *tease = necken, hänseln; *peg = a short piece of wood or metal used for hanging things on; *smack = hit someone with the flat part of your hand; *shrink = Psychiater/in; *as dumb as a fence post = strohdumm



c Discuss the questions in pairs.

- 1 What kind of person is Shawn? How would you describe his personality?
- 2 Would you like Shawn's family? Why / Why not? What do you think he means when he says it's only partially true that his brain doesn't work?
- 4 How do you think this story develops?

d Look at the picture and write a text of around 200 words describing what the man is thinking. Consider the following points:



- Who is this man?
- Where is he?
- Why is he there?
- What did he do when he was younger?
- What does he think people think about him now?
- Where would he like to be?
- What would he like to be doing?

Competencies WRITING

Writing a letter

a Read and underline the words that show this is an informal letter. What is the aim of the letter?

*Dear James,
Thanks for your letter. I'm delighted you're coming over and we're all looking forward to seeing you again. I can understand you are nervous about travelling on your own. Don't worry, we'll pick you up at the airport. Let me know your flight number and arrival time and we can meet you as soon as you arrive. Karolina wondered if you could bring her some of that wonderful cheese we ate in your parents' house. She keeps raving about it. I don't think it should be a problem bringing it into the country. Let me know as soon as you book your flight.
Love,
Sandra*

M

b You would like to take part in *Chicken Shed Inclusive Theatre* Company's Summer School* with your English friend Paul. Read the advertisement and your notes. Use the information to write a letter to Paul. Persuade him to join you. Include the following points:

- time
- cost
- interest
- advantages

Write a letter of around 200 words. Do not use any dates or addresses.

EXAM TIP

Writing a transactional letter

The letter may be formal or informal. You may have to do a number of things: request or give information, give an explanation, make an apology or a suggestion, persuade someone to do something. You should use the usual conventions of letter writing (salutation, paragraphing, closing phrases). You do not have to include addresses.

- The letter must include all the points in the notes.
- Choose the appropriate register (in this case informal).
- Make sure your letter is clear and well organised. Explain immediately why you are writing and check that all the information is easy to understand.

How can inclusive theatre include everyone?

Summer School in the inclusive performing arts

3rd July to 7th July

Behind the Scenes at Chicken Shed

£275 for the week, per person

The course, *Behind the Scenes at Chicken Shed*, offers an introduction to inclusive theatre and a chance to explore what inclusive theatre really is. Students will experience the Chicken Shed inclusive theatre method and see how the theatre develops from workshops through to performance. Students will work across different age groups and different ideas in theatre, in order to ask and begin to answer the question "How can inclusive theatre include everyone?"

The course is run daily (times vary between 10 a.m. and 8 p.m.) Monday to Friday and is led by Chicken Shed's professional performing and teaching staff.

News from last year's Summer School

Last year Chicken Shed Theatre Company's Summer School had an international flavour for the first time. Amongst its 36 participants* were students from Norway, Barbados and New Zealand who had travelled to north London to learn about the unique philosophy of inclusive theatre with Chicken Shed.

Glossary: **inclusive theatre* = where the audience also takes part; **participant* – Teilnehmer/in



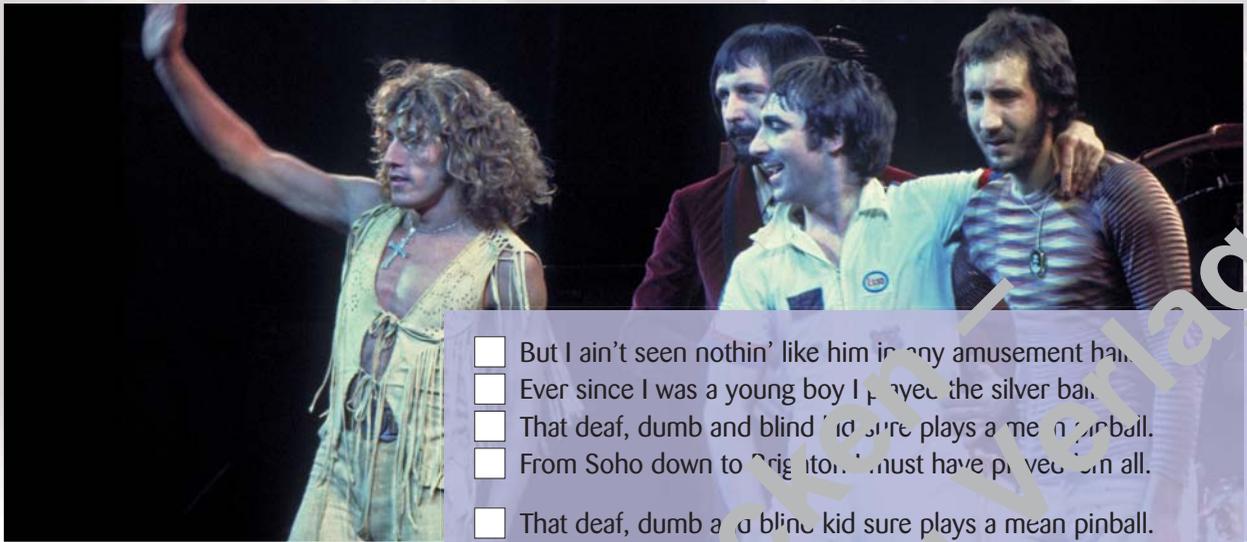
I'm free then. Paul?

Expensive, but if we start saving now ...

Always wanted to do a course

Busy, but at least we have weekends free.

Meet loads of cool people



Pinball Wizard* The Who



a Watch and answer the questions.

- Who are the two people involved in the pinball challenge?
- What instrument does The Champ have on his band?
- What animal is featured on the pinball machine?
- Which instrument gets broken up first?
- What is the name of the pinball machine?
- What is Tommy's final score?



b Listen and put the lines in each version in the correct order.



c Listen.

- What disabilities does the Pinball Wizard have?
- How do they help him play pinball?

d You are a sports journalist. Write a report on the pinball match between The Champ and Tommy.

- But I ain't seen nothin' like him in any amusement hall.
- Ever since I was a young boy I played the silver ball.
- That deaf, dumb and blind kid sure plays a mean pinball.
- From Soho down to Brighton, I must have played 'em all.
- That deaf, dumb and blind kid sure plays a mean pinball.
- Feelin' all the bumps, always playin' clean.
- He stands like a statue, become one of the machine,
- He plays by intuition, the digital counters fall.
- What makes him so good.
- A pinball wizard's got such a supple* wrist*.
- He's a pinball wizard, there has to be a twist.
- How do you think he does it? – I don't know.
- Don't let no lights a-flashin', he plays by sense of smell.
- That deaf, dumb and blind kid sure plays a mean pinball.
- Well, he ain't got no distractions, can't hear no buzzes or bells.
- Always have a replay, never tilts at all.
- He can't beat me now. I've always been the champ.
- I know every trick. No freak's gonna beat my hand.
- He's got crazy flipper fingers. I've never seen him fall.
- That deaf, dumb and blind kid sure plays a mean pinball.
- His disciples* lead him in and he just does the rest.
- Even on my usual table, he can beat the best.
- He's a pinball wizard, there has to be a twist.
- A pinball wizard's got such a supple wrist.
- He's scoring more. He's scoring more.
- He's a pinball wizard, he scores a trillion more.
- A Pinball Wizard, the world's new pinball lord.
- But I just handed my pinball crown to him.
- To him, to him!
- I thought I was the bally* table king.

Glossary: **pinball wizard* = a magician at playing pinball; **supple* = quick and flexible; **wrist* = Handgelenk; **disciple* = someone who believes in the ideas of someone else and tries to follow them; **bally* = verdammt

Language in use

EXAM TIP

Choosing from options gap fill

This exercise is an example of a “choosing from options” gap fill. Below the gapped text are all the missing parts plus two extra ones that don't go anywhere. Your job is to fit the missing parts into the correct spaces and avoid using the ones that are wrong. These gaps often test grammatical structures and use of tenses as well as vocabulary and text cohesion.

- First read the text all the way through without trying to complete the gaps. It is important to get a general idea of what the text is about.
- Next, look at each gap individually and see if you can guess the word or words that are missing without looking at the options. If you look at the options and find your guess is among them, there's a good chance this will be the correct answer.
- Consider all the options carefully. When you have decided on one, make sure it fits both the meaning of the sentence and the grammar.
- If you are unsure, eliminate the options you know are wrong. This will increase your chances of guessing correctly.
- When you have completed the text, read through it again for a final check.

M

You are going to read about Laurence Kim Peek, the inspiration behind the film *Rain Man*. Some parts of the text are missing. Choose from the list (A–N) the correct part for each gap (1–11) in the text. There are two extra parts that you should not use. Write your answers in the boxes provided. The first one (0) has been done for you.

THE REAL RAIN MAN

It was clear from an early age that Laurence Kim Peek (0)... like other children. A scan showed that the two halves of his brain (Q1)... connected in the usual way. As a result, Laurence had the most amazing memory skills. From the age of two he showed a fascination with books. He developed a (Q2)... to help him read quickly. He read the left page with his left eye and the right page with his right eye... he read at a speed (Q3)... ten seconds a page and by reading two pages at the same time it took him less than an hour to read a whole book. By the age of 30 he (Q4)... the contents of around 12,000 books.

However, other areas of his development were not so advanced. He (Q5)... until the age of four and had problems with ordinary motor skills such as doing up a button or tying his shoe laces. He had poor social skills and was extremely sensitive in certain situations. He also did (Q6)... in intelligence tests.

In 1984, Peek met Hollywood film writer Barry Morrow. He was fascinated by Peek and wrote a script based on his experiences. The result was *Rain Man*, a film (Q7)... four Oscars in 1988 including best film. The film made a (Q8)... to Peek's life. His new-found fame (Q9)... him to become more self-confident and independent. He travelled extensively around the country to bring awareness to the condition from which he (Q10)... Morrow gave his Oscar statuette to Peek to take with him. It (Q11)... as the “most loved Oscar ever” as Peek insisted that everyone he met should take a turn holding it.

- | | | |
|------------|------------------|---------------------|
| A of about | F badly | K was not |
| B who was | G suffered | L did not walk |
| C has been | H big difference | M special technique |
| D helped | I which won | N became known |
| E were not | J had memorised | |

| | | | | | |
|----|----|----|----|-----|-----|
| 0 | Q1 | Q2 | Q3 | Q4 | Q5 |
| K | | | | | |
| Q6 | Q7 | Q8 | Q9 | Q10 | Q11 |
| | | | | | |

Wordwise

Expressions with *mind*

a Match the two parts of the dialogues.

- 1 He doesn't seem to like anyone who doesn't agree with him.
- 2 Their daughter just refuses to live the way they do.
- 3 Well, what do you think? Should we punish him or not?
- 4 Have you got any ideas about where to go this weekend?
- 5 It's Martha's birthday next week. Do you *have* anything *in mind* for her present?
- 6 Where were you last night?
- 7 Hi, Mum? Listen, we're home. It was a terrible drive, but we're OK.
- 8 Is this where we get off?

- a Well, one place *comes to mind*. How about that great campsite?
- b Oh, thank goodness. You've really *put my mind at ease*. I was so worried.
- c Yes, he's very *narrow-minded*.
- d *Mind your own business!*
- e That's because *she's got a mind of her own*.
- f That's right – oh, but *mind the gap*, OK?
- g Let's *keep an open mind*, OK? I want to ask him some more questions first.
- h No, to be honest, I'd forgotten all about it.



b Listen and check.

c Which dialogues from a do the pictures show?



d Write the expressions in italics in a to match the definitions.

- 1 to be careful of, or give attention to something
=
- 2 to come into your head
=
- 3 to have a plan or intention
=
- 4 to stop someone from worrying about something
=
- 5 to wait until you know all the facts before making an opinion or a judgement
=
- 6 to not interfere with other people's lives / affairs (*informal / rude*) =
- 7 to have your own opinions
=
- 8 to have very closed opinions
=



e Complete the exchanges with expressions from a. Make any necessary changes. Then listen and check.

- 1 A I saw you with a girl last night. Who was she?
B Well actually she's my cousin. But why should I tell you?
- 2 A Can I come in?
B Sure, but the door's quite low, so your head, OK?
- 3 A I want to get something nice for Dad for Christmas. Any ideas?
B Well, to be honest, nothing I suppose we could just get him some cigars, like every Christmas.
- 4 A Please don't use rude words like that. It's horrible.
B Oh, Mum, everyone speaks like that these days. And they're not rude. You shouldn't be so
- 5 A I really want George to go to university, but he won't listen to me. He says he wants a job.
B Well, George has got And he's 21 now, so you have to let him make his own decisions.
- 6 A I've been thinking – we should do something really different this weekend.
B Good idea. Have you

Read

- 1 a What is a placebo? Read the text quickly to find out.

Placebos Prove Powerful

By Sandra Blakeslee

Many doctors know the story of "Mr Wright". In 1957, he was diagnosed with cancer and given only months to live. He had tumours the size of oranges. He heard that scientists had discovered a new medication, Krebiozen, that was effective against cancer, and he begged the doctor to give it to him. His physician, Dr Philip West, finally agreed. After Mr Wright had been given an injection on a Friday afternoon, the astonished doctor found his patient out of his "death bed", joking with the nurses the following Monday. "The tumours," the doctor wrote later, "had melted like snow bars on a hot stove*."

Two months later Wright read medical reports that the medication was fake. His condition immediately got worse again. "Don't believe what you read in the papers," the doctor told Wright. Then he injected him with what he said was "a new

super-refined double strength" version of the drug. Actually, there was no drug, just a mix of salt and water, but again the tumours melted. Wright was the picture of health for another months until he read an official report saying that Krebiozen was worthless. He died two days later.

This story has been ignored by doctors for a long time, dismissed* as one of those strange tales that medicine cannot explain. An idea that a patient's belief can make a fatal disease go away has been thought of as too strange. But now scientists are discovering that the placebo effect is more powerful than anyone had ever thought. They are also beginning to discover how such miraculous* results are achieved. Through new techniques of brain imagery, it can be shown that a thought, a belief or a desire can cause chemical processes in the brain which can have

powerful effects on the body. Scientists are learning that some body reactions are not caused by information coming into the brain from the outside world, but by what the brain expects to happen.

Placebos are "lies that heal," said Dr Anne Harrington, a historian of science at Harvard University. "The word *placebo* is Latin for 'I shall please' (or 'I shall make you happy') and it is typically a treatment that a doctor gives to anxious patients to please them," she said. "It looks like medication, but has no healing ingredients whatsoever." Nowadays, doctors have much more effective medicines to fight disease. But these treatments have not diminished* the power of the placebo, quite the opposite.

Maybe when scientists fully understand how placebos work, the powerful healing effects of the human mind will be used more systematically!

Glossary: **strong* = hard; **dismiss* = decide something is not important; **miraculous* = wonderful, difficult to believe; **diminish* = make smaller or less important

Read the text again and answer the questions.

- 1 What effect did the first injection have on Mr Wright?
- 2 What caused Mr Wright's death, according to the story?
- 3 What have been doctors' reactions to the story and why?
- 4 What new findings are there these days about the placebo effect?



C Now listen and check your answers.

Discussion box

- 1 Do you believe that placebos can have a healing effect?
I personally think / don't think ...
I'm not completely convinced ...
- 2 Do you think people or animals should be used to test medicines? Why / Why not?
I strongly feel ... There's no way ...
I see no problem with ...

Useful words

medicine • to cure • injection • vaccination • be on (your) deathbed • illness • disease epidemic • a drug • prescription • treatment • surgery • an operation • medication painkiller • addictive / non-addictive • therapy • condition • stable condition • patient

Grammar

Passive forms (Review)

- 2 a** Complete the text with the correct passive tense.

will be have been are being
were had been

News is just in that lots of new animals and plants ¹..... (*find*) by a team of scientists in an unexplored Indonesian jungle. Bruce Beehler, a member of the team, said that new discoveries ²..... (*make*) each day. Yesterday the scientists ³..... (*guide*) to the area by people from native tribes. So far the area ⁴..... (*avoid*) by the local tribes because of ancient superstitions. The new findings ⁵..... (*check*) by other scientists as soon as they receive them.

- b** Circle the correct answer a, b, c or d.

- Plants as the basis of most of today's medicines.
 - use
 - will be used
 - are used
 - is used
- However, herbal medicine by modern doctors until recently.
 - is not accepted
 - was not accepted
 - will not be accepted
 - is not being accepted
- The British Herbal Medicine Association in 1964.
 - is formed
 - has been formed
 - was formed
 - had been formed
- Health expert Jan de Vries says that, since he opened his clinic, many people by his remedies.
 - are cured
 - have been cured
 - were cured
 - will be cured
- Alternative remedies by almost nine million people in Britain next year.
 - are chosen
 - have been chosen
 - will choose
 - will be chosen

- c** Look at the text again. Underline the following in different colours. Then complete the rule. Use *by*, *to be*, *perfect*, *will*, *won't* and *past participle*.

- two examples of the present simple passive
- two examples of the present perfect passive
- two examples of the past simple passive
- one example of the past perfect passive
- one example of the future passive

Rule:

- We form the present and past simple passive with a form of the verb and the The present perfect passive is formed with the present form of the verb
- The past perfect passive is formed with the past form of the verb
- The future passive is formed with or *be*, and the
- We use the preposition to say who or what does the action, but only if this is important.

- d** Complete the sentences with the correct passive form of the verb in brackets.

- I've not been feeling well for some time, so I've been given (*give*) some mild medication.
- When James was 12, he (*diagnose*) with appendicitis*.
- Penicillin (*discover*) by Alexander Fleming in 1928 and (*test*) for the first time on mice in 1940.
- Over the next few years, lots of research (*do*) to find new medications.
- Placebo effects (*cause*) by the power of the human mind, and not by medication.
- The doctors discovered that the patient (*give*) the wrong medication for more than a year.

Glossary: **appendicitis* – Blinddarmentzündung

Vocabulary

Health and medicine

7
CD 1

3 a Match definitions 1–10 with expressions a–j. Listen and check.

- | | | |
|---|--------------------------|------------------------------|
| 1 to cut someone's body open to repair, remove or replace a damaged part | <input type="checkbox"/> | a surgeon |
| 2 a drug that stops you from feeling pain in a part of the body | <input type="checkbox"/> | b operating theatre |
| 3 to become well again | <input type="checkbox"/> | c to operate on |
| 4 a drug that makes you sleep during an operation so you do not feel pain | <input type="checkbox"/> | d a check-up |
| 5 a special room in which people are operated on in a hospital | <input type="checkbox"/> | e symptom |
| 6 a doctor's judgement about what problem or illness a patient has | <input type="checkbox"/> | f diagnosis |
| 7 experience physical or mental pain | <input type="checkbox"/> | g general anaesthetic |
| 8 a doctor who has special training to carry out operations | <input type="checkbox"/> | h local anaesthetic |
| 9 a sign of illness in the body | <input type="checkbox"/> | i to suffer from |
| 10 a medical examination to test your state of health | <input type="checkbox"/> | j to recover (from) |

b Read the sentences and complete them with the correct form of the words from 3a.

- If she is worried about her health, she should see a doctor and get a thorough
- My father was a week ago, but he's already in great shape again.
- Claire's father will be operated on by a who specialises in sports medicine.
- A** Will he have to get when they operate on his toe.
B No, I don't think so. The doctor said will do!
- She had very bad flu. It took her almost three weeks to it.
- The doctor hasn't given her the yet, but he doesn't think she's seriously ill.
- The operation was very complicated. The patient was in the for six hours!
- She's got all the of a bad cold: a high temperature, a headache and a sore throat.
- Sandra from terrible headaches at the moment.

c Complete the dialogue with the words from box.

symptoms recovering doctor get me better check-up suffer diagnosed

- Man** Hello, you must be the new
1 doctor.
- Doctor** Yes, I'm Doctor Lane. Are you here for a
2
- Man** No, I haven't been feeling well recently.
- Doctor** What's the matter 3
- Man** I often 4 from
headaches and I'm 5
for the flu at the moment.
- Doctor** Have you ever been 6
with any serious illnesses?
- Man** No.
- Doctor** Let me see. I think you may need some
vitamins.
- Man** Will I need to change my 7
- Doctor** No, just take these tablets and you should 8 soon.



Read

- 4 a** Discuss the questions. Read the text and check your ideas.

- How do you think indigenous tribes of the Amazon rainforest treated illnesses over the centuries?
- Why do you think the knowledge of Indian healers is important to scientists today?

- b** Read the text again. Answer the questions.

- What examples of medications are mentioned that are based on rainforest remedies?
- What is special about the new generation of painkillers being developed?

Remedies from the rainforest

In the botanically rich environment of the South American jungle, many indigenous Indian tribes have co-existed with nature harmoniously for a long time. During that time, they have learned a great deal about the healing effects of various herbs of the rainforest.

The healers or medicine men of each tribe are known as shamans. Their knowledge has been passed down from generation to generation. Scientists have become increasingly aware of the special knowledge that the shamans have. This is why research teams from different universities are now working in close cooperation with tribal healers.

Every day, more and more plants are being discovered. Scientists believe that there are more than 2,000 plants growing in the jungles of South America that can help in the fight against cancer. Yet they have tested only one percent of the potential healing plants that grow there. We know how many anti-ageing therapies and drugs might be derived* from the remaining 99 percent?

Glossary: **derive* = to get something from somewhere else; something else;
**venom* = poison from snakes, insects etc.



Some medications have already been successfully produced from rainforest plants. For decades, quinine, made from the bark of cinchona trees, has been used to prevent millions of people around the world from dying of malaria. Or you may have heard of curare, a herbal poison used by Indian hunters on their arrows when they go hunting. Today, the same chemical substance is the basis of medications for treating serious diseases such as Parkinson's disease.

Scientists have also reported that a new generation of painkillers is being developed, which are much more powerful than heroin, but are not addictive. These painkillers, believed to be based on a frog venom* traditionally used by Amazon natives for shamanic purposes.

Rainforest plants were being used by native Indians long before the Europeans arrived. Unfortunately, it has taken us nearly 500 years to realise the value of these ancient medicines!

Grammar

Passive continuous tenses

- 5 a** Complete the sentences from the text. Then complete the rule.

- Every day, more and more plants discovered.
- A new generation of painkillers developed.
- These plants used by native Indians long before the Europeans arrived.

- b** Rewrite the sentences using the correct form of the passive continuous. Use the past participles in brackets to help you.

- Scientists are doing a lot of research into plants from the Amazon. (*done*)
A lot of research **is being done** into plants from the Amazon.
- Many people are using plant medicines because they are often cheaper. (*used*)
Plant medicines
- Each year in the 1990s, people were destroying an area of rainforest the size of Belgium. (*destroyed*)
An area of rainforest each year in the 1990s.
- People were making a lot of money from cutting down the Amazon. (*made*)
A lot of money from cutting down the Amazon.
- Holiday companies in Britain are now advertising eco-holidays on TV. (*advertised*)
Eco-holidays
- Every year, scientists are finding new types of plants in the rainforest. (*found*)
Every year, new in the rainforest.

Rule:

- We form the passive continuous with the verb in the relevant tense, followed by *being* and then the

Listen

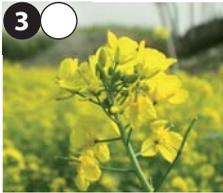
- 6 a** Listen to Andy and Cathy talking about flower remedies. Match the remedies 1–6 with the problems a–f.



1 holly (*Stechpalme*)



2 larch (*Lärche*)



3 mustard (*Senf*)



4 olive



5 pine (*Kiefer; Pinie*)



6 willow (*Weide*)

- a feeling very sorry for yourself
- b feeling very depressed, often with no real reason
- c feeling guilty about something
- d having little or no confidence
- e feeling exhausted after a lot of effort
- f feeling jealous of other people; hating other people

- b** Listen again and mark the statements (True) or F (False). Correct the false statements.

- 1 Andy is taking medicine because he's very tired.
T F
- 2 Andy doesn't believe in flower remedies.
T F
- 3 Flower remedies are more for curing the mind than the body.
T F
- 4 You take a flower remedy by adding drops to water.
T F
- 5 There are more than 40 flower remedies.
T F

Speak

- 7 a** Work with a partner. Discuss the questions.

- 1 What do you think about flower remedies? Do you think they work?
- 2 Which flower remedies do you think might help?

- b** Now discuss your ideas with another pair.

Vocabulary

Feelings

- 8 a** Match the adjectives 1–6 with the definitions a–f.

- | | | | |
|---------------|--------------------------|-----------------|--------------------------|
| 1 panicky | <input type="checkbox"/> | 4 absent-minded | <input type="checkbox"/> |
| 2 homesick | <input type="checkbox"/> | 5 over-anxious | <input type="checkbox"/> |
| 3 inattentive | <input type="checkbox"/> | 6 nostalgic | <input type="checkbox"/> |

- a not paying attention
- b thinking a lot about the past and imagining that it was better than the present
- c easily scared
- d wishing you weren't home
- e tending to ignore things because you are thinking about other things
- f too worried about something

- b** Complete the sentences with adjectives from 8a and 9a.

- 1 They must have taken the money, because they're looking so
- 2 He was so that he didn't notice that he'd left his umbrella on the bus.
- 3 We were so after our twelve-hour flight that we could hardly follow the conversation.
- 4 He had always been very of his brother's good looks.
- 5 He's scared of everything, even little spiders. Is he the type?
- 6 When I travel, if I get a bit, I just phone home. It's so easy these days.
- 7 Her children make a lot of noise in the garden, but she doesn't notice. She's completely
- 8 My parents are always talking about when they were young – they're so about the past.

9 a Complete the sentences with the noun form of the adjective. Use your dictionaries if necessary.

- 1 Anika is being treated for depression..... (depressed).
- 2 Twice as many women as men are likely to get (panicky) attacks.
- 3 Exchange students sometimes suffer from (homesick).
- 4 The new manager seems to have got his (confident) back after a bad start.
- 5 Many athletes drop out of the marathon because of (exhausted).
- 6 What is the difference between (envious) and (jealous)?
- 7 (nostalgic) is fine as long as you don't live in the past.



b Listen to the conversation and match the two parts of the sentences. Write a-f in the boxes.

- | | | |
|--|--------------------------|--|
| 1 Katy's feeling sorry for herself | <input type="checkbox"/> | a and it's making him exhausted. |
| 2 Dilshan's over-anxious about work | <input type="checkbox"/> | b and then she gets panicky. |
| 3 Nick feels guilty | <input type="checkbox"/> | c and it's getting her down. |
| 4 Julia's got no confidence in herself | <input type="checkbox"/> | d when he gets jealous. |
| 5 My grandma's very nostalgic | <input type="checkbox"/> | e because she's homesick. |
| 6 Abby is absent-minded | <input type="checkbox"/> | f and she always talks about when she was young. |

Write

10 Complete the dialogue with the correct words / phrases a, b, c or d.

Paula Hi Joe, 1 how come..... you're so early.
Joe I'm nervous 2..... the computer exam.
Paula Don't worry, you'll be fine.
Joe No, I'm just 3..... the money for the exam. I'm not ready for it yet.
Paula Don't say that, Joe. You're giving up before you try.
Joe I can't see myself passing.
Paula Well, Joe, if you want to pass, you need to change that. You need to see yourself passing.
Joe 4..... the exam.
Paula 5..... minute and listen to me!
Joe OK, go ahead.
Paula If you see yourself failing, you'll fail. If you see yourself passing, you'll pass.
Joe I might as well try. I'll try 6..... at this stage.
Paula If you think positively, you're 7..... to succeed!

- | | | |
|-------------------|-----------------|---------------------|
| 1 a how come | 4 a Easy to | 6 a everything |
| b how come | b Easier | b anything |
| c something | c Better to say | c something |
| d sort of | d Easier said | d nothing |
| 2 a of | 5 a Hang in | 7 a well on |
| c about | b Hang out | b well done |
| b with | c Hang up | c well on your way |
| d for | d Hang on | d well down the way |
| 3 a throwing away | | |
| b throwing out | | |
| c throwing up | | |
| d throwing in | | |

Tip

Learning new words

When you learn new words and phrases in English, notice word combinations. Notice the difference between expressions such as *You're well* and *You're well on your way*. It's important to understand how words are used, not just their individual meanings. When you are reading a text, underline or highlight any unexpected or unusual combinations of words. See if you can work out the meaning from the context, then check it in a good dictionary. Fix the meaning by making sentences that are meaningful to you using that particular collocation.

Communication

Holding an interview

Conversational strategy:

- Asking for clarification

a Before you listen, say what you know about animals being ill and how they behave then.

M

b You are going to listen to an interview with Dr Rosie Stubbs about animals that are ill. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for questions 1–4. Put a cross (X) in the correct box. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

10
CD 1

- 0 Dr Stubbs believes that animals eat plants in a similar way to how humans take medication,
A but the behaviour she noticed among chimpanzees did not confirm that.
B but she has not been able to draw conclusions about their behaviour yet.
C after careful studies of their behaviour and drawing the appropriate conclusions.
D but that this is not significant at all.
- Q1** *Aspilia* is a plant that chimpanzees
A often eat because of their delicious leaves.
B are only thought to eat for certain reasons.
C have discovered after watching humans eat it.
D never eat because their leaves are sharp.
- Q2** The fact that the *aspilia* plant is also used by humans for medical reasons
A shows scientists that chimpanzees are more often ill than humans.
B is a total coincidence.
C is something that the scientists did not initially expect.
D shows scientists that humans and animals have the same knowledge about illnesses.
- Q3** So far, scientists have observed that animals have ways of treating illnesses
A among all the animals known to mankind.
B among chimpanzees and elephants.
C among a number of different kinds of animals.
D that are actually superior to ways humans have.
- Q4** *Sodaxin* has a certain chemical effect that helps elephants in Kenya
A to digest some of the poisonous plants they eat.
B to sharpen their tusks* when they break out rocks with them.
C to live to their legendary age.
D to eat the soft rocks they find in a cave in Mount Elgon.

Glossary: *tusk – Stoßzahn

C Holding a good interview needs a few rules. Here are six tips for the interviewer. Read them and discuss with a partner. Which are the three most important?

- 1 Be prepared. Always read up on the subject you are reporting about or the person you are interviewing. And check your recording device* is working.
- 2 Set up the rules for the interview from the start. E.g. it should be clear whether everything is on the record* or if there are also passages off the record*.
- 3 Be on time.
- 4 Be polite.
- 5 Maintain eye contact.
- 6 Listen but don't be afraid to interrupt when you don't understand.

Glossary: *recording device = machine for recording something; *on / off the record = official / unofficial



d Listen again and put the phrases in the order you hear them.

Useful phrases

Asking for clarification

- Why would ...
- Let me get this right.
- Are you implying that ...
- So you're saying that ...
- Not a bit unlike ...
- So am I right to think ...

e Get together with a partner and decide on a topic for an interview.

- Your partner's favourite activity
- Their latest paper or presentation for school
- Their favourite reading matter / film genre

f Interview your partner on the topic and make sure you ask for clarification whenever you're not sure you understand what exactly they are talking about.



1 a Look through the text quickly to find out what aspirin is mainly made from.

b Read the text. Answer the questions.

- 1 Why did early man have to experiment to discover which plants would help to heal an illness?
- 2 What is the difference between modern medicines produced from herbs and ancient ones? Why is there a difference?
- 3 What is "amazing" about the examples quoted from the ancient Egyptian document?
- 4 What according to the text are the two areas of relevance of herbal medication today?



Herbal health

PAST AND PRESENT

1 Herbal remedies have been around since primitive man first wandered the earth. Humankind had to observe nature closely, to learn how to survive and take care of their health. They observed animals to see what plants they ate and had to learn by trial and error what plants would cure a stomach ache, could heal a cut or burn and which to avoid. We now reach in our cupboards and open a bottle to take a vitamin or herbal supplement whereas early man had to experiment to figure out what worked.

2 The primitive discoveries were eventually systematized in ancient Rome, Greece, Egypt and China. Different cultures produced their own catalogue and preserve their knowledge of herbal remedies. In ancient Egypt, around 1550 B.C., one of the two oldest medical preserved documents was written. It is 110 pages (scrolls) written about ancient Egyptian medicine. To give some amazing examples, it lists aloe vera as a remedy for cuts and burns, mint as an aid to digestion* and basil as excellent for the heart.



3 Modern science and chemistry gave scientists the ability to identify the active ingredients from herbs and produce faster-acting medicines. The very common little white tablet we now know as aspirin has as its main ingredient a chemical which is derived from the bark of a willow* tree. At least a quarter of the prescription drugs prescribed by doctors today contain active ingredients derived or synthesized from herbal plants, says Dr N. R. Farnsworth, from the University of Illinois.

4 At the end of the 19th century, herbal remedies were considered old-fashioned, but some practitioners continued to administer* herbal remedies: homeopaths, osteopaths and chiropractors and others seeking to apply findings from traditional Chinese medicine, acupuncture and massage therapy.

5 Herbal remedies have been around for centuries and will continue to be popular as our world progresses in technology and scientific discovery. Alternative health practitioners stress that we are first and foremost responsible for our own health. Rosemary Gladstar, herbalist* and author of Herbal Healing for Women states that, "unlike antibiotics, herbs can be used to treat infections, both viral and bacterial." One thing is for sure: choosing the right herbs can contribute a lot to a healthy life – as long as we know which to choose!

Glossary: **digestion* – Verdauung; **willow* – Weide; **administer* – verabreichen; **herbalist* = someone who grows, sells or uses herbs as medicine

d Read again. What do you think is the meaning of the following words and phrases in the text?

- herbal supplement (*paragraph 1*)
.....
- preserve (*paragraph 2*)
.....
- derive (*paragraph 3*)
.....
- consider (*paragraph 4*)
.....
- administer (*paragraph 5*)
.....
- apply (*paragraph 5*)
.....

Discussion box

- What other alternative therapies can you name?
I don't know any. Is ... one?
What about ...
- Which, if any, do you use or have you used?
- Do you believe alternative medicine works?
I'm not so sure.
There must be some truth.
I know someone who ...
- If humankind were to go back to herbal medicine only, what would be the outcome, do you think?
I've never really thought about it.

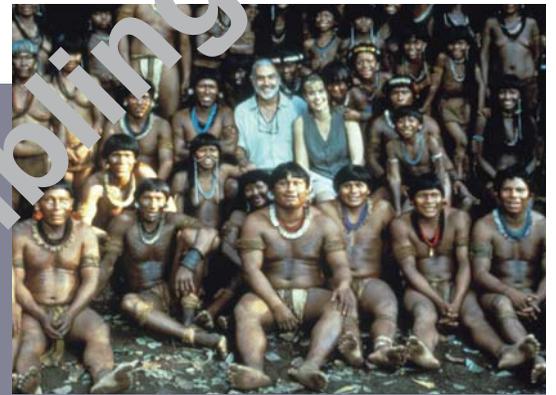
2 a Read through the synopsis of the film *Medicine Man*.

- Does the writer like the film?
- What is the "miracle drug" all about?

Medicine Man

Medicine Man is the one of those rare action films that offer more than car chases and gunfights. It stars Sean Connery as Dr Robert Crane, a scientist living with a Brazilian native tribe. He was left by his wife and is not interested in contact with the outside world. His company sends Dr Crane (Lorraine Bracco) to evaluate whether it makes sense for them to continue with the funding of Dr Campbell's project. Crane is not at all happy with Dr Campbell's presence and wants to get rid of her, but she refuses to go back. She finds out that Campbell has accidentally discovered a flower extract that cures cancer,

but has been unable to duplicate its formula. With the assistance of Dr Crane, she tries hard to create the medicine, but their experiments fail. When a child in the village is near death from a tumour, Crane and Campbell fight over the question whether to let the last of the successful people to save the boy or to keep it for further analysis. At the last moment, Crane changes his mind and agrees to save him. At the same time, the existence of the village is threatened because of logging, and government officials demand the tribe's relocation. The bulldozers are literally metres away from the village, when Campbell



discovers an important clue to the miracle drug he is looking for. Desperate, he tries to stop the workmen from cutting down more trees, but this results in violence and a terrible forest fire which destroys his laboratory equipment and the natives' village. The story ends with Campbell, Crane, and the tribe pushing deeper into the jungle in search of new answers.

b Read the synopsis again and answer the questions.

- How much factual information is given about the film?
- What tense is used to tell the story? Why do you think this tense is used?
- How much of the story is told?
- Why do you think the writer finishes the synopsis the way he / she does?

c Read the text again. Who or what do the words in yellow refer to? Why does the writer use them?

d Write the synopsis of a film you have seen recently. Think carefully about how you can use pronouns effectively to avoid repeating words.

Competencies WRITING



COMPETITION

A guide to a **happy** life

What can you do to improve the quality of your life?
Choose three areas and write a short paragraph for each one
explaining your ideas.

The best answers will be published in the school magazine



a You see the above poster on the school noticeboard and decide to enter the competition. First brainstorm some ideas. Read the list below and add more ideas of your own.

- Watch what you eat.
- Don't watch, take part.
- Learn how to use your time well.
- Help other people.
- Learn how to do something well.
- Talk about your problems.
- Think positively about yourself.
- Laugh and love.



b Read the paragraphs below quickly. Which of the brainstorming ideas do they talk about?

People often don't do what they really want to because of a fear of failure. You don't apply for a job in case you don't get it. You don't perform at the school concert because others might laugh at you. A lack of confidence can cause a lot of misery.

The secret to overcoming this problem is learning to believe in yourself. This might be easier said than done, but there are many things to help you do this. Talk about your problem with a friend or look for advice on the Internet. Visualise yourself being successful and practise breathing techniques to keep you calm when you get nervous. And the most important thing is: believe you can do it. When you've learned to do that, you're well on your way.

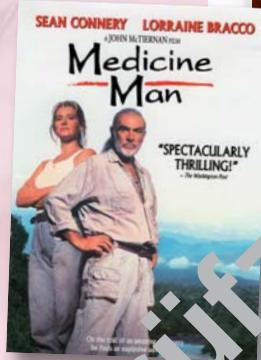
c Topic sentences are used at the beginning of a paragraph to introduce the ideas that are going to be expressed in it. Underline the two topic sentences in the text.

d You can often make your writing more interesting by giving examples. Look back at the text and underline the examples it contains.

e Now write two more paragraphs of your own for the competition.

Medicine Man (1992)

Connery's usual commanding presence and the beautiful scenery are the only things to recommend in this lame effort. Dr Robert Campbell (Connery) is a biochemist working in the Amazon rain forest on a cancer cure. Bracco is Dr Rae Crane, a fellow researcher sent by the institute sponsoring Campbell to see how things are going. Although Crane is uptight and Campbell is gruff, they fall in love (supposedly), but they're sorely lacking in chemistry. Oh, Campbell's cancer cure is made from a rare flower being eradicated by the destruction of the rain forest. This politically correct cause meets romance falls short of ever being truly entertaining.



FILM WORK

Star image / star persona

Terms used to describe the way a star is perceived by the public. This may or may not reflect the star's personality; what matters are the factors that construct a star, e.g. physical characteristics, roles in which he or she is cast, as well as news stories, interviews and other media material. For instance, much of the star persona of Sean Connery has been built around his part as James Bond. But, of course, he had a high "star bankability" (the concept that a film sells because of its star) for many other films, too.



a In the following scene Crane acknowledges that Campbell has found a cure for cancer. Watch the scene and answer the following questions:

- 1 What is the Bromeliad?
- 2 When did Campbell start his research in the area and why?
- 3 What do the tribespeople do with the flower?
- 4 Where does the flower grow?
- 5 What's the "fly in the serum"?
- 6 According to Campbell, what would happen if a lot of scientists moved in?
- 7 What was the Mocara incident?
- 8 If you have a chance to watch the full movie, spot the mistake in Videohound's summary (above).



b Watch the scene again and try to detect any star qualities in Connery's star persona.

- Videohound mentions his "commanding presence". Do you agree? Why / Why not?
- Pick a star and list some of her / his qualities.
- Discuss a few old and new stars in class.



c Stars are no guarantee that a film will make money. In 1993, for instance, Schwarzenegger flopped in the film, *Last Action Hero*. The year 2010, for example, saw a large number of films with many stars in them, such as *The Expendables*, *Red*, or *Valentine's Day*.

- If you know these films, did the star system work for them?
- Try to find current examples of movies in which there are a lot of stars.
- What is your opinion of these movies?

Language in use

M

a You are going to read a text about anxiety. Some words are missing from the text. Choose the correct answer (A, B, C or D) for each gap 1–10 in the text. Write your answers in the boxes provided. The first one (0) has been done for you.

What is Anxiety?

(0)... it's normal to feel anxious from time to time, if you feel anxious without (Q1)... and if these worries do not go away and (Q2)... your day-to-day life, you may have *generalised anxiety disorder*.

Symptoms of generalised anxiety disorder may (Q3)... restlessness, feeling tense or impatient and being (Q4)... to concentrate.

People may also (Q5)... changes in their physical health, such as headaches, jaw pain, difficulty falling or staying (Q6)... (insomnia), dry mouth, indigestion, and excessive sweating.

It's important to be evaluated by your doctor for a proper diagnosis and to (Q7)... other medical problems that may resemble anxiety.

A natural (Q8)... for anxiety is the herb passionflower*.

Two studies involving a total of 198 people examined the effectiveness of passionflower for anxiety. One study found passionflower to be (Q9)... to benzodiazepine drugs. However, side effects of passionflower may (Q10)... vomiting* and rapid heartbeat.

Glossary: *vomiting – Erbrechen;
passionflower – Passionsblume

- 0 A Although B However C In spite of D Unlike
- Q1 A idea B reason C time D case
- Q2 A affect B stop C harm D attack
- Q3 A involve B have C list D include
- Q4 A hard B difficult C unable D incapable
- Q5 A notice B be aware C underwent D try
- Q6 A away B awake C around D asleep
- Q7 A forget B rule out C put away D discover
- Q8 A pill B herb C remedy D implant
- Q9 A comparable B unlike C responsible D dependent
- Q10 A find B include C solve D undergo

| | | | |
|---|----|----|----|
| 0 | Q1 | Q2 | Q3 |
| A | | | |

| | | | |
|----|----|----|----|
| Q4 | Q5 | Q6 | Q7 |
| | | | |

| | | |
|----|----|-----|
| Q8 | Q9 | Q10 |
| | | |

b Each sentence has a gap. Complete the gap with one word – a word which can be formed from the word in capital letters at the end of the line.

The best treatment for migraine is to prevent it.

- Any treatment should, therefore, revitalise the whole organism.
- The initial is to fast on orange juice and water for three days.
- Then the patient should consider the of a fruit diet for five days. After the there should follow a well-balanced diet of seeds, fruit and juice.
- Avoid taking pills and traditional medication – most of it is very
- What is far more helpful is from your friends and family.
- In case the results of your diet are not, don't give up.
- Very often, there is no way of changing one's lifestyle.
- People often show an to change their lifestyles.
- The important thing is the of the factors that cause your migraine.

- TREAT
SUCCESS
PROCEED
ADOPT
SUFFER
HARM
ENCOURAGE
SATISFY
PAIN
ABLE
IDENTIFY

Wordwise

Feelings

a Match the sentence halves.

- 1 Don't get **uptight** about the exam –
- 2 I got some bad news today,
- 3 I want to ask her to help me, but I know she's very busy,
- 4 When I got the good news,
- 5 I didn't think my team would win,
- 6 Look at her, smiling and singing –
- 7 My friend Alex is going to Tahiti on holiday.
- 8 I'm sure he likes my girlfriend –
- 9 Be careful what you say to him –

- a so I feel a little **uneasy**.
- b so I was **over the moon** when they did!
- c she's **in high spirits** today!
- d I've always wanted to go there – I'm so **envious**!
- e it makes me very **jealous**.
- f it's not really so important.
- g he's very **irritable** today. He's shouted at me twice already.
- h so I'm feeling a bit **down** right now.
- i I was **on top of the world**.



b Listen and check.

c Write the words from a next to the definitions.

- 1 unhappy or angry because someone might take something or someone that you love away from you
=
- 2 worried or nervous, not able to relax
=
- 3 becoming angry or annoyed very easily
=
- 4 unhappy a little bit depressed
=
- 5 slightly worried or uncomfortable about a particular situation
=
- 6 very happy (three expressions)
=
=
=
- 7 wishing you had what another person has
=

d Complete with words from a.

- 1 A Be careful what you say to Craig. He's a little bit at the moment.
B Why? What happened?
A His cat died last night.
- 2 A I don't know what's the matter with me today. I feel really Everything's just annoying me.
B Why do you think that is?
A I've just told you. I've no idea!
- 3 A I don't really like Don's new girlfriend.
B Why's that?
A Well, he spends all his time with her. We never see him anymore.
B I think someone's a bit
- 4 A What's the matter with you? You seem a little
B I'm just a bit worried about my interview tomorrow. That's all.
- 5 He's got the new Porsche. I'm so
- 6 I hate these formal parties. I never know what to say to anyone. I always feel a bit

3

Feelings (1) Happiness



the weather



the thing(s) you are doing



how much money you have

Read

1 a Look at the pictures. Which of these things affect how happy or unhappy you are?

b Read the article and answer the questions.

- When and why did the professor start thinking about happiness?
- What is "flow"?

c Read the text again and mark the statements **T (True)** or **F (False)**. Correct the false statement.

- The professor has been studying happiness for more than 30 years.
T F
- The professor thinks that many people use their free time well.
T F
- He thinks that watching TV is a passive thing.
T F
- We can experience "flow" when we do things that are impossible for us.
T F
- People in "flow" can easily forget what time it is.
T F
- Enjoyment and pleasure are the same thing.
T F

13
CD 1

d Now listen and check your answers.

The "flow" of Happiness

A lot of people in the world today are used to working, going on holiday, and having money – but many of them aren't happy. Yet other people seem to be really happy, even if they are poor, or have no job, or are surrounded by problems. Why?

Professor Mihaly Csikszentmihalyi, from the University of Chicago, has interviewed thousands of people who have a happy life – and find out how they do it. "I've been studying happiness for over 30 years," says Csikszentmihalyi. "My interest in the subject came from my own experience as a soldier during World War II, when I saw many adults destroyed by the terrible events. But there were always a few who kept their courage, helped others, and were able to give a sense of purpose and meaning to their lives. I wanted to find out how a person could build a fulfilling and enjoyable life."

In general, his research showed that people were unhappy doing nothing. The professor stresses that happy people don't waste time, either at work or when they're free. "Many people feel that the time they spend at work or at school is wasted. But often their free time is also wasted. Many people are used to doing passive things – watching television, for example – without using any skills. As a result, life goes past in a series of boring experiences."

But it doesn't have to be this way. The professor has found that people are happy when they get into something he calls "flow". When people get very involved in a task that they have chosen, and which is well-defined and challenging, they experience "flow", a state where they don't notice time passing.

Useful words

optimistic • pessimistic • pleasure • feel positive about • look forward to • enjoyable • ecstatic
 be in a good mood • be in a bad mood • moody • depressed • down • it gets me down
 in high spirits • cheerful • miserable • cheer someone up • Cheer up! • over the moon • carefree



the people you are with

They also experience enjoyment. Professor Csikszentmihalyi makes a contrast between enjoyment and pleasure. "I used to think they were the same thing – but they're not! Pleasure is a big bowl of ice cream, or taking a hot bath on a cold day – nothing bad at all! But enjoyment is about doing something and achieving something. It isn't really important what we do, it's more important to do something, and to feel positive about it, and to do it well."

People who are not used to happiness can learn how to be happy, says the professor, if they constantly get into "flow" states. Is happiness as easy as that? Perhaps it is.

Discussion box

1 Can you think of other passive activities?

*Let me think. I know ...
 How about ... ?*

2 What things do you do to create "flow"?

*I always get into a flow when I ...
 Something I do that creates flow is ...*

Grammar

be used to (doing) something

2 a Complete the sentences. Use the text to check your ideas.

- Many people are used to passive things.
- People who are not used to can learn how to be happy.

Rule:

We use *be used to (doing) something* to talk about experience and habits.

I'm really tired. I'm not used to getting up so early.
 (I find it difficult because I usually get up later.)
I didn't understand him at first, but now I'm used to his accent.
 (With experience I find it easier.)

b Look at the examples in 2a and **circle** the correct words.

Rule:

be used to is followed by *a noun / an adjective* or by *a gerund / an infinitive / a pronoun*.

c Irene is Spanish. She is living in London. Use the words in the box to complete her sentences.

| | |
|----------|---------------|
| working | British money |
| sunshine | going |
| leaving | weather |
| speaking | laughing |
| traffic | having |



- I'm from Madrid, so I'm used to the heavy **traffic**, but I'm still not used to **driving** on the left!
- I'm not really used to the yet – it rains so much here. In Madrid I was used to almost everyday.
- I'm not used to from 9 a.m. to 5 p.m. every day. In Madrid I was used to a siesta after lunch.
- I'm already used to using But the shops here close at 5.30. I'm not used to home so early.
- I had some British friends in Madrid, so I was already used to English before I arrived.
- British humour is difficult. I think I'm used to at different kinds of things.

Grammar

be used to doing vs. used to do

Rule:

Remember that *used to (do)* is a way of talking about habits or situations in the past that are not true any more:

We **used to go out** every weekend. (= but now we don't)

I **didn't use to drive**, but now I go everywhere by car. (= I drive now)

This is different from **be used to (doing)**:

I **used to live in London**, but now I live in Paris and **I'm used to speaking** French every day.

3 Complete the sentences. Use the correct form of *be used to* or *used to*.

- I **used to hate** (hate) vegetables but now I love them.
- We live next to a busy road, so I (sleep) with lots of noise.
- He's a bit nervous because he (not speak) in public.
- She (not like) children, but now she's got four of her own.
- I'm exhausted. I (not walk) so far.
- We (live) in the city, but we moved to the country last year.
- I didn't recognise you. You (not wear) glasses, did you?
- I've worked in Argentina for five years, so I (speak) Spanish.

Listen

4 a Look at the pictures. Guess what happiness means for the people in the pictures.

14

CD 1

b Two students from a British school are doing a survey about happiness. Listen to their interviews. Number the pictures in the order that you hear them. Write 1–6 in the pictures.



a



b



c



d

14

CD 1

c Listen again and complete what the people said about happiness.

- Happiness comes from inside you. You can be happy you are.
- Being with my and my that's happiness!
- And then the phone off, and it's that moment, that of freedom.
- What I do is for other people. And most of my passengers are really thankful.
- I'd love to live in a warm you know, where you can get a nice
- I eat it very slowly, by And I feel great!



e



f

d Which of the people in the interviews do you agree / disagree with? Why?

e Work with a partner and discuss.

Has your idea of happiness changed since you were a child? What used to make you happy that is not important for you any more? What makes you happy now that didn't use to be important for you?

Vocabulary

Feel

5 a Look at the last interview in 4c. How does the woman feel?

b Here are some words that are often used with the verb *feel*. Complete the sentences with the words in the box.

fine confident the need sorry for lonely stupid strange up to

- I was ill last weekend, but I feel fine again now.
- I went back to my primary school after ten years, and it felt really to be there again.
- Jane's grandmother died last week. I feel really her.
- No, I don't want to go out tonight – I'm tired and I don't feel it.
- I've studied really hard for the exams, and I feel I'm going to do well.
- I don't know why you feel to criticise people all the time!
- I didn't make any friends in China and, to be honest, I felt very
- I met Pete Smith in town yesterday – but I couldn't remember his name! I felt really

c Paul wrote about his feelings in his computer diary. Read his diary entry and complete it. **Circle** the correct answers, A, B, C or D.

About five years ago, my favourite song was *Feel Me* by The Gentle. It feels ¹ strange to say now that I am in love, I sometimes feel rather ² For example, I feel a bit ³ because I know that many other people are feeling ⁴ while I'm in love. I really ⁵ them. When I walk along the street with my girlfriend, I also feel a bit It seems like the world is looking at us! A week ago I felt ⁷ to talk to my older brother about my problems. He says I should just feel ⁸ that I will grow up. What does that mean? I am grown up. I'm just not feeling ⁹ enough to walk around holding hands with someone with other people staring at us. Oh dear! I'm feeling ¹⁰ – I'm so glad nobody can read this.

- A up to B strange C cold D scared
- A up to B fine C lonely D comfortable
- A sorry for B up to C the need D strange
- A sorry for B up to C the need D lonely
- A sorry for B confident C fine D stupid
- A cold B up to C strange D fine
- A the need B cold C weird D lonely
- A the need B sorry for C confident D up to
- A confident B fine C up to D the need
- A the need B fine C cold D stupid



Grammar

Phrasal verbs

6 a Many phrasal verbs have two parts. Underline the two parts of each phrasal verb in these sentences.

- 1 I bumped into an old friend the other day. 3 We sorted the problem out.
2 My dad's car broke down yesterday. 4 I looked the word up in my dictionary.

b Compare sentences 1 and 2 in 6a with sentences 3 and 4. What do you notice about the two parts of each phrasal verb?

Rule:

- With some phrasal verbs, the two parts cannot be separated. They have to be together. *I **bumped into** an old friend.* Not: *I bumped an old friend into.*
- Other phrasal verbs can be separated, and we can put an object between the two parts. *We **sorted** the problem **out**.*
*We **sorted out** the problem.*
- When we use a pronoun (*him, it, them* etc.) with phrasal verbs that can be separated, we must put it between the two parts of the verb. *We **sorted it out**.* Not: *We sorted out it.*

c Put the words in the correct order to make sentences. Sometimes there is more than one possibility.

- 1 story / made / you / up / that
You made that story up. or You made up that story.
- 2 he / father / after / his / takes
.....
- 3 put / they / us / up / tonight / can't
.....
- 4 Italian / up / I / on / holiday / in / picked / Italy
.....
- 5 up / you / with / how / put / noise / do / what
.....



Tip

How do you know if a phrasal verb can be separated or not? Use a dictionary to find out!

look sb/sth up *phr v (T)* to look at a book or computer in order to find information *I looked it up in the dictionary.*

If the word *somebody* or *something* is in the middle of the verb, this phrasal verb can be separated.

look after sb/sth *phr v (T)* to take care of someone or something by keeping them healthy or in a good condition *Could you look after the children while I'm out?*

If the word *somebody* or *something* is at the end, this phrasal verb cannot be separated. Some phrasal verbs have three or more parts. These cannot usually be split.

I look up to my dad. Or I look up to him.
I get on well with my sister. Or I get on well with her.

d Complete each sentence with the correct form of one of the phrasal verbs in brackets.

- 1 We have a problem, but I'm sure we can **work** it **out** (work out / pick up)
- 2 I Nick the other day when I was in Oxford Street. (give up / bump into)
- 3 They didn't talk to each other for a year, but they have their problems now. (sort out / take after)
- 4 He really his mother's side of the family. (give up / take after)
- 5 We really cannot his behaviour any more! (put up / put up with)
- 6 We have to tell them the truth, we cannot just something (make up / give up)
- 7 This car is really old. I hope it's not going to (give up / break down)
- 8 Let's them Maybe they'll come along! (call up / make up)

e Put the words in order to make sentences.

- 1 you / to / up / doesn't / look / He

He doesn't look up to you.

- 2 ran / He / from / away / her

- 3 each / well / other / We / on / get / with

- 4 our / forward / look / We / to / holidays

- 5 put / for / night / the / can / We / up / his

Vocabulary

7 a Here are some expressions with prepositions. Decide with a partner what you think they mean.

- 1 He was ill in bed for two months, but he's *up and about* now.
- 2 Things have been *up and down* for me recently, but hopefully they'll get better soon.
- 3 She's *on the up and up*. I think she's going to be really famous soon.
- 4 My dad is so boring. He just goes *on and on* about why I should study harder.
- 5 She's not very well. She's been *in and out* of hospital all year.

b Complete the dialogues with the expressions in 7a.

- 1 **A** How's your father?

B Not too good. I'm sure he'll again soon.

- 2 **A** I'll never be able to pass my test. It's impossible!

B All you do is go about your driving test! It's so boring.

- 3 **A** I have never heard this band before. They play great music.

B Haven't you? They and will have a number one hit soon!

- 4 **A** She had a bad accident, didn't she?

B Yes. She's been of hospital for almost a year.

- 5 **A** How have you been?

B Well, things have been a bit recently, but I hope it's going to get better with my new job.

Listen

8 a Listen to the story. Choose the correct picture.



b Listen again. Complete the phrases.

- 1 One of my from when I was very young when I first saw my grandparents' dog.
- 2 If I remember, it was a cone* of vanilla ice cream.
- 3 It's strange, but I that feeling of surprise.

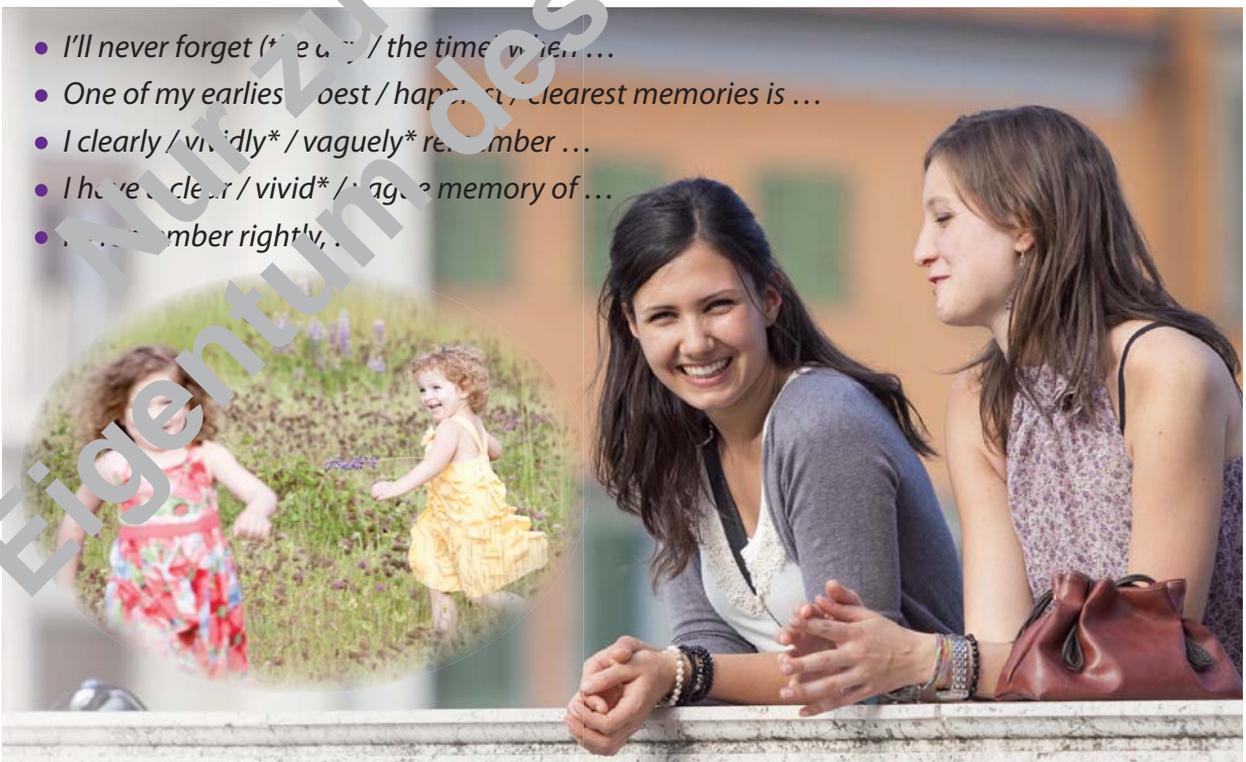
Glossary: *cone – (Eis)tüte

Speak

Conversation strategies – Talking about memories

c Work in pairs. Tell each other about something that happened to you when you were very young.

- I'll never forget (the way / the time) when ...
- One of my earliest / best / happiest / clearest memories is ...
- I clearly / vividly* / vaguely* remember ...
- I have a clear / vivid* / vague memory of ...
- I remember right /y, ...



Glossary: *vivid(ly) = very clear(ly), in detail; *vaguely = not very clearly

Write

- 9 a Read the poem. Tick T (True) or F (False).

Happiness

by Raymond Carver

So early it's still almost dark out.
I'm near the window with coffee,
and the usual early morning stuff
that passes for thought,

when I see the boy and his friend
walking up the road
to deliver the newspaper.

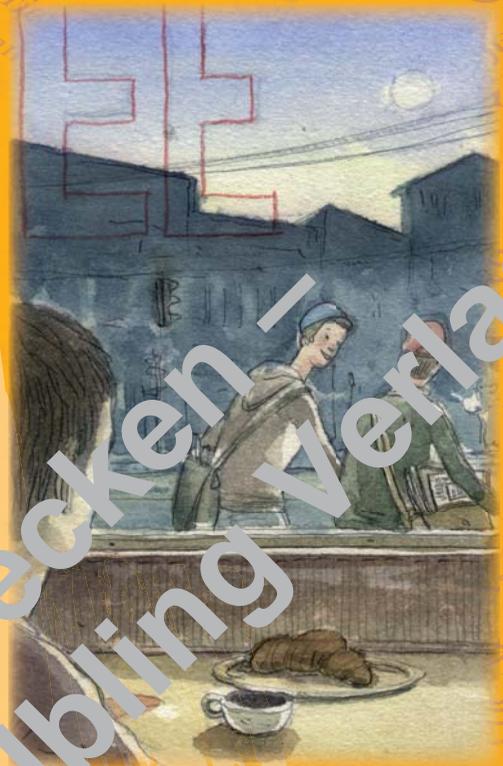
They wear caps and sweaters,
and one boy has a bag over his shoulder.
They are so happy,
they aren't saying anything, these boys.

I think, if they could, they would take
each other's arm.
It's early in the morning,
and they are doing this thing together.

They come on, slowly.
The sky is taking on light,
though the moon still hangs pale over the water.

Such beauty that for a minute
death and ambition, even love,
don't enter into this.

Happiness. It comes on
unexpectedly. And goes beyond, really,
any early morning talk about it.



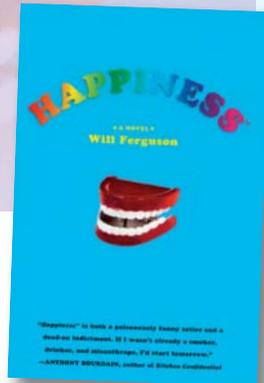
- 1 The poet was thinking about very important things. T F
- 2 He saw two boys walking together. T F
- 3 The boys were holding each other by the arm. T F
- 4 The boys walk quickly towards the poet. T F
- 5 The poet thinks the scene is very beautiful. T F
- 6 The poet says that we know when happiness is going to happen. T F

- b Imagine you are the poet. You are writing an email to a friend of yours. Tell the friend what you saw yesterday and what you wrote about in the poem.

Yesterday morning I was sitting in a café very early in the morning. I was near the window ...

Happiness

by Will Ferguson
(a novel)



a What do you understand by the term “a self-help book”?

b How do you think an editor would feel if he / she received a self-help book that the author calls a “prescription for humanity*”?

M

c You are going to read an extract from a novel about an editor at a publishing company*. He has received the offer of a book. Some parts of the text are missing. Choose from the list (A–I) the correct part for each gap (1–6) in the text. There are two extra parts that you should not use. Write your answers in the boxes provided. The first one has been done for you.

- A he had no idea what to say next
- B** doesn't do it justice
- C in an approving manner
- D the right of publishing this important work
- E will give their lives meaning and purpose
- F started to get better and better
- G how to release their creativity
- H the moment when the moment ran away with him
- I was clearly wearing thin

| | | | | | | |
|---|----|----|----|----|----|----|
| 0 | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 |
| B | | | | | | |

d In the extract, what do you learn about these people's characters?

- a Tupak Soiree b Edwin c Mr Mead



Edwin, a low-level editor at Panderic Press, finds the following book being offered to his publisher. Here is part of the covering letter.

My prescription for humanity – calling it “a book” (Q1)... – is the product of an intense seven-month hermitage*. I took on a mountain high in Tibet, where I sat in deep meditation, without food or water, for days on end. Slowly, the interconnected problems and solutions of mankind unfolded before me. I offer them to you now. I permit you (Q2)... that will this “book” of mine do? It will provide happiness to anyone who reads it. It will help people lose weight and stop smoking. It will cure gambling addiction, alcoholism and drug dependency. It will help people achieve inner balance. It will show them how to release their left-brain intuitive creative energy, find empowerment, seek solace*, make money, enjoy life and improve their sexual lives (through my breakthrough *Li Bok Lovemaking Technique*). Readers will become more confident, more self-reliant, more considerate, more connected, more at peace. It will also help them improve their posture and spelling, and (Q3)... It is everything they have ever wanted, everything they have been yearning for. It will bring the world happiness. [And here the word “happiness” was underlined several times with a ballpoint pen. Another flurry* of daisy* stickers lined the bottom margin of the letter.] To the person in the small, drab* cubicle*, I offer you light. True light.

Sincerely,

Tupak Sciree

Glossary: *humanity – die Menschheit; *publishing company – Verlag; *hermitage – Einsiedelei; *solace = help when you are feeling sad; *flurry – kleine Wirbelung; *daisy – Gänseblümchen; *drab = boring, with little colour; *cubicle = very small room



A little later Edwin has a meeting with his editor-in-chief, Mr Mead.

“We’re all waiting,” said Mr Mead, his smile still in place.

“Waiting, sir?”

“For your proposal*.”

“My proposal?”

[...] Mr Mead’s demeanour was growing sterner. His patience (Q3)...

Edwin swallowed hard, felt a flutter of blood in his temples and said, with a quivering voice, “Well, sir. I am presently working on something.”

“Which is?”

“It’s, um, a book. A very exciting book. That’s what I’m working on. A book.”

“Go on,” said Mr Mead. [...]

Edwin cleared his throat, attempted to stay calm, and said, “It’s a book about how to lose weight.”

“Plenty of those already,” said Mr Mead. “What’s the angle?”

“Well, it also tells readers how to quit smoking.”

“Check out counter pulp. We need a front-list, self-help, trade paperback. Something with real meat to it. Dieting? Smoking? I was gone for almost two weeks, and that’s the best you came up with?”

“Well, no. This book also tells readers how to improve their sex life. Something called the, um, Li Pok Technique – or perhaps Li Bok. It’s revolutionary. Very sexy.”

Mr Mead frowned*, but (Q4).... “Sex,” he said. “I like that.” And the next thing Edwin knew, (Q5)....

He was caught in a positive-feedback loop: the more he piled it on, the more enthusiastic Mr Mead became, the more thoughtful the frowning and the more vigorous the nodding.

“This book will also tell people how to make money.”

“Excellent.”

“And (Q6).... And achieve inner balance.”

“Good, good. Go on.”

“And how to become empowered and self-confident and more compassionate*, and there’s also, um, some recipes and tips on the stock market*. It’s everything you could possibly want. Money. Sex. Weight loss. Happiness.” [...]

“Terrific,” said Mr Mead. “Have it on my desk when I get back next Monday.”

Glossary: *proposal = (written) suggestion or idea for something; *frown = look angry, worried or unhappy; *compassionate = showing you understand other people’s feelings and problems; *stock market – Börse, Aktienmarkt

Competencies

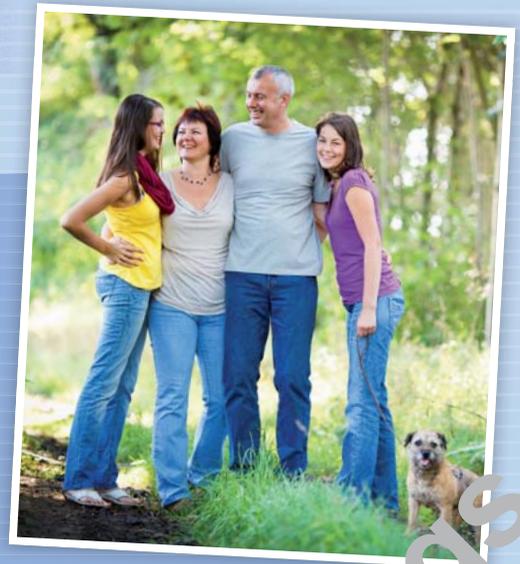
WRITING

1 It is fun to be with people who like you. It is good to feel the warmth and the love of the ones who care for you. It is fantastic when you can turn to them when you have problems.

2 Young people want to develop their own personality. Parents often think they know better. They find it difficult to accept that their son or their daughter wants to live and to think differently from how they used to think when they were young themselves. Consequently, young people are often frustrated and believe their parents do not understand them.

3 They would love to have their own place where they can live the life they imagine must be ideal. They think that not having a parent who tells them to tidy up their room or get up at a certain time must be paradise.

4 First of all, there is the financial situation. Having your own flat costs a lot of money. Secondly, being completely on your own also means a lot of responsibility. For example, I admit I like to be reminded occasionally of urgent things I have forgotten to do (although I would never admit that to my parents!).



And thirdly, if members of a family accept that everybody is an individual and needs a certain amount of freedom, life in a family can be great fun.

5 I would say that I am happy living with my family for now and I'll wait.

Writing an essay

a Read Joanne's essay about family life. Complete her text with the correct statements. Write A-F in the gaps. There is one statement you won't use.

- A However, it is also true that things are not always easy.
- B On balance, how would I respond if I were asked if I wanted to leave home?
- C Personally, I would not want to be on my own too soon.
- D I would love to be totally independent.
- E Many of my friends would love to be independent from their parents as soon as possible.
- F It's great to be part of a happy family.

b Discuss this statement and give your own opinion.

"Happiness is having a large, loving, caring family in another city."

M

c In this unit you have read about happiness and what it means for different people. Write a short essay discussing the following statement and give your own opinion:

"The only way to happiness is by helping others."

In your essay you should:

- analyse the reasons for helping other people
- give examples
- express your opinion on why it can make you happy.

Write an essay in around around 350 words. Give your essay a title.

WRITING TIP

Developing an opinion essay

- In order to make your points clearly and effectively, develop a clear progression of your argument.
- Decide how to introduce the topic, how to organise your ideas into paragraphs and how to conclude.
- Build each of your paragraphs around one particular point or idea. One effective way of doing this is to start each individual paragraph with a general statement (often called a *topic sentence*) to introduce the main idea of the paragraph. Add further sentences to support the idea.

Music

Thank you • Dido

a What makes your day good? What makes your day bad? Work with a partner. Use these questions to help you.

On a good day ...

- What time do you get out of bed?
- Something happens in the morning. What is it?
- What do you have for lunch?
- Someone calls you. Who is it?
- How do you spend the evening?
- What time do you get to bed?



b How do these things make you feel? Write ☹️ (in a bad mood) or 😊 (doesn't bother me).

- 1 You make a hot drink and forget to drink it.
- 2 It rains all day.
- 3 Your mum or dad asks you to go shopping for them.
- 4 You've got a headache.
- 5 You miss the bus into town.
- 6 You're late for school.
- 7 You get soaked in the rain.
- 8 You can't get to sleep.

DVD **c** Listen to the song and tick the things in **b** that happen to the singer.

DVD **d** Listen again and complete the sentence.



Did you know ...?

British songwriter and singer Dido (real name Florian Cloud de Bouneville Armstrong) had more early success in the USA than her homeland. But when top rap star Eminem used *Thank You* as a sample on his hit single *Stan*, Dido suddenly found herself famous all over the world.

My ¹.....'s gone cold. I'm wondering why I got out of bed at all.
 The morning rain clouds up my ²..... and I can't see at all.
 And even if I could, it'd all be grey, but your ³..... on my wall.
 It reminds me that it's not so bad, it's not so bad.
 I drank too much last night, got ⁴..... to pay. My head just feels in pain.
 I missed the ⁵..... and the ⁶..... hell today. I'm late for work again.
 And even if I'm there, they'll all imply that I might not last the ⁶.....
 And then you call me and it's not so bad. It's not so bad and ...
 I want to thank you for giving me the best day of my life.
 Oh, just to be with you, having the best day of my life.
 Push the door. I'm ⁷..... at last and I'm soaking through and through.
 Then you handed me a ⁸..... and all I see is you.
 And even if my house falls ⁹..... now, I wouldn't have a clue.
 Because you're near me and ...



Language in use

M

a You are going to read a text about the singer Dido. In most lines of the text there is an unnecessary word. Write the unnecessary word in the space provided after each line. Some lines are correct. Indicate these lines with a tick (✓). There are two examples at the beginning.

Dido

Florian Cloud de Bouneville Armstrong, ~~was~~ called Dido, was born on December 25, 1971. She entered London's Guildhall School of Music at the age six and mastered recorder, piano, and violin by the time she reached her teens. Dido attended to law school and worked as a literary agent, while she was singing in a series of the local groups. Her older brother Rollo, the well-known the DJ and musical producer, ~~wasn't~~ convinced she was going to be successful, and he advised her not to give up her day job. But finally he changed his mind. Dido was appeared on his band's first album in 1995.

For the next two years Dido toured with Rollo's band *Fat Les*. Back in London she could recorded her own demos.

In 1997, Arista Records heard demos of Dido's songs, including *My Love's Gone* and they invited her to meet Clive Davis, the man who responsible for finding talent like as Janis Joplin, Whitney Houston and Santana.

The meeting was a success and led to the release of her 1999 debut *No Angel*. Eminem that borrowed part of Dido's song *Thank You* for his hit *Stan*. Dido was became a star.

| | |
|-------|-----|
| was | 0 |
| ✓ | 00 |
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| | Q10 |
| | Q11 |
| | Q12 |
| | Q13 |
| | Q14 |
| | Q15 |

b Use one word to complete the three different sentences.

- It's incredible to think that that is millions of kilometres away!
Her dream is to become a big
It's a fine hotel so it's pretty expensive.
- I wasn't very hungry, so I had a very lunch.
He was wearing black trousers and a blue shirt.
It's dark in here – turn on the , please.
- This is a very low door, so please your head.
You look worried. Is there something on your?
Do you if I sit here?
We put up our tent at the of the mountain.
I hurt my while I was playing football.
We missed the bus so we had to go home on
- Keep stirring the spaghetti so that it doesn't to the saucepan.
If we to the map, we won't get lost.
My dog loves it when I throw a for him to fetch.

Wordwise

Expressions with *feel*



a Use a dictionary to check the meaning of these expressions.

- | | |
|---|-------------------------------|
| <i>feel bad / awful (about something)</i> | <i>feel at home</i> |
| <i>feel free</i> | <i>not feel a thing</i> |
| <i>feel out of place</i> | <i>feel under the weather</i> |
| <i>feel (your) way</i> | <i>get the feel</i> |

b Match an expression from above with each of the pictures.



c Complete the sentences with the phrases from above. Change the form if necessary. Then listen and check.

- Everyone at the party knew all the other people – but I didn't I really
- I said something horrible to my friend Sally, and now I'm about it.
- I'm not really ill, you know – I just a bit
- If you're hungry, to take some food from the fridge, OK?
- It looks difficult to play this game, but it's easy when you of
- The dentist took my tooth out, but I
- The hotel was very comfortable and the owner was very kind – we really
- The room was so dark that I had to along the wall to find the door.

d Write the phrases from **c** to match these definitions.

- not to feel any pain =
- not to feel very well / to feel a little ill =
- to be very relaxed and comfortable, as if you were in your own home =
- to begin to learn how to do something =
- to do something without having to ask permission first =
- to feel sorry about something that has happened =
- to feel that you are in the wrong place =
- to use your hands to know where you're going =



c Use six of the phrases from above to complete the dialogues. Change the form if necessary. Then listen and check.

Change the form if necessary. Then listen and check.

- A** Could I borrow your bike, James?

B It's behind the house. to use it whenever you like.
- A** My younger brother had his birthday party yesterday. All his friends are 13 or 14.

B Yeah, I know what you mean. You must have completely
- A** Look at me. Surfing is so easy.

B Well, you have done it for years. I still haven't of it.
- A** It must have hurt when you cut your finger.

B Well, I first. But it started to hurt a lot about an hour later.
- A** I've got a bit of a headache today.

B Yes, I'm feeling too.
- A** I heard there was an emergency at the theatre last night.

B Well, when the play was over, the lights went out. We had to to the exit.

4

Film Fear



Read

1 a Look at the photos. Which is your favourite character?

M

b Read the text below, then choose the correct heading (A–E) for each paragraph (1–3). There are two extra headings that you should not use. Write your answers in the boxes provided at the end of the task. The first one (0) has been done for you.

The fear in all of US

(0)...

Surviving impossible situations is one of cinema's greatest themes; Charlie's Angels, James Bond, Indiana Jones and Frodo Baggins are all fictional heroes whose adventures are filled with unbelievable danger. But Frodo, whose quiet life changes when his uncle gives him a ring, is somehow different from Bond, Jones and the Angels. They always appear unafraid of what is coming after them. However, the hero of the enormously successful *The Lord of the Rings* shows fear in every little hobbit-step he takes.

(Q1)...

This is part of the reason for the huge success of the movies, which were all filmed at the same time and shown each December between 2001 and 2003. Frodo faces the evil Sauron with his group of hobbits, elves, dwarves and humans. He is as frightened as we would be. The situations might be unrealistic, but the fear is not.

(Q2)...

It was also fear that gave Elijah Wood his chance to become Frodo. The young actor, who was only 18 at the time, got the part by sending the director a video tape of himself running in a forest dressed as a hobbit. "I wanted the part so badly, but I was so frightened to audition in person," said Wood, born in Cedar Falls, USA. "And Frodo is the hero who speaks with a British accent – so that's what I had to learn!" He was also afraid of spending so much time away in New Zealand, where the films were made over 18 months.

(Q3)...

Fear also comes from the character and the actor to the author himself. J.R.R. Tolkien invented the land of Middle-earth, which was Frodo's home, in the 1950s. It was a place where Tolkien himself could feel safe. The writer, who died 30 years before the films appeared, hated the attention caused by the success of his books. He changed his telephone number and even moved house to escape the dozens of fans who came to find out more about his characters.



- A Afraid of fame
- B Frodo – not just another superhero
- C Elijah the hobbit
- D The endless journey
- E Success at the cinema**
- F Why be scared?

| | | | |
|---|----|----|----|
| 0 | Q1 | Q2 | Q3 |
| E | | | |

18 CD

Read the article again and listen. Answer the questions. Mark your answer with a cross [X].

1 Which one of these people or places is not real?

- a Elijah Wood
- b Middle Earth
- c J.R.R. Tolkien
- d Cedar Falls

2 Which of these were not Frodo's companions?

- a dwarves
- b elves
- c angels
- d humans

3 Which of these statements about *The Lord of the Rings* is not true?

- a The films were made in New Zealand.
- b The three films were all made together.
- c It took three years to make the films.
- d The books were written over 40 years ago.

Useful words

director • producer • actor • to star • make a film • go to the movies • blockbuster
the box-office • award-winning • Oscar-nominated • soundtrack • cast • plot • black-and-white
to edit • capture on screen • masterpiece • a classic • performance • screenplay

Grammar

Non-defining relative clauses (giving extra information)

2 a How are these sentences connected in the text? Is the information after or between the commas necessary to understand the rest of the sentence?

- 1 The young actor, was only 18 at the time, got the part by sending the director a video tape.
- 2 This is part of the reason for the huge success of the films, were all made at the same time.
- 3 He was also afraid of spending so much time away from home in New Zealand, the films were made.
- 4 Frodo, life changes when his uncle gives him a ring, is somehow different from Bond, Jones and the Angels.

b Join or rearrange the two sentences to make one. Use the word at the end. Take out the underlined words.

- 1 The films were made in New Zealand. The director Peter Jackson was born there. (*where*)
The films were made in New Zealand where the director Peter Jackson was born.
- 2 Elijah Wood became a big star after *the Lord of the Rings*. His career began when he was a child. (*whose*)
.....
- 3 He had to stay away from home for 18 months. This was difficult for him. (*which*)
.....
- 4 Tolkien couldn't find anyone to publish his books at first. He wrote the books in the 1950s. (*who*)
.....
- 5 Frodo has to go to Sauron's kingdom. The final battle takes place there. (*where*)
.....

Complete the rule.

Rule:

- We use to give extra information about people.
- We use to give extra information about things.
- We use to give extra information about places.
- We use to give extra information about possessions.

c Join the sentences using *who*, *which*, *where* or *whose*. Sometimes you will need to change the order of the clauses.

- 1 Joanne speaks six languages. She lives next door.
Joanne, who lives next door, speaks six languages.
- 2 I love scuba diving in the Indian Ocean. You can still find a lot of attractive fish there.
.....
- 3 Next month Stephanie will move to London. Her partner has a flat there.
.....
- 4 Alex is getting married next year. His sister studies with me.
.....
- 5 Barbara works as a secretary for Jo & Co. She has won the lottery.
.....
- 6 My new computer is fantastic. I got it for a very good price.
.....

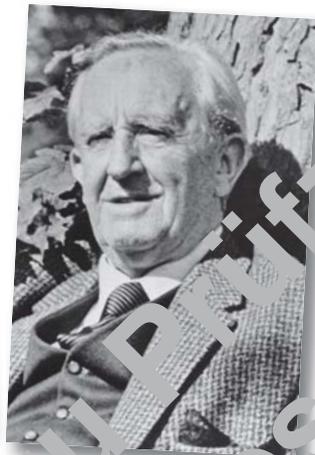
Grammar

Defining vs. non-defining relative clauses

Rule:

- In non-defining relative clauses the extra information is separated by commas.
My brother, who is a doctor, lives in London.
(= I only have one brother. He lives in London and is a doctor.)
- In defining relative clauses we don't use commas.
My brother who is a doctor lives in London.
(= I have more than one brother. One of them (the doctor) lives in London.)

- 3 a** Complete the sentences with *who*, *whose*, *that* or *where*. Check your answers in the text.



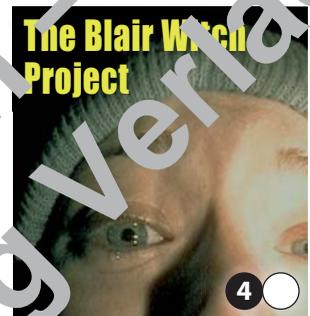
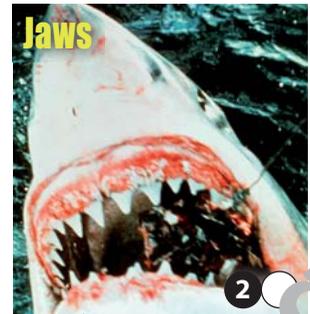
- 1 They are all fictional heroes adventures are filled with unbelievable danger.
- 2 It was fear gave Elijah Wood his chance.
- 3 It was a place Tolkien himself could feel safe.
- 4 Frodo is a hobbit speaks with a British accent.

b Defining or non-defining? Identify the non-defining relative clauses and put in the commas.

- 1 New Zealand where the films were made is a popular tourist destination.
- 2 It's the best film that I've ever seen.
- 3 Sally Campion whose brother wrote the story spent three years making the film.
- 4 That's the hotel where we always stay.

Speak

- 4 a** Work with a partner. Match the titles and pictures of the films to the descriptions.



- A huge shark terrorises a sea resort. The local police chief tries to kill it.
- The crew of a spaceship find they have an unwelcome visitor on board.
- Three teenagers make a documentary about a legend in some woods.
- A writer takes a job looking after a hotel which has closed for the winter. Then the madness arrives.

b Work with a partner and discuss these questions.

- 1 Do you like scary films?
- 2 What's the most terrifying film you've ever seen? What made it so frightening?
- 3 Think of a horror film which you remember for its:
 - creepy music
 - special effects
 - blood and gore
 - monsters
 - sudden shocks
 - ghosts

Listen

5 a Listen to someone talking about *The Blair Witch Project*. Does the film use any of the items in 4b to frighten its audiences?

b Listen again and complete the summary. You should write one word or number in each space.

The Blair Witch Project was a big hit in 1..... It made more than 2..... at the box office. The film was cleverly advertised on the 3..... by publishing rumours that said the film was 4..... The story is about 5..... filmmakers who make a 6..... about the mythical Blair Witch, who lived in some 7..... The film doesn't use the traditional techniques of horror films, but plays on our own 8..... to frighten its audience.

Vocabulary

Adjectives with prefixes

6 a Look at the example and put the adjectives in the correct columns to make their opposites.

| | | |
|-------------|---------|----------|
| comfortable | formal | patient |
| responsible | logical | possible |
| helpful | polite | regular |
| expensive | afraid | legal |

un-

unafraid

.....

.....

in-

.....

.....

.....

il-

.....

.....

.....

ir-

.....

.....

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ir-

.....

.....

.....

b Complete the sentences. Use an adjective with a prefix.

- Do you talk while you're eating, or do you think it's very impolite.....?
- Do you like to sleep on a hard bed or do you find it too.....?
- Do you use a dictionary when you do your English homework or do you find it.....?
- Are you good at waiting for things, or are you sometimes a little.....?
- If your parents went away for the weekend, would they leave you alone in the house or do they think you're too.....?
- How do you learn..... verbs in English?

c Work with a partner. Ask and answer the questions.



d You are going to read a text about a strange event. Some words are missing from the text. Use the word in brackets to form a word that fits the gap (1–8). Write your answers in the spaces provided at the end of the text. The first one (0) has been done for you.

I have a story to tell. I know it will sound (0)... (**believe**), but it's true. It happened three years ago, when I was a university student. I was waiting outside the library for my girlfriend, Juanita. She was late, and I was already getting a little (Q1)... (**patience**). We had agreed to go to Joe's Café. It was very (Q2)... (**formal**), and it was quite old, but for people like me and my girlfriend it seemed the most (Q3)... (**logic**) place to meet. We both liked Joe. He made fun of us, but was never (Q4)... (**polite**) or (Q5)... (**help**). The place was clean, and it was also (Q6)... (**expense**), which was great as we were poor students! So in fact my girlfriend Juanita and I were (Q7)... (**irregularity**) guests there. In the end, tired of waiting, I went to Joe's Café alone. When I got there, it had gone! It seemed (Q8)... (**possibility**), but where the café had been was an empty space. I have never seen Juanita again. And I have never seen Joe again either.

- | | |
|-----------------------------|----------|
| 0 <u>unbelievable</u> | Q3 |
| Q6 | Q2 |
| Q1 | Q4 |
| Q7 | Q8 |
| Q5 | |

Grammar for Communication

7 In pairs, complete the gaps. Turn each sentence into a mini-dialogue.

- 1 I'd really like to be archaeologist when I'm older.
- 2 Have you seen moon tonight? It's beautiful.
- 3 I don't like dogs.
- 4 Have you studied much for test tomorrow?
- 5 He's bought new computer.
- 6 Have you heard him play guitar? He's fantastic.
- 7 He's still in bed! It's almost midday.
- 8 I love smell of spring.

Read

8 a Before you read, quickly scan the texts on pages 52 / 53 to find the answers to the following questions.

- 1 What film was produced 30 years before *The Blair Witch Project*?
- 2 Who was the director of *The Exorcist*?
- 3 What is the best remembered scene in Hitchcock's *Psycho*?
- 4 Which of the films mentioned is about horror done to young people?

b Now read carefully and check the answers to your questions.

c Find words or phrases in the text that mean:

- a an evil spirit that eats dead bodies (*Film 1*)
- b unfair opinion or feelings, often formed without enough thought or knowledge (*Film 2*)
- c a powerful effect that something or someone has on us (*Film 1*)
- d shown (*Film 2*)
- e a full circle (*Film 2*)
- f doubt that something is true (*Film 3*)
- g kill someone with a knife (*Film 4*)
- h very attractive, in a mysterious way, making you want to keep looking (*Film 4*)

Scary monsters and super creeps

The **5** greatest horror films of all times



Night of the living dead (1968)

Countless horror films have been made since Romero's first zombie epic was released, yet none of them have come close to *Night of the Living Dead*. Romero's creativity and the fact that he used black-and-white for his masterpiece add to the gruesome* basic idea of the film – strangers trapped inside an abandoned house must survive the attacks of an army of flesh-eating ghouls – with an astonishing authentic feel; at times, the film seems more like a newsreel* than a movie (a trick *The Blair Witch Project* borrowed three decades later). What makes *Night of the Living Dead* different from other horror films, however, is the critical social message. Hero Ben, believably acted by Duane Jones, has to overcome two big problems. He struggles* against the undead, and at the same time fights against the prejudices of the other people trapped with him, and that's a strong political message that is just as relevant today as it was when the film was first shown. We have watched the film repeatedly, and that hasn't weakened its impact in any way. For your unrivaled achievement, Mr Romero, we applaud you!

Glossary: **gruesome* = horrible, extremely shocking;
 **newsreel* = a cinema film of news;
 **struggle* = fight with great effort



2 The Exorcist (1973)

One of the most intensively frightening films ever made, *The Exorcist* remains just as effective as when it was first released, and has maybe become even more disturbing with the passage of time. The story of young Regan MacNeil (Linda Blair) and her experiences in the grips of demonic possession is handled with the utmost seriousness by director William Friedkin, and there is not a single moment in the film where the viewer can relax. Audiences all over the world have been terrified by visual shocks: Regan's head making a 360-degree turn, or green vomit coming from the girl are just two of them. But what is possibly the most horrifying aspect of the film is the concept: when we least expect it, true evil can consume anyone, even an innocent child. This is every parent's nightmare captured on screen.

3 The Haunting (1963)

A film that transports viewers into a nightmarish scenario, complete with shocks and cold sweats. A scientist interested in paranormal phenomena invites two women to stay a few nights in a haunted house. The owner of the house sends her skeptical nephew along to protect the women, but his skepticism begins to melt as soon as the horror starts. Julie Harris' outstanding acting as Eleanor Lance, the woman who is treated most terribly by the house's tricks, adds to the fear that the visitors feel while watching the film. So does director Wisniewski's unique use of camera angles. When Harris calls the house "evil," we believe her. Don't watch this film alone in the dark.

4 Psycho (1960)

This horror masterpiece by Alfred Hitchcock is undoubtedly best remembered for its famous shower scene. Early in the film, actress Janet Leigh is stabbed to death with a butcher's knife; a shaking camera captures the struggle, often moving away to viewers' delight, with only the sounds of the weapon driving into her flesh. Blood runs down the drain, and the camera finally focuses on Leigh's lifeless eye. The sequence is brilliant and shocking, but often overshadows the rest of the film. Perhaps Hitchcock's most outstanding achievement is how he captures the actors' mesmerizing* facial expressions, especially Marion's dead stare.

5 Halloween (1978)

It's a formula so simple that anyone could do it. Take a madman, with out any soul and feelings, put him on the trail of a group of Michigan teens of low moral standards, give him some cutlery* and a mask, and you've got a great scary movie. Hundreds of filmmakers have tried it, but no one has ever created such a simply brilliant horror film as director John Carpenter's first creation. *Halloween* is more than just the story of an escaped madman – viewers are shocked when they notice that the more taboo the teenagers in the film break, the more quickly they are killed, and when they see that the only character who understands the true nature of the horrific events won't find anyone who believes in him. And of course, when they believe that the mad murderer himself is dead, he will always return one final time for a last round of killing. One of the all-time classics of horror!



Glossary: *mesmerizing = fascinating, attractive and mysterious;
*cutlery = Essbesteck

Grammar

Definite, indefinite and zero article

9 a Look at the examples. Match the sentences with the rules.

- a Before it was released, rumours appeared on the Internet.
- b The film makers who made the film were never seen again.
- c Horror films usually have creepy music.
- d They made it using a video camera.
- e Tolkien hated the attention caused by the success of his books.
- f Tolkien was a professor in Oxford.
- g She plays the piano really well.
- h He's leaving hospital on Friday.

Rule:

- We use *the* (definite article):
 - 1 to talk about specific people, places, thingse.
 - 2 if it's clear what we're talking about
 - 3 when there's only one of something
 - 4 to talk about musical instruments
- We use *a* or *an* (indefinite article) to talk about:
 - 5 one thing
 - 6 professions
- We don't use an article (zero article):
 - 7 to talk about people or things in general
 - 8 with *home, school, work, university, bed, hospital, church* and *prison* as institutions (not the building), especially after verbs *go to, get to, start, finish, leave, be in / at*

b Complete the sentences with *the, a, an* or nothing.

- 1 I go to the cinema at least once a week.
- 2 This is new school that I told you about.
- 3 His brother works as pilot for British Airways.
- 4 If he doesn't feel better tomorrow, we'll have to take him to hospital.
- 5 Lidia plays drums in a band.
- 6 Can you pass me sugar, please?
- 7 When does school start?
- 8 I'm allergic to cats.

c Write a tick (✓) if the line is correct. If the line has an article (*a, an* or *the*) which should not be there, write the word in the space.



Yesterday my friend Linda and I had lunch at the pizzeria ✓ 0
 behind our school. I know Linda is not keen on the pizzas, the 1
 but I think she came along because of me. At the table next to us 2
 there were two guys from an our class. One of them was really funny. 3
 He tried to imitate all the people in the pizzeria. 4
 We couldn't stop a laughing. But there were some 5
 the customers who did not like the fact that two boys 6
 were imitating them. They complained to the owner of the restaurant 7
 and he came over and told them to stop. It was a real pity because 8
 Linda and I were really having a fun! 9

Communication



One of the scariest films I've ever seen is *Psycho*. It was made in 1960 by the master of suspense, Alfred Hitchcock. The story is about a young woman called Marion Crane who, one Friday afternoon, is asked by her employer to deposit \$40,000 in the bank. Marion is tempted by the money and decides to drive off with it. However, halfway on her journey she starts to feel guilty and decides to turn back and return the money. Because it is dark and raining, she stops for the night at the Bates Motel, which is run by shy and sensitive Norman Bates.

Despite being more than 40 years old, *Psycho* continues to frighten modern audiences. The story is fantastic and keeps you guessing until the end. Hitchcock doesn't use special effects or lots of blood and gore to scare the audience. He prefers to use unusual camera angles and creepy music to create the atmosphere. It isn't full of sudden shocks, but when they come they really do make you jump – the famous shower scene is a perfect example of this. Finally, Anthony Perkins gives a great performance as Norman Bates.

Don't be put off because it's an old film or because it's in black and white – *Psycho* is a fantastic film and really one of the all-time cinema classics.

Reviews

Conversational strategy:

- Recommending and persuading

- a** Read the film review. Does the writer like the film?

b Read the review again and answer the questions.

 - Which paragraph contains:
 - a recommendation?
 - the storyline?
 - the analysis?
 - Why doesn't the writer tell the whole story?
 - What does the writer like about the film?
- With a partner, talk about a film that you really like. Recommend the film and try to persuade him / her to go and see it, too. Use expressions like these:
 - It's a fantastic / exciting / wonderful / film.
 - You must / ought to go and see it.
 - The story / action / acting / scenery / setting is really good / brilliant / outstanding / ...



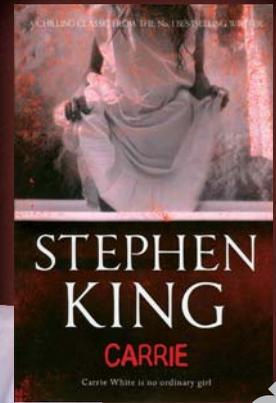
- Recommend a film to a partner. Use some of the phrases from the box.

Useful phrases

Recommending and persuading

- | | |
|----------------------------------|-----------------------------------|
| You really ought to see ... | The best bit is ... |
| You should catch the new ... | The thing you'll like most is ... |
| You'll love ... | Don't be put off by ... |
| I'm sure you'll really enjoy ... | |

Ideas that come from Nightmares



a In groups, discuss which books you have read by the man in the picture, or which films based on his books you have seen.

b Quickly look through the text to find out what almost stopped Stephen King from writing.

c Read the text.

Discussion box

1 Which of the things in Stephen King's 'fear' list scare you the most?

I'm terrified of ...

I'm really scared of ...

The standout fear from me is ...

2 What fear would you add to it?

I'd definitely include ...

... is missing from the list.

3 What is the best / worst horror story (film) you have read (seen)? Give reasons.

My favourite horror film of all time is ...

It's hard to choose between ... and ...

I thought ... was absolutely terrible because ...

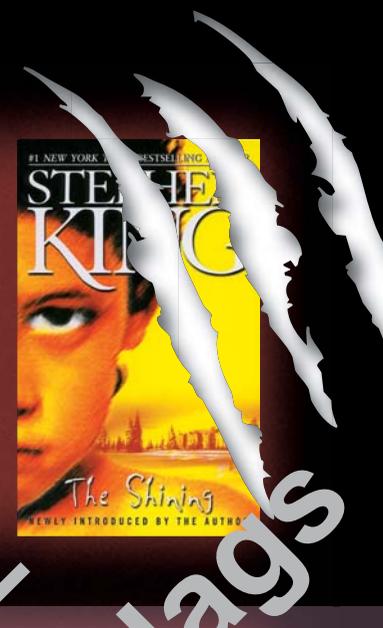
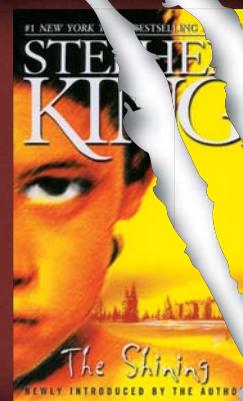
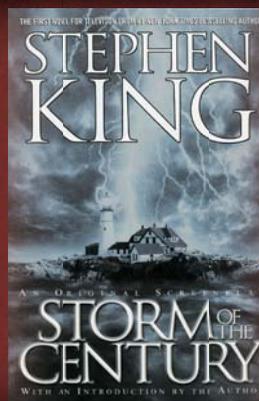
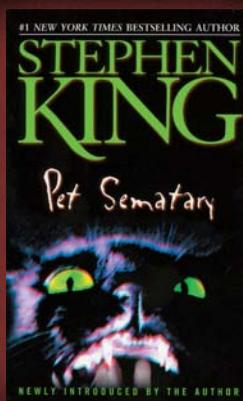
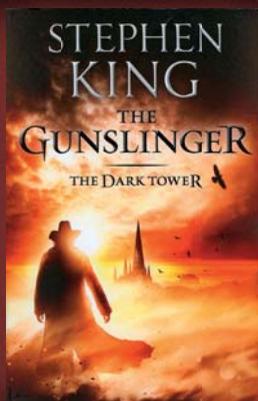
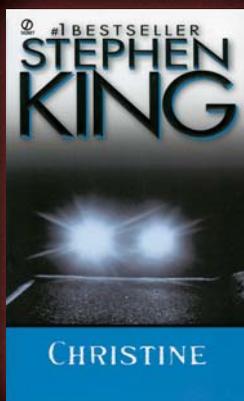
Stephen Edwin King is one of the world's best known and most brilliant authors of contemporary horror, suspense, science fiction and fantasy fiction. Among his most famous books are novels such as *Carrie*, *Christine*, *It* and the eight-volume series *The Dark Tower*. King has written and published around 50 novels, 15 non-fiction books, and ten collections of short stories. With a total number of more than 400 million books sold, Stephen King has given part of his wealth to people in need by making generous donations* to organisations such as the American Cancer Society.

Stephen King himself made his first film appearance in George Romero's *Night of the Living Dead*. His first featured role was in *Creepshow* playing Jordy Verrill who, after touching a fallen meteor in hope of selling it, grows moss all over his body. His fans can also see him in many other films, e.g. in *Pet Semetary* as a minister at a funeral, in *Rose Red* as a pizza delivery man, as a news reporter in *The Storm of the Century*, and in the *Shining* miniseries as a band member.

On June 19, 1999 Stephen King was reading a book while walking along Route 5, in Lovell, Maine. Driver Bryan Smith, distracted by his dog moving around in the back of his minivan, hit King, who suffered several injuries – a collapsed right lung, multiple fractures* of his right leg, and a broken hip. King's lawyer purchased* Smith's van for \$1,500, reportedly to prevent it from being sold on the web. The van was later crushed at a junkyard, much to King's disappointment, as he dreamed of beating it with a baseball bat. In 2002, King announced he would stop writing, apparently motivated in part by frustration with his injuries, which had made sitting uncomfortable and reduced his motivation to write. Fortunately for his fans, though, he has since resumed* writing.

As a child, King apparently witnessed one of his friends being hit and killed by a train, though he has no memory of the event. His family told him that after leaving home to play with the boy, King returned, speechless and seemingly in shock. Some commentators have suggested that this event may have psychologically inspired some of King's darker works, but King himself has dismissed the idea. And here is what Stephen King says himself about his writing:

Glossary: **donation* = a gift of money to an organisation; **fracture* = a break or crack (e.g. in a bone); **purchase* = buy; **resume* = start again



Stags

At parties, people usually approach the writer of horror fiction with a mixture of wonder and trepidation*. They look carefully into your eyes to make sure there's no overt bloodlust in them, and then ask the inevitable* question: "I really liked your last story ... where do you get your ideas?"

That question is common to any writer who works in a specialised genre, whether it's mystery, crime, western or science fiction. But it's delivered in different tones for different fields. It's directed to the mystery writer with real admiration*, the way you'd ask a magician how he sawed the lady in half.

It's directed to the science fiction writer with honest respect for a fellow who's so farseeing and visionary. But it's addressed to the horror writer with a sense of fascinated puzzlement [...]. Most of us, you see, look and seem (and are) perfectly ordinary. We don't drown* houseguests in the bathtub, torture the children, or sacrifice the cat at midnight inside of a pentagram. There are no locked closets or screams from the cellar. Robert Bloch, author of PSYCHO, looks like a moderately successful used car salesman. Ray Bradbury bears an uncomfortable resemblance* to Charles M. Schulz, creator of Peanuts. And the writer generally acknowledged to be the greatest master of the horror tale in the twentieth century, H. P. Lovecraft, looked like nothing so much as a slightly overworked accountant.

So where do the ideas [...] come from? For myself, the answer is simple enough. They come from my nightmares. Not the night-time variety, as a rule, but the ones that hide just beyond the doorway that separates the conscious from the unconscious.

A good assumption* to begin with is that what scares you will scare someone else. [...]

[...] So before we go any further, you may want to rearrange some of the items on my list, or throw out a few and add some of the skeletons in your own closet*. But for purposes of discussion, here is my own top ten:

1. Fear of the dark
2. Fear of squishy things
3. Fear of conformity
4. Fear of snakes
5. Fear of rats
6. Fear of closed-in places
7. Fear of insects (especially spiders, flies, beetles)
8. Fear of death
9. Fear of others (paranoia)
10. Fear for someone else

The items on my list can be combined too. I took a #1 and #10 and wrote a story called The Boogeyman, which sold to Cavalier magazine. For me, the fear of the dark has always focused on a childhood fear: the awful Thing which hides in the closet when you're small, or sometimes curls up* under the bed, waiting for you to stick a foot out from under the covers. As an adult looking back on those feelings [...] it seemed to me that the most frightening thing about them was the fact that grown-ups don't understand it very well - they forget how it is, Mother comes in, turns on the light, smiles, opens the closet (the Thing is hiding behind your clothes, well out of sight - it's sly*) and says, "See, dear? There's nothing to be afraid of," and as soon as she's gone, the Thing crawls back out of the closet ...

Glossary: *trepidation = fear or worry; *inevitable = that cannot be avoided; *admiration = Bewunderung; *drown someone = ertränken; *resemblance = looking the same; *assumption = what you think is true before you know the facts; *curl up = lie with your arms and legs close to your body; *skeleton in the closet = an embarrassing secret; *sly = schlau, listig



LISTENING TIP

Note taking

- Before you listen, first read the task carefully. It gives you important information about what to expect in the listening. Then read through the questions. You may want to underline key words in the questions. Look at the instructions for the exercise. What are the key words?
- Try to predict what kinds of answers you are expected to give. Does the question ask for some specific information (for example, a person's age, or physical appearance)? What kind of language might you need to answer the question?
- Listen carefully to the information given.
- Write clear answers that are not too long, but have all the necessary information. Use abbreviations (16 instead of sixteen, km instead of kilometres).
- Keep calm if you can't answer each question immediately. If you can't answer a question, leave it out. Try to complete the missing answer during the second listening.

20



Listen to an interview with a psychologist about why people like frightening stories and the effect such stories can have on people. What does the psychologist say? Take notes to complete the sentences.

- 1 People like telling frightening stories to entertain others
- 2 Most of the stories have a
- 3 If a story has comic relief, it will
- 4 Healthy adult people are not harmed by listening to frightening stories because
- 5 Fairy tales are important for children because
- 6 A child who listens to fairy tales also
- 7 Some horror films are

Glossary: *comic relief = when a joke lightens up the situation

The Blair Witch Project (1999)

A Sundance Film Festival favorite, this low-budget horror film turned out to be the most successful indie ever, thanks to heavy (and savvy) market promotion. In 1994, a three-person film crew heads into the Black Hills region of Maryland to document a local legend about a demonic apparition. They vanish, but a year later their film footage is found and this amateurish, black and white footage makes up what the audience sees. Largely improvisational, the film manages a palpable sense of dread and claustrophobia, while being (deliberately) technically crude. However, the herky-jerky camera movements made a number of viewers physically sick and an equal number found the would-be theatrics boring.



FILM WORK

Marketing

This is the process of identifying an audience / a possible audience and bringing a product (such as a movie) to its attention through various strategies so that they will consume (watch or buy) it. *The Blair Witch Project* was a breakthrough example of **viral marketing** (a marketing technique that uses existing social networks). A website was set up before the film was released, fake documents and clues were launched to help generate word of mouth. With a modest initial budget of \$25,000 *Blair Witch* made a worldwide \$249 million (2009 figure) – a huge profit margin* indeed.

Glossary: *profit margin – Gewinnspanne



a In the following scene panics building up gradually. The three students haven't got the map any longer and they realise that something is wrong. Watch the scene and answer the following questions:

- 1 How would you describe their way of communicating with each other?
- 2 What do they mean by "the stuff down here"?
- 3 Do these "stick men" seem weird to you? Would they if you were in a state of rising panic?
- 4 What do the "stick men" remind you of?
- 5 Does it make sense to you that they use a lot of swear words? Why / Why not?
- 6 Find out the meaning of the line "no redneck* is this creative".
- 7 Why should the girl (Heather) stop taping?
- 8 What are the sounds you can hear in this scene? Are they in any way creepy?
- 9 Why does Mike suddenly shout for help?
- 10 Do you find the very subjective camera irritating? What is its function?

Glossary: *redneck = a poor, white American with little education who lives in the country (derogatory)



b Watch the scene again and identify the factors that made *Blair Witch* a rather inexpensive film.

- What other marketing strategies do you know?
- How do you learn about films you might want to watch?
- Which film is currently marketed rather aggressively and in which way?
- Check out how the DVD of *The Blair Witch Project* was marketed (price, extras etc.).
- Compare it to another film of your choice.
- In groups set up a marketing campaign for a movie of your choice.

Language in use

a Read the text below. Fill each space with one word only.

I love watching ridiculous ¹ **horror** films, and so I've been waiting for years for *The Ghost in the Invisible Bikini* (1966) to be ² on DVD. The film is the seventh (and last) of the American International Pictures beach party films and was produced ³ 1966. The entire film takes place in and around a haunted house, but this time with no beach in sight. Instead, the teenage gang move in, out and around the swimming pool which is ⁴ to the house. Besides the usual ⁵, all of them in bikinis, we see some ridiculous singing, a silly story, musical guests, and bizarre fight scenes. How does the film fit in with the other beach films? Well, basically, through its people – the Rat Pack motorcycle gang led by Eric Von Zipper (Harvey Lembeck). Pop singer Marcy Sinatra, who was becoming well-known at the ⁶ that the film was released, has a supporting ⁷ and performs one song written for the film; and the group The Bobby Fuller Four ⁸ as themselves and sing two songs. The briefly famous Italian starlet Piccola Pupa appears as herself and ⁹ sings a song. This is one of the ¹⁰ films ever produced – do you think it's strange that I love it just ¹¹ of that?

b Look at the pairs of sentences. Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and do not change it. You must use between three and six words, including the word given.

Example:

Stephen King appeared in a number of films.

ACTOR

Stephen King was **was an actor** in a number of films.

1 When *Psycho* was released, lots of people went to see it.

COMMERCIAL

When *Psycho* was released, it success.

2 Hitchcock became very famous for his directing.

ADMIRE

Lots of people directing.

3 It took Stephen King more than 25 years to write *The Dark Tower* series.

ALMOST

The writing of three decades.

4 *The Lord of the Rings* was produced in New Zealand.

PLACE

The filming of *The Lord of the Rings* New Zealand.

5 After seeing *Jaws*, lots of people were scared to go into the water.

FEAR

After seeing *Jaws*, lots of people the water.

6 This film is ridiculous – it is based on a very weak story.

LAUGH

The story this film is based on is so weak that people see it.

Wordwise

Adjectives with negative prefixes

21
CD 1

a Match the sentences and the pictures. Then listen and check.

- 1 A lot of people in poor countries are *illiterate*. They can't go to school, so they don't learn to read or write.
- 2 What? You're crying because I shouted at you? That's really *immature*, Jake.
- 3 Don't keep saying how intelligent and good-looking you are! It's very *immodest*.
- 4 I don't like hospitals – they're very *impersonal* places.
- 5 I'm sorry, but your work is *inadequate* and you'll have to do it again.
- 6 The new school building is still *incomplete* – it'll be ready next year.
- 7 When I won, he said "Well done" – but I think it was a bit *insincere*.
- 8 I know it's *irrational*, but I'm really scared of spiders.
- 9 Thank you for calling. We are *unable* to answer your call. Please leave a message.
- 10 It's all modern buildings – I think it's a very *unattractive* city.

b Write the words in **a** to match these definitions.

- 1 not able to do something =
- 2 not able to read or write =
- 3 not behaving in a way which people expect from someone of your age =
- 4 not complete, not finished =
- 5 not good enough, or too small in quantity =
- 6 not good to look at =
- 7 not really meaning what you say =
- 8 not using clear thinking or reason =
- 9 talking too much about your own ability, achievements or appearance =
- 10 with little or no human warmth or interest =

c What are the opposites of the words in **a**? (i.e. what is the word without the negative prefix?)



d Complete the mini-horoscopes with words from **a**. Listen and check.

-  **Aquarius**
Smile, show people how friendly and human you are – don't let them think you're
-  **Pisces**
Your boss will offer you a pay rise today – if you think it's, say No!
-  **Aries**
Some people think you're – wear some nice clothes and things today to prove them wrong!
-  **Taurus**
Someone today will tell you how wonderful you are – but be careful, they might be
-  **Gemini**
Don't make any promises if you think perhaps you're to keep them.
-  **Cancer**
You're a big boy / girl now, so act that way – you don't want people to think you're, do you?
-  **Leo**
If you start something, finish it! Don't be satisfied with things.

5

Feelings (2)

Anger

Read

- 1 a** Read the text on the right. Who is Barry Cadish and what does he do?

M

- b** Read the texts, then choose the correct heading (A–F) for each paragraph (1–3). There are two extra headings that you should not use. Write your answers in the boxes provided at the end of the task. The first one has been done for you.

| | |
|-------------------------------------|----------------------------|
| A | A missed opportunity |
| B | Mum and Dad know best |
| C | Never talk to strangers |
| <input checked="" type="checkbox"/> | D Beauty is only skin deep |
| E | Keep your eyes on the road |
| F | Dark clouds ahead |

| | | | |
|---|----|----|----|
| 0 | Q1 | Q2 | Q3 |
| D | | | |

CD 2

- c** Read the texts again and listen. Answer the questions.

- Who is unhappily married?
- Who used their experience to change their life?
- Who has children?
- Who has a regret about when they were a teenager?
- Who regrets a single action?

Discussion box

- Do you think this is a good idea for a website? Why? Why not?
It's not a bad idea but ...
... I think it would be better if ...
I don't really have an opinion.
- Have you got a story you could send to the site? Tell your partner.
Yes, I remember once ...
Yes, there was a time when ...
I'm not sure if it's the same thing but ...

What would you do differently if you had a second chance?

What have you learned from your decisions? What advice do you have for others who may face similar choices? In 1999 Barry Cadish launched his website, *regretsonly.com*. Barry encouraged people to send in their regrets and share them on the Web. The idea was so popular that Barry published a book of hundreds of the regrets he had received.



(0)... CJ, 31, social worker

I wish I had given the plain-looking* guys a second chance while I was at school. I always went for handsome, athletic types. So where am I today? Married to a good-looking idiot. A handsome man who has no heart, no compassion*, and no love for anyone but himself.

I sometimes visit my family back in my hometown and occasionally run into old classmates – the plain-looking guys. And what do I see now? Very intelligent, warm, funny men who have everything I want, but will never have in a husband.

Vocabulary: **plain-looking* = not very attractive looking; **compassion* = understanding other people's feelings and problems



(Q1)... Mia, 22, photographer

When I was at school, I played in most of the school sports teams. I remember one year our football team had to win the last game to get into the finals. Three minutes of the game left and we needed to score. I got control of the ball and ran towards the goal. Our captain was right next to me shouting "Go on, take a shot". But I panicked and passed the ball to her. She shot and missed. If only I hadn't passed the ball.

I knew immediately that if I had taken the shot, I would have scored. Ever since that game I've always taken every opportunity I could.



(Q2)... Ben, 52, mechanic

I wish I had listened to my parents more when I was a teenager. Thinking back, they gave me lots of good advice, but I ignored everything they said. I thought they were old and didn't know anything. Now I have got two teenagers of my own, I realise how right they were. If I had listened to them, I might have made some better decisions in my life. I would have gone to university and probably waited a bit before I got married. I hope my daughters will listen to me more than I listened to my parents.



(Q3)... Oscar, father of three

Last year I was driving with my family to see my parents in Manchester. We had been on the road for about an hour and the kids were getting bored. So we started to play a game. Then they started fighting. I turned my head to tell them to stop and at that moment a cyclist came out of a side road in front of us. I saw him too late. If only I had concentrated on driving instead of the kids, he wouldn't have been injured and taken to hospital.

Useful words

annoyed • irritated • upset • aggressive behaviour • passive-aggressive behaviour • out of control • a rage
 enraged • overreact • lose (your) cool • keep (your) cool • calm down • irate • bite (your) lip • suppress (your) anger
 blood pressure • fly off the handle • pacify someone • peacemaker • have a fit (of temper)

Grammar

Third conditional (Review)

2 a Read the examples and answer the questions. Then complete the rule.

1 *If I had taken the shot, I would have scored.*

Did Mia take a shot? Did she score?

2 *If I had listened to them, I might have made some better decisions in my life.*

Did Ben listen to his parents? Did he make the best decisions for his life?

Rule:

- To speculate how past actions and results might have been different we use *if* + and *would* +
- We use *would* (for certainty) and (for uncertainty).

b Tom is a Norwich City football fan. His wife Josie is a doctor. How do you think they met? Join the sentences, using the third conditional, to check your ideas.



1 Norwich got to the final. Tom wanted to watch the game on TV.

If Norwich hadn't got to the final, Tom wouldn't have wanted to watch the game on TV.

2 He found out the TV wasn't working. He climbed on the roof to check the aerial*.

3 He fell off the roof. He went to hospital.

4 He met a doctor called Josie. He fell in love with her and got married.

Glossary: *aerial – Antenne

c Think about five things you did or didn't do which had an effect on your life. Write down the first clause of a third conditional sentence for each one.

If I hadn't gone to the disco last weekend, ...

If I had studied harder for the history test, ...

Read your partner's sentences and guess how they finish.

If you hadn't gone to the disco last weekend you wouldn't have met your new boyfriend.

d Match the sentences below with the pictures a–g. Write 1–7 in the pictures. Then join the sentences using the third conditional.



1 One of Daniel's friends gave Daniel his ticket for a concert.

2 Daniel went to the concert.

3 He stood next to a girl called Annie.

4 Annie and Daniel had a chat.

5 The next evening, Daniel and Annie went to a disco.

6 They fell in love.

7 Two years later they got married.



Grammar

I wish / if only for past situations

3 a Look at the examples from the text, answer the questions and complete the rule.

I wish I had given the plain-looking guys a second chance while I was at school.*

If only I hadn't passed the ball.

I wish I had listened to my parents more when I was a teenager.

1 Was CJ interested in plain guys at school? Did Mia keep the ball? Did Ben listen to his parents?

2 How do CJ, Mia and Ben feel about these past actions – happy or sad?

Rule:

- To express regret about past actions we use *wish* or *if only* with the tense.

Glossary: *plain-looking = not very attractive looking

b Write sentences using *wish* or *if only* and your own ideas.

- | | |
|---|--|
| 1 <u>I wish I hadn't gone to bed so late last night.</u> I'm really tired today. | 4 I've got a really bad headache. |
| 2 I'm so hungry. | 5 How am I going to tell my parents? |
| 3 I'll never find another girl like her. | 6 Where am I going to find another one? |

c Write down a regret for each situation, starting your sentence with *I wish* or *If only*. Use an expression from the box for each sentence.

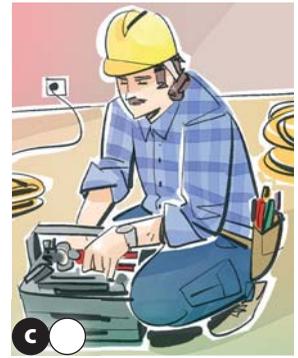
kick ball drive so fast break vase play with pen slam door buy sports car



- | | |
|--|--|
| 1 <u>I wish I hadn't slammed the door.</u> | The neighbours are really annoyed. |
| 2 | Where can I buy a new one now? |
| 3 | What will my parents say? |
| 4 | I'll never get rid of the stain on my jeans! |
| 5 | This is going to cost me money. |
| 6 | I have no money left. |

Listen

- 4 a** Work with a partner. There are two stories in the six pictures. What are they? Tell your stories to another pair.



- b** Listen to the stories and check your ideas. Put the pictures in the correct order. Write 1–7 in the boxes. One picture is used in both stories.



- c** Listen again to the first story. First you will have 40 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for the questions 1–5. Put a cross in the correct box. The first one has been done for you. After the second listening, you will have 45 seconds to check your answers.

Whose turkey?

0 The storyteller:

- A** was shopping at the time.
- B** heard the story from a friend.
- C** was watching a Christmas film.
- D** was having an argument with two women.

Q1 The two women were arguing about the turkey because:

- A** someone had taken it out of the freezer.
- B** of how much it cost.
- C** they both wanted to pay for it.
- D** they both wanted to buy it.

Q2 After one woman had paid for the turkey:

- A** they both left the shop.
- B** the other woman bought a chicken.
- C** they both started laughing out loud.
- D** they started shouting in the shop.

Q3 At first, most people watching were:

- A** horrified.
- B** trying to help.
- C** amused.
- D** not paying any attention.

Q4 One woman hit the other with:

- A** tennis racket.
- B** her hand.
- C** her shopping bag.
- D** the turkey.

Q5 In the end:

- A** one woman drove away.
- B** both women went to hospital.
- C** someone stopped the fight.
- D** the two women shook hands.

Speak

5 a Work with a partner. Look at the items below, then discuss the questions.

- mobile phones going off in the cinema
- queuing up for fast food
- not being able to watch what you want on TV
- parents wanting to know who you're going out with
- and what time you're going to be back
- the behaviour of your best friends

- 1 Do any of the things above make you angry?
- 2 What do you do in these situations?
- 3 What other situations make you or members of your family angry?
- 4 What about when you were younger? Have you changed?

Grammar

should have / shouldn't have (done)

6 a Circle the correct meaning of these lines from the two stories, then complete the rules.

- 1 Yes, I know what you're thinking – I shouldn't have done that.
She did it. / She didn't do it.
- 2 I should've just gone to a shop and bought another drink.
He went. / He didn't go.

Rule:

- To criticise past actions, we use *should* or *shouldn't + have + +*

b Match the two parts of the sentences.

- 1 I should go to the shop
 - 2 I should have gone to the shop
 - 3 I shouldn't go to the shop
 - 4 I shouldn't have gone to the shop
- a because I don't have time.
b before it closed.
c because I spent too much money.
d before it closes.

c Work with a partner. Write answers to these statements using *should've / shouldn't have*. Practise with your partner.



A I can't believe they didn't pick me for the team.
B **Well, you should've trained harder.**

- 1 A I didn't have enough money to buy it.
B
- 2 A I got a zero for my homework.
B
- 3 A I left the oven on and burnt the pizza.
B
- 4 A My best friend's not talking to me.
B
- 5 A She lent him £100 and he lost it.
B
- 6 A I have to go the dentist again tomorrow.
B

d Write an answer to these statements using *should have* or *shouldn't have* plus a phrase from the box with the correct verb form.

| | |
|------------------------|--------------------------|
| buy something earlier | call the police |
| take a jumper with her | take the risk |
| wear better shoes | leave earlier |

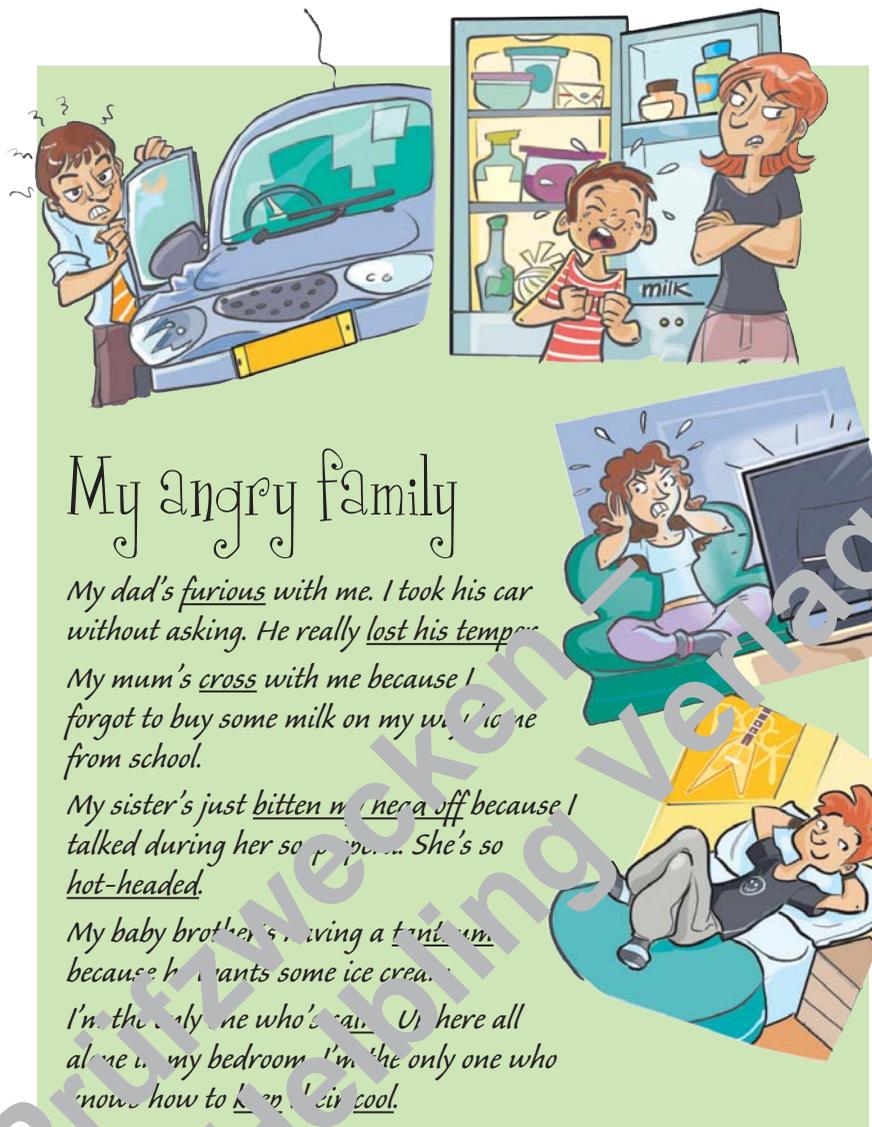
- 1 I missed the bus.
You should have left earlier.
- 2 She's feeling cold.
.....
- 3 He lost all his money.
.....
- 4 They can't find a present for their mum.
.....
- 5 They saw that the man had a gun.
.....
- 6 He slipped on the pavement and broke his leg.
.....

Vocabulary

Anger

7 a Read the text and complete the definitions with the underlined words.

- quite angry – be cross with someone
- someone who gets angry really quickly – they are
- get angry – lose your
- a sudden and long display of anger (usually from a young child) – have a
- get angry really suddenly and shout at someone – bite someone's
- not get angry – your
- really, really angry – be with someone
- not angry – be



My angry family

My dad's furious with me. I took his car without asking. He really lost his temper.

My mum's cross with me because I forgot to buy some milk on my way home from school.

My sister's just bitten my head off because I talked during her soap opera. She's so hot-headed.

My baby brother's having a tantrum because he wants some ice cream.

I'm the only one who's calm. Up here all alone in my bedroom I'm the only one who knows how to keep their cool.

b Complete the text. Tick (✓) the correct answers, a, b, c or d.

A few weeks ago I wanted to go on a bike tour with three friends. The evening before the tour Jeremy and Laura called to say they couldn't come. I was 1..... I was especially 2..... Jeremy because he was the one who had suggested going for the bike tour. Anyway, the next morning I was sorry for losing my 3..... and rang up Jeremy to apologise. But he didn't even want to talk. He was just 4.....! I 5..... my cool and said, "OK. You are so 6..... and lose your temper that easily, it's your problem and not mine!" You know what? He started having 7..... and bit 8..... for "shouting at him"! I don't know what he meant! But what could I do? I think I can only 9..... and wait for him to cool down again!

- | | |
|---|--|
| 1 a furious <input checked="" type="checkbox"/> | 6 a cross <input type="checkbox"/> |
| b hot-headed <input type="checkbox"/> | b calm <input type="checkbox"/> |
| c mad at <input type="checkbox"/> | c cool <input type="checkbox"/> |
| d calm <input type="checkbox"/> | d hot-headed <input type="checkbox"/> |
| 2 a hot-headed <input type="checkbox"/> | 7 a a temper <input type="checkbox"/> |
| b temper <input type="checkbox"/> | b a real tantrum <input type="checkbox"/> |
| c cross <input type="checkbox"/> | c my head off <input type="checkbox"/> |
| d calm <input type="checkbox"/> | d his cool <input type="checkbox"/> |
| 3 a head <input type="checkbox"/> | 8 a my head off <input type="checkbox"/> |
| b tantrum <input type="checkbox"/> | b a real tantrum <input type="checkbox"/> |
| c calm <input type="checkbox"/> | c his cool <input type="checkbox"/> |
| d temper <input type="checkbox"/> | d his temper <input type="checkbox"/> |
| 4 a cool <input type="checkbox"/> | 9 a stay calm <input type="checkbox"/> |
| b hot-headed <input type="checkbox"/> | b have a tantrum <input type="checkbox"/> |
| c calm <input type="checkbox"/> | c be cross <input type="checkbox"/> |
| d furious <input type="checkbox"/> | d bite his head off <input type="checkbox"/> |
| 5 a got <input type="checkbox"/> | c bit <input type="checkbox"/> |
| b had <input type="checkbox"/> | d kept <input type="checkbox"/> |

Read

8 a Quickly look through the text and find the answers to these questions.

- 1 What physical reactions does anger create?
- 2 What is the problem with using words such as *always* or *never* when you are angry?

b Read the text again, carefully, and check your answers.



Controlling Anger before it controls you



We all know what anger is, and we've all felt it, whether it's just a feeling of annoyance that soon goes away, or a tantrum that makes us scream and want to smash something.

Anger is a completely normal, usually healthy, human emotion. But when it gets out of control, it can lead to problems – problems at school, in your personal relationships, and in the overall quality of your life. And it can make you feel as though you're in the hands of a powerful emotion that you can't control. This brochure is intended to help you understand and control anger.

The Nature of Anger

Anger is "an emotional state that varies in intensity from mild irritation* to intense fury and rage", according to Charles Spielberger, a psychologist who specialises in the study of anger. When you get angry, your heart rate and blood pressure go up, as do the levels of your energy hormones, such as adrenaline.

Anger can be caused by both external and internal events. You could be angry at a specific person (such as a classmate) or event (e.g. a traffic jam), or your anger could be caused by worrying about your personal problems. Memories of traumatic events can also cause angry feelings.

Expressing Anger

The instinctive, natural way to express anger is to respond aggressively. Anger inspires powerful, often aggressive, feelings and behaviour, which allow us to fight and to defend ourselves when we are attacked. A certain amount of anger, therefore, is necessary to our survival. On the other hand, we can't physically lash out at every person or object that irritates or annoys us: laws, social norms, and common sense place limits on how far our anger can take us.

People use a variety of both conscious and unconscious processes to deal with their angry feelings. The three main ones are **expressing**, **suppressing***, and **calming down**. Expressing your angry feelings in a non-aggressive manner is the healthiest way to deal with anger. To do this, you have to learn how to make clear what your needs are without hurting others. This doesn't mean shouting your loud: it means being respectful of yourself and others.

Anger can be **suppressed**, and then redirected. This happens when you hold your anger in, stop thinking about it, and focus on something positive. The aim is to change it into more constructive behaviour. The danger in this type of response* is that if it isn't allowed outward expression, your anger can turn inward, on yourself, and if this is the way you deal with your anger all the time, it can lead to health problems.

Unexpressed anger can create other problems too. It can lead to passive-aggressive behaviour (getting back at people indirectly, without telling them why, rather than telling them what annoys you) or a cynical and grumpy personality. People who are constantly putting others down, criticising everything, and making cynical comments haven't learned how to constructively express their anger. Not surprisingly, they aren't likely to have many successful relationships.

Finally, you can **calm down inside**. This means not just controlling your outward behaviour, but also controlling your internal responses, taking steps to lower your heart rate, calm yourself down, and let the feelings of anger become less strong.

As Dr Spielberger notes, "when none of these three techniques work, that's when someone – or something – is going to get hurt."

Glossary: **irritation* = feeling annoyed; **lash out* = suddenly try to hit someone; **suppress* = stop something happening; **response* = answer or reaction

Discussion box

Work in pairs or small groups. Discuss these questions together.

- 1 When was the last time you were furious with someone, and why?
- 2 What kind of things do your parents get cross with you for?
- 3 Did you have tantrums when you were a child?
- 4 What information in the article did you find the most / the least useful and why?
- 5 Which of the strategies suggested in the article would you be prepared to try out, and why?

Here are three simple strategies to learn how to manage your anger:

● Relax

Breathe deeply, from your stomach. Picture breathing out your anger. While breathing deeply, slowly repeat a calm word or phrase such as “relax,” “take it easy.” Repeat it to yourself and visualise a relaxing time and experience, either from your memory or from your imagination. 80

● Change the way you think

When you're angry, your thinking can get exaggerated and too dramatic. Try replacing these thoughts with more rational ones. For instance, instead of telling yourself “Oh, it's awful, it's terrible, everything's ruined,” tell yourself, “It's frustrating and it's understandable that I'm upset about it, but it's not the end of the world.” 90

Be careful with words like “never” or “always”. “This !&*%@ machine never works” or “You're always forgetting things” are statements that can't possibly be true, and they may upset people who might otherwise be willing to work with you on a solution. Logic defeats anger. 100

● Use Humour

Psychologists say that highly angry people tend to think “things ought to go my way!” “Silly humour” can help you get a more balanced perspective. 105

So, when you feel that anger coming the next time, picture yourself as a king or queen who rules the world, walking around, admired by everybody, and getting your own way in every situation. The more detail you can get into your imaginary scenes, the more likely it is to put a smile on your face, and that in turn will help you realise that maybe you are being unreasonable* and that the things you're angry about are really not very important. 115

Glossary: *unreasonable = wrong or unfair

Write

- 9 a Read the story. What happened when the writer got home?

Danger: Joggers!



A few years ago my wife and I were living in New York. Our apartment was next to Central Park, and every morning I went for a run before I went to work.

A lot of people had told me to be careful of muggers* in the park, but I didn't usually take anything with me. But one morning my wife asked me to buy some bread on the way home, so I put \$10 in my back pocket.

While I was running through the park, another jogger bumped into me. He apologised and continued running. I thought it was bizarre, so I checked my pocket and found that the money was missing. I immediately ran after the other jogger and grabbed him by his arm. I started shouting and demanding that he give me the \$10. I'm not usually a hot-headed person, but I really lost my temper. This frightened him and he quickly put his hand in his pocket and gave me the money. Then he ran away as fast as he could.

I bought the bread and went home. As soon as I got there, I began to tell my wife my story. “You won't believe what happened to me!” I started. She immediately interrupted, “I know. You left the money for the bread on the kitchen table.”

Glossary: *mugger = someone who attacks people on the street and steals from them

- b Write a story about a time when you got angry. Use the vocabulary from 7 and the text in 8 to help you. Write around 180 words and make sure you include:

- what the situation was all about before you got angry
- what other people were involved
- what made you cross
- what you did as a consequence of your anger
- what (if anything) helped you to overcome your anger
- how you felt about the situation later (and how you feel about it now).

A Poison Tree

by William Blake
(a poem)



- 1 I was angry with my friend:
I told my wrath*, my wrath did end.
I was angry with my foe*:
I told it not, my wrath did grow.
- 2 And I water'd it in fears,
Night and morning with my tears;
And I sunned it with my smiles
And with soft deceitful wiles.
- 3 And it grew both day and night,
Till it bore an apple bright;
And my foe be'eld* it shine,
And he knew that it was mine;
- 4 And into my garden stole
When the night had veil'd the pole:
In the morning, glad, I see
My foe outstretched 'neath the tree.

Anger in poetry

1 a Read the poem. Try to answer these questions.

- a What do you think "wrath" means?
- b Who was the person who was "outstretched beneath the tree"?

b Match the short blurbs with the verses of the poem. Write numbers 1–4.

- The enemy gets trapped* by the speaker's friendliness. He dies, and his death pleases the speaker.
- The speaker compares his anger with a small plant which he makes grow. The speaker fools his enemy by being friendly and creates a trap* for him.
- The speaker is angry with his friend, but after speaking with the friend his anger calms down. The speaker is angry with his enemy, but does not tell him, and so he remains angry.
- The speaker's anger begins to "bear fruit". The speaker seems friendly towards his enemy, but is hiding his evil intentions.

c Some of the language in the poem is old use. Match the definitions with the underlined words:

- 1 full of lies, hiding the truth
.....
- 2 hidden
.....
- 3 extreme anger
.....
- 4 saw
.....
- 5 enemy
.....
- 6 ways of cleverly persuading someone to do something
.....

Glossary: **wrath* – Zorn; **foe* – Feind/in; **deceitful wiles* – Hinterlist; **beheld* – erblickte; **veil'd* – verschleiert; **get trapped* – in eine Falle geraten; **trap* – Falle

d Read this short text about the poet and his life.



William Blake (1757–1827) was an English poet and painter. Although his work was not well known during his lifetime, Blake is now seen as a key figure in the history of both the poetry and the visual arts of the Romantic Age. Both his poetry and his paintings are of outstanding quality, and critics have called him ‘far and away the greatest artist Britain has ever produced’.

While Blake was alive, people often called him mad because of his unusual views, whereas after his death he was praised* for his expressiveness*, creativity, and the philosophical quality of his work. Influenced by the ideas of the French and American revolutions, he was very critical of the Church of England. It wasn’t until the twentieth century that Blake’s work was fully appreciated.

He also had an enormous influence on the beat poets of the 1950s and the counterculture of the 1960s, and is frequently quoted by famous artists such as beat poet Allen Ginsberg and songwriters Bob Dylan, Jim Morrison, and Van Morrison.

Glossary: *praise – loben; *expressiveness – Ausdrucksfähigkeit

2 a Here is another poem about anger. Read the poem. Write a summary of around 80 words.

My worst enemy

Lauren K. Danek

Girl, you think you’re not me going,
but, hon, if you only knew!
And the things that people say
about what you say, wear and do.
I know I’m not always right,
and I know I’m not the best,
but when I look at some of your outfits,
at least I know I am better dressed.
You talk about me to other people,
even my friends who will tell.
I know everything you utter*.
Tell me, go to hell!
You try to cut me down.
You try to take my man,
but, honey, he loves ME!
You’re one of his many fans.

I have the urge* to hit you,
to throw you down the stairs,
to punch your teeth down your throat
and pull out all your hairs.
But I know you’ll get yours.
Someone else will give you a pound,
for I know I am better,
and what comes around goes around.



Glossary: *utter – äußern; *urge = strong wish or feeling

b Work with a partner. Read each other’s summary. Discuss what your interpretations have in common and what is different about them.

Competencies WRITING

An embarrassing situation

I was on holiday with two of my friends and we were staying in a hotel.¹ The football world cup was starting and we all wanted to watch it. We decided to watch it in my room, because there was a TV there, but we just couldn't get a picture. We tried everything but we couldn't sort it out.²

Finally,³ we decided to phone someone in reception and ask them to look at it. When the man arrived, he looked at the TV and calmly switched it on, before taking the remote control and pressing the button for the right channel!⁴



Writing a story

a John's teacher asked him to write a story with the title: *An embarrassing situation*. Read his answer. Why was the situation embarrassing?

b The writer gives the events, but the text does not contain much detail, so it isn't very interesting. Look at the numbers in the text and read the question prompts. Think of answers to them and write them down.

- 1 Where was the holiday? When? What was the place like? What was the hotel like?
- 2 How did you feel when you noticed that the TV didn't work? Why?
- 3 How long did you wait before you called reception? Had the match already started?
- 4 How did you feel when you realised you hadn't noticed the TV was not switched on? Did you later tell your friends about what had happened? Why / Why not?

c Rewrite the text using the ideas you wrote in **b** to make it more interesting.

d Write a story entitled: *A dangerous journey*.

WRITING TIP

Developing your ideas to write a story

You were already given the last line of a story and asked to complete the story. Here you are given the title.

- Don't start writing without having a clear plan of what you are going to write.
- Develop the storyline first. Have you ever been on a dangerous journey? Has someone you know told you about a dangerous journey?
- If you don't have a story, try to invent one. First of all write the storyline. How does it begin? How does it develop? How does it end?
- Include interesting details, but not too many!

No regrets Robbie Williams



a Read the song and try to complete it with the correct form of the verbs below.

- | | | | |
|------|------|------|------|
| drop | feel | have | slip |
| look | lose | go | do |



b Listen to the song and check your answers.

c Match the expressions in italics from the song with the meanings.

- a leave quietly and unnoticed
- b have a lot of fun
- c go crazy
- d get in contact (usually by letter)
- e have sympathy for
- f seem right together
- g make a good recovery / progress
- h start to have problems

d Use the lyrics and your imagination to make up the story behind the song. Use at least four expressions from **c**. Tell your story to the class and vote on the best one.

- a Who is the singer singing about?
- b Are they still friends?
- c How was their relationship in the beginning?
- d What went wrong with their relationship?
- e How does the singer feel about the other person now?

Tell me a story where we all change,
And we'd live our lives together and not estranged*.
I didn't 1..... *my mind*. It was mine to give away.
Couldn't stay to watch me cry.
You didn't have the time, so I softly 2..... *away*,
No regrets – they don't work.
No regrets now – they only hurt.
Sing me a love song, 3..... *the same*.
Suppose it's just a point of view,
But they call it a 4..... *line*.
I know from the outside
We 5..... *good for each other*.
Felt things were 6..... *wrong*
when you didn't love my mother.
I don't want to hate, but that's all you've left me with –
A bitter after taste and a fantasy of how we all could live.
No regrets – they don't work.
No regrets – they only hurt.
I know they're still talking,
The demons in your head.
If I could just stop hating you,
I'd 7..... *sorry for us instead*.
Remember the photographs,
The ones where we all laugh.
We were 8..... *the time of our lives*.
Well, thank you. It was a real blast*!

Glossary: **estranged* = separated; **It was a blast*. – Es hat viel Spaß gemacht.

Did you know ...?

During the first half of the 1990s Robbie Williams was part of one of the most successful boy bands of all time, Take That. The band sold over 19 million CDs and had eight No.1 singles. So it was a huge surprise when, in 1995, Robbie Williams decided to leave the band to start his own career. Many people thought he was crazy to leave such a popular band. However, he soon proved he was right and immediately went on to become an international superstar. *No Regrets* is one of several top ten hits he has had. He wrote the song about his decision to leave Take That.



Language in use

M

You are going to read a weblog in which an adult writes about regrets they have about their life. Some parts are missing from the text. Choose from the list A–O the correct part for each gap (1–12) in the text. There are two extra parts that you should not use. Write your answers in the boxes provided. The first one (0) has been done for you.



If only ...

I'm forty. I (0)... out of school for 22 years now. I don't regret any things about my school days but there are a few things I wish I'd known when that I knew (Q1)... So here's my list of five things I wish I'd learned at school.

As a young child you try many new things. If you fail you try again and again until you learn. Then you start school where you are usually only rewarded for doing things correctly. So what happens? You stop trying new things in case you get it wrong. I always remind myself: if I hadn't got back on the first time (Q2)..., I would never have learned to ride a bike.

I hated losing when I was younger. Of course it's nice to win sometimes and to be the best at something. But we can't all be winners all of the time. Learning to lose is one of life's (Q3)... lessons and there's no point having a tantrum if you lose. If you try your hardest, then you should never be angry with yourself.

I always wanted to be the best and one way of (Q4)... about myself was to see how much better I was than others. There was only one problem with this. When I saw they were better than me, I felt terrible. Now I compare me with myself. I ask myself if I do things (Q5)... I can.

How much time do you spend (Q6)... about the future? I (Q7)... worry a lot. Now I know most things you fear will usually (Q8)... They're just monsters in your own mind. And if they happen then they will most often not be as bad as you (Q9)... Keep your cool – most of the things you worry about now, you probably won't (Q10)... in six months.

When I was young, I often didn't do things (Q11)... I thought they'd take too long to finish. I always wanted to write a book, for example. But when I thought it might take me more than a year I lost the enthusiasm. It seemed such a long time. Now I know a year is nothing. If I'd started that book when I was 16, I (Q12)... ten more by now. I'm cross with myself for not even trying.

- A feeling good D I fell off G because J never happen M remember
- B now E expected H used to **K 've been** N had written
- C as well as F worrying I most important L might have written O had always

| 0 | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 |
|---|----|----|----|----|----|----|----|----|----|-----|-----|-----|
| K | | | | | | | | | | | | |

Wordwise

Anger

a Match the sentence halves.

- 1 Joanna was really **mad** at me when
- 2 He was asking lots of silly
- 3 He was pretty **upset**
- 4 When I said I thought he was
- 5 A lot of people were **outraged** when the
- 6 My grandfather didn't let my dad go to
- 7 Don't go anywhere near him today –
- 8 I think she was angry with me –
- 9 They had a really **heated argument** about

- a when you didn't phone him back.
- b government closed the local hospital.
- c university, and dad's still **bitter** about it.
- d which football team was best.
- e he's **in a foul mood**.
- f she **gave me a** really **black look!**
- g wrong, he got pretty **indignant**.
- h I forgot her birthday.
- i questions and I started to get **irritated**.

3
CD 2

b Listen and check

c Look at the examples in a and write the words in italics next to these definitions.

- 1 feeling angry and ready to argue =
- 2 unhappy and angry =
- 3 very angry =
- 4 to look at someone in an angry way =
- 5 angry [American English] =
- 6 an argument where people get angry and excited =
- 7 angry and unhappy because of bad things which happened in the past =
- 8 annoyed; a little bit angry =
- 9 angry because of something unfair or wrong =



d How do you think these people feel? Choose the best words from a and compare with your partner.

CD 2

e Complete the dialogue with the missing words. Then listen and check.

Senior Be careful what you say to Steve. He's in a really ¹f..... m..... today.

Junior What do you mean?

Sandy Well I just asked him if he wanted to go to the cinema tonight and he gave me such a ²b.....

Junior Really?

Sandy Yes, and when I asked him again, he got really ³i..... and before I knew it we were having a ⁴h..... a..... about nothing.

Junior So what did you do?

Sandy Well, I got pretty ⁵u....., so I left the room before I said anything stupid.

Junior Listen, don't get too worried about it.

Sandy What do you mean?

Junior It's just that he's got an audition for a film tomorrow. It's for the part of an American who gets ⁶m..... all the time.

Sandy That's why he was speaking all funny. Oh, I hate it when he does that.

Junior Yes, it's the one problem of sharing a flat with an actor.

6

Lifestyles

Keeping time

Read

1 a Read the extract from a TV guide. Have you ever seen this TV programme? Complete the statements.

- 1 The last time *Doctor Who* was seen regularly on TV was in ...
- 2 The character Doctor Who is a
- 3 Doctor Who works with an ...
- 4 The first episode of the new series is called ...

5
CD 2

b Listen and choose the correct answers.

TODAY'S TV



DOCTOR WHO

Sat 3rd April 2010

The wait is over. After more than 18 months without appearing regularly on our Saturday night TV screens, *Doctor Who* finally returns this evening. This time the charismatic time-travelling Time Lord is played by Matt Smith, while Karen Gillan plays his erudite and feisty sidekick* Amy Pond. How well will Matt Smith do in one of the biggest roles on British TV? Watch tonight's episode, *The Eleventh Hour*, and find out.

Glossary: *sidekick = companion/in

1 When was the cult BBC TV series, *Doctor Who*, first broadcast?

- a 1956 b 1963 c 1989 d 2005

2 Why do many teenagers think that the series began much later than it did?

- a Because they don't realise that TV existed so long ago.
- b Because they think there has only been one Doctor.
- c Because there was a gap of 26 years when the series wasn't on the TV.
- d Because they think the Doctor was a child in the 1970s.

3 What genre is the programme?

- a science fiction
- b comedy
- c horror
- d a mixture of different genres

4 Why doesn't the Doctor respect the Time Lords' promise?

- a Because he's evil.
- b Because he wants to make the world a better place.
- c Because he was sent away from the planet Gallifrey.
- d Because he's bored and wants something to do.

5 Which of these is the Tardis?



- a b c d

6 Which of these is a Weeping Angel?



- a b c d

7 How many actors have played Doctor Who?

- a 8 b 9 c 10 d 11

8 Most of Doctor Who's assistants are ...

- a young women from another planet.
- b young women from Earth in the past.
- c young women from Earth in the present.
- d young women from Earth in the future.

Useful words

stressed • take (your) time • take time out • relaxed • laid back • easy-going • time-consuming
 leave things until the last minute • can't be bothered • time management • work all hours • time pressures
 under pressure • workaholic • lazy • hard-working • a layabout • a time-waster • meet deadlines • miss deadlines

Grammar

Reported speech (Review)

2 a Write down what each person actually said.

- William Hartnell said that his health was getting worse.
 "My health is getting worse."
- He said that he couldn't play the Doctor any more.
- The woman said that she'd never heard of Doctor Who.
- The Time Lords said that they would never change anything in the universe.

b What happens to the verb in reported speech when the reporting verb is in the past? Complete the table.

| Direct speech | Reported speech |
|----------------------|-----------------|
| present simple → | past simple |
| present continuous → | |
| present perfect → | |
| past simple → | |
| can / can't → | |
| will / won't → | |
| must → | |

c What are the words changed in reported speech?

d Match the two parts of the sentences in each group.

| | | |
|----------------------|---------------------------------------|--|
| 1 Caroline told Sara | <input checked="" type="checkbox"/> b | a Sara that Caroline was making a mistake. |
| 2 Sara said, | <input type="checkbox"/> | b that she was going to move to Canada. |
| 3 Marco told | <input type="checkbox"/> | c "I'm going to miss you." |
| 4 John said | <input type="checkbox"/> | d that Russian was quite difficult. |
| 5 The teacher told | <input type="checkbox"/> | e to me that he wanted to study Russian next year. |
| 6 I told him | <input type="checkbox"/> | f him he would have to learn the Russian alphabet before he started. |
| 7 My dad told | <input type="checkbox"/> | g him that I was scared of horses. |
| 8 He said | <input type="checkbox"/> | h me he wanted to take me horse riding at the weekend. |
| 9 I told | <input type="checkbox"/> | i he had booked us a lesson at 11 o'clock on Saturday. |

e Rewrite these sentences using direct speech.

- He asked me if I had seen *Harry Potter and the Goblet of Fire*.
 Have you seen *Harry Potter and the Goblet of Fire*?
- I replied that I hadn't, but that I was reading the book.
- He asked me if I would lend him the book when I had finished with it.
- I asked him what he knew about the author.
- He told me that the author, J. K. Rowling, had always wanted to write books.

f Write the reported speech.

- "The Daleks are coming!" said the assistant.
 The assistant said that the Daleks were coming.
- "We have to get to the Tardis before it's too late," said the Doctor.
- "We don't only know what year it is outside when we arrive," said the Doctor.
- "I've got a plan and I know how we can kill the Ice-men," said the Doctor.
- "You're getting the time wrong!" Romana told the Doctor.
- "I've heard so much about you," Chronotis told the Doctor.
- "We don't know what is going on," said the Doctor.
- "There won't be enough time!" announced the Doctor.

Vocabulary

Expressions with *time*

- 3 a **Circle** the correct option.
Then listen and check.



- 1 Come on! Quickly!
We're *taking* / *running* out of time!
- 2 My father's always busy. He never *wastes* / *has* time to relax.

- 3 I'm not in a hurry. *Take* / *Give* your time.
- 4 Our Maths teacher often complains that we *give* / *spend* him a hard time.
- 5 I got home just *in* / *off* time to miss the rain.
- 6 I'm not late. I'm exactly *off* / *on* time. Look at the clock.
- 7 Come on, let's get started – we've *spent* / *wasted* a lot of time already.
- 8 I think you should take time *off* / *on* and go on holiday. You've worked too hard.
- 9 Annie's a very relaxed person. She *gives* / *spends* a lot of time meditating.

- b Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in *italics* at the end. You will need to use more than one word.

- 1 Use your time well during the exam.
Don't waste time during the exam. (*waste*)
- 2 He's taking a break because he's been working hard recently.
He's taking a break because he's been working hard recently. (*off*)
- 3 You don't need to hurry, the train doesn't leave until 6 o'clock.
You can , the train doesn't leave until six. (*take*)
- 4 I don't think I passed the test. There wasn't enough time and I didn't answer all the questions.
I don't think I passed the test. I and I didn't answer all the questions. (*ran*)
- 5 She arrived at the last moment before he started his speech.
She arrived to hear his speech. (*just*)

Read

- 4 a Read the text and underline the piece of advice you like best.

EXAMS???
GET PREPARED WITH G.R.M.

Well, it's that time of year again. The sun's finally decided to show his face and you're stuck inside revising for exams. Don't worry. We've taken pity on you and drawn up a revision action plan that will help you get all that work done in time and still have a little time left to relax. We like to call it G.R.M. (Great Relaxation Management in case you were wondering).

PROBLEM:

Procrastination*

SOLUTION: A recent report claims that more than 40% of students wait until the last minute before getting down to work. Why? Because procrastination helps us keep a safe distance from all that stressful stuff. Maybe you have six exams to study for, so we recommend starting with one. That way you'll reduce the stress as you'll have just one clear task to work on. When you've done that one thing on the list, make another "list" with one thing on it. We promise that this will get things moving.

Glossary: **procrastination* – Aufschieben

Discussion box

- 1 What other problems do you have when revision time comes round?
I always find it difficult to ... It's really hard to ...
I think my biggest problem is ... It's never easy to ...
- 2 What advice can you think of to help others to be more successful with their revision?
I find ... is a good thing.
Some good advice I always give ...
The best advice I can think of is ...



PROBLEM:

Getting started

SOLUTION: OK, so now you've decided not to leave it all for the last minute and have brought your books home to study this evening. But you're still finding it difficult to start that one "to do" task. That's because you're afraid it's going to take you too long. What you have to do is convince yourself that you just need to start and do ten minutes' work. Once those ten minutes have passed, you'll be surprised to find that you're now really into the task and don't even want to stop.

PROBLEM:

Time wasting

SOLUTION: How much time do you waste waiting about for something? The bus, the teacher, your brother or sister to get out of the shower? We suggest always carrying some revision notes in your back pocket – a list of dates from history, some chemical formulas, whatever. Something you can get out when you find you've got a bit of time to kill. Using your time well means you'll have more time to spend on things you'd rather be doing.

PROBLEM:

Motivation

SOLUTION: "I can't be bothered to do any work this evening". How often do you find yourself saying this? Maybe we can persuade you to look at motivation in a different light? Motivation doesn't get people working, motivation comes once you've started working. Try it! The more you get into your work, the more you'll "get into" your work, if you get what we mean. Got it?

PROBLEM:

Interruptions

SOLUTION: So you've finally got down to some serious revision and your parents tell you dinner's ready. You'd like to refuse to eat, but you can't. Of course, there are going to be times when your study plan gets interrupted. But we advise you not to lose your cool – it never happens. Look on the positive side. The fact that you're annoyed shows you're getting into your work and that's a good thing. It should encourage you to do more!

b Read the text again. Match each of these statements with an **action** section. Write **P (Procrastination)**, **M (Motivation)**, **T (Time wasting)** or **I (Interruptions)**.

- 1 "There's just so much to do. I won't get enough time to get it all done."
- 2 "Every time I start working, my little sister keeps coming in and talking to me."
- 3 "I can't believe it. My exam's in two days' time and I haven't even started revising."
- 4 "I just don't feel like doing anything. It's all so boring."
- 5 "I'm just too busy doing other things to start my revision."

Grammar

Reporting verbs

5 a Different reporting verbs have different patterns after them. Find these verbs in the text in 4 and look at the patterns that follow them. Then write them into the table. Use one verb twice.

- | | |
|----------|-----------|
| claim | recommend |
| promise | advise |
| persuade | suggest |
| refuse | encourage |

| | |
|---|-----------|
| say state emphasise tell someone (someone) | that ... |
| deny (not) (not) | doing ... |

| | |
|------------------------|-------------------------|
| warn | someone (not) to do ... |
| promise (not) | to do |

b Look at the tables and complete the sentences. Sometimes there is more than one option.

- 1 The lifeguard us not to go into the sea. He said it was dangerous.
- 2 She's not very happy with me. In fact she to talk to me at all.
- 3 He breaking the vase. He said it was the dog.
- 4 He me that he would come to my party so I'll be really unhappy if he doesn't turn up.
- 5 She going swimming, but I was too tired.
- 6 They us to leave the car at home and go by train.

C Match sentences 1–8 with speech types a–h.



- 1 "No, I won't help you," she said.
- 2 "I won't be late," he said.
- 3 "My father has won over fifty golf competitions," he said.
- 4 "You'll get really ill if you don't stop eating junk food!" the doctor said.
- 5 "It's not true that I work too hard," she said.
- 6 "Try the new cafe. It's excellent," they said.
- 7 "I think perhaps you should take a break sometimes," the doctor said.
- 8 "Come on, Steve, you can do it! Jump!" she said.

- | | |
|------------------|--------------------|
| a encouragement* | e a denial* |
| b a promise | f a claim |
| c a warning | g a recommendation |
| d a refusal | h advice |

Glossary:
 *encouragement – mutigen
 *denial – Leugnen

d Report the sentences in 5c.

She refused to help me.

e Rewrite the sentences so they have the same meaning. Use the verb in *italics* at the end.

- 1 "I'll be on time tomorrow morning!" (*promise*)
 He promised that he would be on time the next morning.
- 2 "You should buy the latest Coldplay album." (*recommend*)
 Laura
- 3 "Don't ever do that again!" (*warn*)
 Their mum
- 4 "Let's go to the cinema at the weekend." (*suggest*)
 She
- 5 "I wouldn't buy that mobile phone." (*advise*)
 Jane
- 6 "If you join my gym, you'll be super fit in just a month." (*win*)
 The instructor
- 7 "I didn't break the vase." (*deny*)
 She
- 8 "And I won't accept homework that isn't done on time." (*emphasise*)
 The teacher

Read

6 Before you read, imagine that a man appeared outside your house and said he was a time traveller. Would you:

- a invite him in and offer him a drink?
- b phone the police?
- c search and lock the door?
- d laugh in his face?
- e ask him what his journey through time was like?
- f invite your friends to come and talk to him?
- g ask him if he's from the past or the future?
- h hit the man over the head and lock him in a room?

b Now read the extract on p. 81. Which of the things above (a–h) does Mr Smith do in the story?

c Read the text again. All these statements are incorrect. Correct them.

- 1 Mr Smith was making dinner when he heard the explosion.
- 2 At first, Mr Smith thinks the stranger is a spaceman.
- 3 The time traveller had been sure that his calculations were correct.
- 4 Nothing bad happened because of the minus in the calculations.
- 5 The stranger has come from eighteen months in the future.
- 6 Mr Smith thinks the stranger's journey was a good idea.

The man from when

Dannie Plachta



Mr Smith was about to mix a moderately rationed Martini for himself when a thunderous explosion quaked* through his house, upsetting the open bottle of Vermouth. After applying a steadying hand to the gin bottle and while the ice cubes still tinkled* maniacally in their shuddering bowl, he sprinted outside. An incandescent* glare* a hundred yards from the house destroyed the purple sunset he had been admiring not five minutes earlier. "Oh, my God!" he said and ran back in to phone the state police.

As Smith was procuring a heady draught* of gin directly from the bottle, he was further alarmed by a steadily gushing* hiss from beyond his open front door. When the sound persisted* for a full minute, he went cautiously to the porch* to find an intense mist rising from the area of the fiery thing he had viewed moments earlier. Somewhat awed*, and thoroughly scared, he watched and waited for about five minutes.

Just as he was about to go inside for another belt of gin, a man walked out of the fog and said, "Good evening."

"Good evening," said Mr Smith. "Are you the police?"

"Oh, no," answered the stranger. "I'm from that," he said, pointing a finger into the mist. "My timing equipment finally kicked into high gear."

"You're a spaceman," Smith decided.

"I only came a few hundred miles," shrugged the stranger modestly. "Mostly, I'm a time traveller." He paused to light a dark cheroot. "The one and only time traveller," he added, with a touch of pride in his voice.

"The real McCoy, eh? Well, come on in and have a drink. Vermouth's all gone, but I saved the gin."

"Be glad to," said the stranger, as they walked in together. "Past or future?" wondered Smith, handing the bottle to his guest.

"From the future," replied the time traveller after a satisfying pause. "Hits the spot," he smiled, returning the bottle.

"Well," said Smith, sitting down and making himself comfortable. "I guess you'll want to tell me all about it."

"Yes, thank you, I would."

"Feel free," said Smith, passing the bottle.

"Well, I had my final calculations, with the usual plus or minus." He paused for another sip of gin. "And of course it was the minus that had me a little worried."

"But you took the chance," interjected* Smith.

"Naturally. And as it happened, there was some minus just enough to destroy the world."

"That is too bad," Smith commented, reaching for the bottle.

"Yes. You see, there was such an expenditure* of energy that it completely wiped out* the Earth of my time. The force blasted me all the way through space to this spot. By the way, I am sorry if I disturbed you."

"It was nothing, nothing at all. Forget it."

"Well, in any event, I took the chance and I'm not sorry. A calculated risk, but I proved my point. In spite of everything, I still think it was worth it. What do you think?"

"Well, as you said, you took the chance. You proved your point. I suppose it was worth it." Smith took a final drink, saving a few glimmering drops for his guest. "By the way: how far from the future did you travel?"

The time traveller grabbed the gin bottle and consulted his watch. "Eighteen minutes," he replied.

"It wasn't worth it," said Mr Smith.

Glossary: *quake = shake; *tinkle = make a light ringing sound; *incandescent = producing very bright light; *glare = strong light; *heady draught – kräftiger Schluck mit starker Wirkung; *gush = flow fast; *persist = continue doing something; *porch – Veranda, Vorbau; *fiery = red like fire; *awed = a little afraid; *interject = interrupt; *expenditure – Ausgabe, Verbrauch; *wipe out = completely destroy

d Work in groups. Together, decide what happens next in the story. Then tell your continuation to others in the class.

Write

7 a Read Sally's letter and answer the questions.

- 1 Why hasn't Sally written before?
- 2 What is she thinking about now?
- 3 When does she want to stay?
- 4 What does she want Alex to do?

b The underlined expressions in the letter are very formal. Replace them with these less formal expressions. Write numbers in the boxes in the letter.

- 1 can you let me know
- 2 I'm sorry I haven't written
- 3 write soon
- 4 if it's OK with you if I come
- 5 the last time I was there

c You're going to write Alex's letter back to Sally. Look at the expressions below. For each pair, tick the one you think you're likely to use in the letter.

- 1 a I was extremely pleased to hear ...
- b It was great to hear ...
- 2 a Is it OK if ...?
- b Would it be acceptable if ...
- 3 a I hope you see ...
- b I trust you will understand ...
- 4 a I must apologise for the fact that ...
- b I'm sorry that ...
- 5 a Of course, we can put you up here.
- b Naturally, we can let you have a room.

d Write Alex's letter. Give Sally the following information:

- you want to see her again
- she can stay with you
- you already have plans for the week she suggested
- you can't change the plans
- the week before or after is OK

Add any further information or ideas that you want to. Write around 200 words.

Dear Alex,

I apologise for not having written ¹ before.

Unfortunately I haven't had a lot of time, I've been very busy with exams this month at school. I'm sure you know how I feel! Anyway, things are better now and I'm starting to think about the summer holidays.

It's been a long time since we last spent any time together, so I was wondering if it would be convenient

for you if I came ² to see you and perhaps stay with you for a few days in August. You know how

much I love the area where you live, too – perhaps

we could go cycling around like we did on my previous

visit. ³ So, is the week of the 10th to the 15th of

August OK for you? Please don't feel that you have to say yes, but of course I'm hoping you will. Either way, could you inform me ⁴

as soon as possible? I don't want to be busy, but I'll have to make travel arrangements * before too long. All the best, and

looking forward to hearing from you ⁵ .

Sally

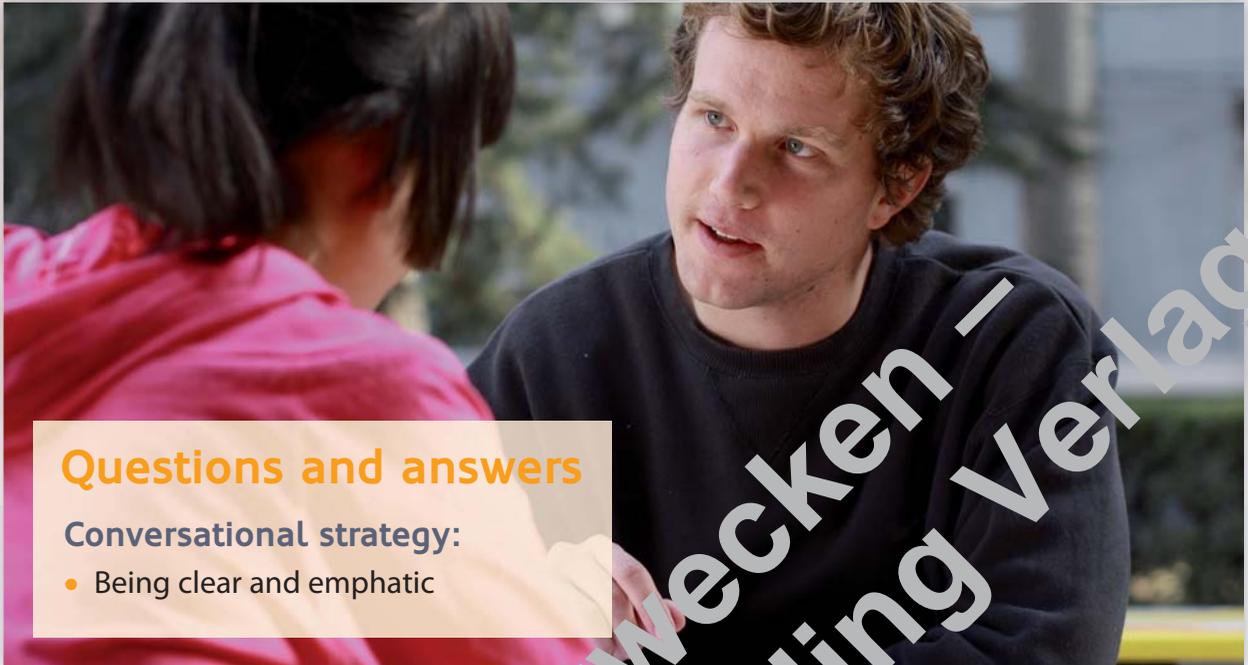
Glossary: *travel arrangements = plans for a trip



| August | |
|------------------|-----------------|
| 10 th | } visit Alex??? |
| 11 th | |
| 12 th | |
| 13 th | |
| 14 th | |
| 15 th | |
| 16 th | |

INTO

Communication



Questions and answers

Conversational strategy:

- Being clear and emphatic

a When you do the speaking task below, try to use some of these expressions.

Useful phrases

Being clear and emphatic

In (actual) fact ...

I must tell you the truth ...

Honestly ...

To be honest ...

Actually ...

If the truth be known ...

b Work with a partner. You are Student A and Student B. Ask each other these questions. Student A starts.

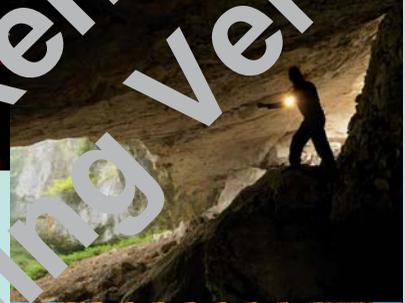
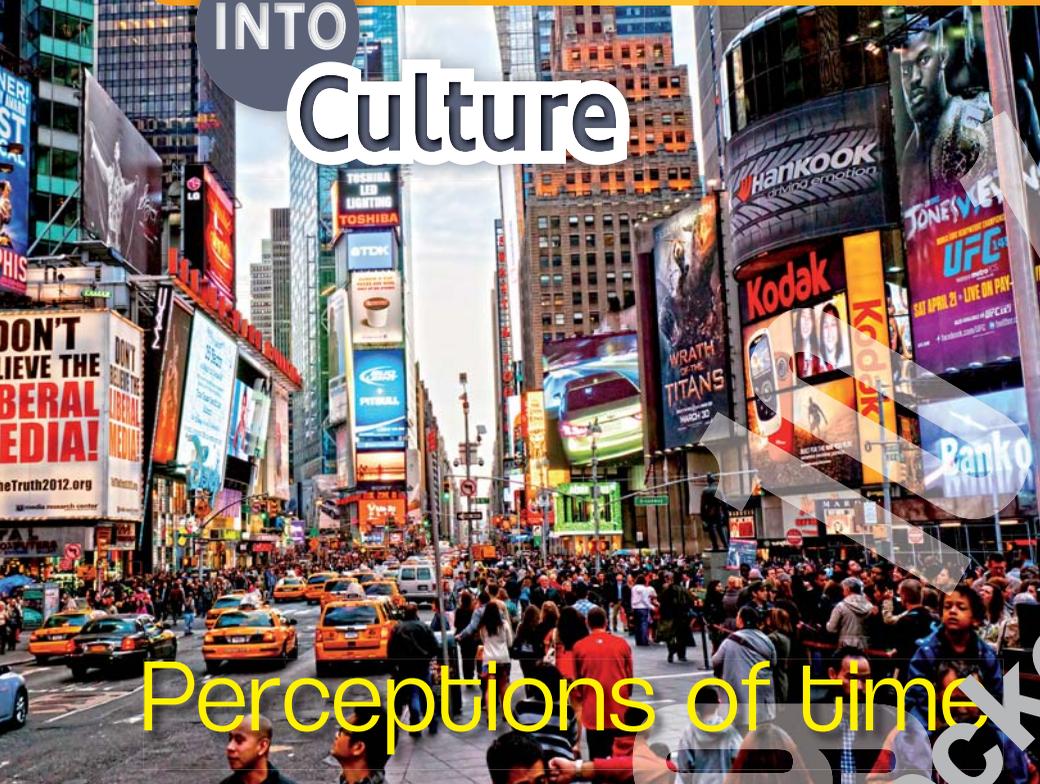
Student A

- 1 Are you always on time for your lessons? If not, what excuse do you give?
- 2 When do you last have the feeling that you had wasted a lot of time?
- 3 If you could take a day off next week, which day would it be? Why?
- 4 How many times have you ever given a teacher a hard time? What did you do?

Student B

- 1 Do you sometimes take the time to "do nothing"?
- 2 How do you react when you are writing a test and you notice that you are running out of time?
- 3 Do you have the feeling that you spend too much time on anything? What would that be?
- 4 How much time do you spend shopping a month?

INTO Culture



Perceptions of time

1 In *The Hitchhiker's Guide to the Galaxy*, Douglas Adams satirises the ways of modern people, including our obsession with digital wristwatches*. Keeping track of the passage of time is certainly important to many people, but the level of concern varies among cultural groups and even among people of a single culture. The pace with which people lead their lives certainly indicates the extent* to which their actions are in keeping with the Latin phrase *tempus fugit* ("time flies").

2 To find out the importance of time to people in various American cities, Robert Levine and his colleagues used four measures: the speed with which bank tellers* made change, the talking speed of clerks* in post offices, the walking speed of pedestrians, and the proportion of pedestrians wearing wristwatches. Levine found that the northern part of the United States is more fast-paced* than the western United States: the three fastest-paced cities surveyed were Boston, Buffalo, and New York. The three slowest-paced cities surveyed were Shreveport (in Louisiana), Sacramento and Los Angeles (in California). Furthermore, there was a moderate correlation between the pace of life and the rate of death from heart disease. Because of the co-relational nature of the study, we can only conclude that a faster pace of life leads to an increase in heart attacks. Nonetheless, it is intriguing* that the results are consistent with our beliefs about the relationship between stress and heart disease.

3 Without a watch or clock, people still perceive the passage of time. Virtually everyone is aware of time passing, and can estimate it with some accuracy*. The means by which organisms perform this task, however, remains something of a mystery. Many organisms, including humans, appear to organise their

Glossary: *wristwatch – Armbanduhr;
*extent – Ausmaß; *bank teller – Kassierer/in
(in einer Bank); *clerk – someone who works
in an office; *fast-paced = where life
seems to go faster; *intriguing = interesting,
mysterious; *accuracy = being exact;
*emerge = come out, appear;
*elongated = made longer;
*estimate = guess; *estimate = a guess;
*sluggishness = not being careful;
*sloppiness = not being careful;
*metabolic rate – Stoffwechsel

a Before you read. What are your answers to these questions?

- 1 Can people know what time of day it is without a watch or clock?
- 2 Is time equally important to people, no matter where they live?
- 3 If you lived in a cave, would your perception of time be the same as it is now?
- 4 Do men and women experience time in the same way, or different ways?

b Read the text. Compare your ideas in **a** with the text.

lives around the light / dark cycle of a typical day. The behavioural patterns that emerge* are referred to as "circadian rhythms" because they are organised around a period of approximately one day (in Latin *circa* means "about" and *dies* means "day").

4 Imagine what would happen if you were to live for a long while in a cave or a room with only artificial light and no clocks. In the interest of research on time perception and circadian rhythms, several people have lived under just such conditions. The length of their "day" becomes elongated* and is often roughly 25 hours long. Further, when people are asked to estimate* the length of an hour by pressing a button with the passage of each hour, the typical subjective hour is longer than a real hour. People's estimates* are also very variable, suggesting that judgments of these durations are extremely imprecise. Some researchers say that our estimation of these longer durations is characterised by both sluggishness* and sloppiness*.

5 Time perception might well be influenced by our physiological state, knowledge, personality, and other factors. For instance, there is some evidence that people with a high fever shortened their estimates of a one-second interval and that people who lived in a cold cave lengthened their time estimates. The evidence for the contribution of metabolic rate* to time perception is weak, but is consistent with the idea of a biological clock. However, it seems that knowledge and experience also play a role in time perception. Alberto Montare has found that giving people feedback about the accuracy of their time estimations increases the accuracy of subsequent judgments. Montare did not find any gender differences, suggesting that time perception might be equivalent among men and women.

6 Overall, then, the research suggests that people do have a biological clock that regulates various internal circadian rhythms. However, because of the sloppiness and sluggishness of the regulation, and because of the effects of experience, it is unlikely that our perception of time is due solely to the biological clock.

Discussion box

1 Does time ever seem to you to be passing more quickly or more slowly? If so, when?

*Time always flies when ...
I find time drags when ...*

2 Do you frequently check the time? Why / Why not? Does this vary at different times / on different days?

*When I'm in the classroom ...
When I'm enjoying myself ...*

3 How important is time in modern life? Do you think it is too important?

Without time ...

C Read the text again. For each of these sentences, mark T (True), F (False) or NG (Not given) with a cross .

- All cultural groups give the same importance to time.
T F NG
- People in New York live at a faster pace than people in Boston.
T F NG
- Researchers are sure that a faster pace of life leads to more heart problems.
T F NG
- Some organisms are better than people at estimating time.
T F NG
- Only humans organise their lives by circadian rhythms.
T F NG
- A day feels longer if you live in a room with no light or clocks.
T F NG
- Elderly people estimate time more accurately.
T F NG
- Our biological clock is not the only thing that affects our perception of time.
T F NG

d Find words or phrases in the text which mean:

- following and knowing about (*paragraph 1*)
.....
- the size of part of a group compared to the whole group (*paragraph 2*)
.....
- come to a decision after thinking about something (*paragraph 2*)
.....
- very interesting (*paragraph 2*)
.....
- almost (*paragraph 3*)
.....
- made longer (*paragraph 4*)
.....
- not accurate (*paragraph 4*)
.....
- coming later (*paragraph 5*)
.....

Competencies READING

a The text is from *The Hitchhiker's Guide to the Galaxy* by Douglas Adams. Read the text quickly. Is it about the past, the present or the future? Give reasons for your answer.

M

b Read the text again, then choose the correct answer (A, B, C or D) for questions 1–4. Put a cross in the correct box. The first one (0) has been done for you.

0 Why did man think he was more intelligent than dolphins?

- A Because dolphins were only interested in having a good time.
- B Because man didn't understand dolphins.
- C Because man thought he had achieved more than dolphins.
- D Because New York was an important city.

Q1 What does "muck about" mean?

- A make dirty
- B swim
- C perform tricks
- D play

Q2 What did the dolphins know that man didn't?

- A That the planet Earth was going to be destroyed.
- B That The Star-Spangled Banner had a secret meaning.
- C That the Vogons liked fish.
- D That it was fun to punch footballs.

Q3 What other species on the planet was more intelligent than dolphins?

- A whales
- B mice
- C lions
- D elephants

Q4 What was "entirely" according to these creatures' plans?

- A The fact that they spent a long time in labs.
- B The fact that man did not understand what they were really doing.
- C The fact that they were more intelligent than dolphins.
- D The fact that man carried out experiments on them.

It is an important and popular fact that things are not always what they seem. For instance, on the planet Earth, man had always assumed that he was more intelligent than dolphins because he had achieved so much – the wheel, New York, wars and so on – whilst all the dolphins had ever done was muck about* in the water having a good time. But conversely*, the dolphins had always believed they were far more intelligent than man – for precisely the same reasons.

Curiously enough, the dolphins had long known of the impending* destruction of the planet Earth, and had made many attempts to alert* mankind to the danger; but most of their communications were misinterpreted as amusing attempts to punch footballs or whistle for titbits*, so they eventually gave up and left the Earth shortly before the Vogons arrived.

The last ever dolphin message was misinterpreted as a surprisingly sophisticated attempt to do a double backwards somersault* through a hoop whilst whistling The Star-Spangled Banner, but in fact the message was this: So long, and thanks for all the fish.

In fact there was only one species on the planet more intelligent than dolphins, and they spent a lot of time in research laboratories running around inside wheels and conducting frighteningly elegant and subtle* experiments on man.

The fact that once again man completely misinterpreted this relationship was entirely* according to these creatures' plans.

Glossary: *muck about = do silly things; *conversely = andererseits; *impending = going to happen soon; *alert = warn; *titbits = Leckerbissen; *somersault = Salto; *subtle = subtil, nicht ganz leicht zu verstehen; *entirely = completely

EXAMPLE

Multiple choice

- Always skim through the text to get a general idea of its meaning.
- Read the questions carefully before reading the text again.
- If you are unsure, eliminate any obviously incorrect answers first. When you decide that a sentence is correct or incorrect, try to find a logical reason for your choice.

Bill & Ted's Excellent Adventure (1989)

Excellent premise: when the entire future of the world rests on whether or not two '80s dudes pass their history final, Rufus comes to the rescue in his time-travelling telephone booth. Bill and Ted share an adventure through time as they meet and get to know some of history's most important figures. Lightweight but fun.



a In the following scene Rufus meets Bill and Ted for the first time and tells them that he will help them with their history report because the future of St. Dimas (and indeed the world) depends on their not **funking*** their history class.

Watch the scene and answer the following questions:

- 1 Explain the joke about Marco Polo.
- 2 Bill uses the word "bodacious". Does one have to know the word to get the meaning of the line? And is that kind of language in character?
- 3 How do they solve the conundrum* that they might be lying to themselves?
- 4 How does time travel work in this movie?
- 5 "Gentlemen, we're history" became one of the memorable quotes in movie history. Do you know any others?
- 6 They travel along "the circuits of history". How plausible is that concept of time travel?
- 7 Where do they land first?
- 8 Who is the small man emerging from the tent?
- 9 How would you classify the acting skills of Keanu Reeves (Ted) and Alex Winter (Bill)?

Glossary: **funk* = fail; **bodacious* – aufregend, toll; **conundrum* = a puzzle, a tricky question

FILM WORK

F/X (special effects)

A variety of illusions created during the filmmaking process though mechanical means such as on-set explosions or with the camera, such as slow motion, colour filters, matte shots (a shot that joins two pieces of film), etc. Sometimes used interchangeably* with visual effects, which more often means digital effects added in postproduction.



b Watch the scene again and speculate how the special effects with the time machine or the actors meeting themselves might have been achieved.

- What do you think of the quality of the F/X?
- In class, make a list of outstanding examples of F/X (both old and new).
- What do you think of digital filmmaking that offers you any F/X you wish for (e.g. in *Van Helsing*, *LOTR*). Does it make movies more convincing? Why / Why not?
- If possible, watch the opening of the film *F/X* (1986) and make a list of the tricks shown there.
- Work in groups and present one of your favourite F/X-scenes in class.

Glossary: **interchangeably* – abwechselnd, austauschbar

Language in use

M

a You are going to read a text about time management. Some words are missing from the text. Choose the correct answer (A, B, C or D) for each gap (1–10) in the text. Write your answers in the boxes provided. The first one (0) has been done for you.

In his book *Time-shifting*, Stephan Rechtschaffen makes some interesting points about how we use time. Rechtschaffen says that when people keep themselves busy all the time, it's usually for a (0)... – he claims they're often trying to avoid their real feelings. Even in their free time, people speed (Q1)... – they watch TV, surf the Internet, go to the gym: anything (Q2)... get in touch with their real feelings.

He (Q3)... stressed out managers not to think about making money all the time. For such people, a break might seem like a time when they're losing money – and not (Q4)... it should be time to relax!

He recommends "shifting time" on a (Q5)... basis – especially at stressful moments. In other words, he suggests (Q6)... breaks, and doing certain things really slowly – "normal" things like going for a walk for ten minutes, or standing up from the desk and breathing slowly for a few minutes.

And he writes about driving. There are many managers who leave home, get into their car, (Q7)... as many other cars as possible, and drive as fast as they can to save a few minutes on their way to work, but (Q8)... up arriving feeling angry and stressed. The book encourages people (Q9)... something completely different: leaving home ten minutes earlier, and taking your time while you drive. Then driving – like a lot of other things – can become a (Q10)... thing to do.

- 0 A doubt **B reason** C because D result
- Q1 A up B down C on D off
- Q2 A other B except C not D instead
- Q3 A says B denies C claims D advises
- Q4 A which B what C that D when
- Q5 A usual B often C regular D complete
- Q6 A putting B making C doing D taking
- Q7 A overtake B take over C undertake D take under
- Q8 A have B arrive C end D start
- Q9 A that they try B trying C to try D try
- Q10 A impossible B horrible C pleasant D chaotic

| | | | |
|----|----|-----|----|
| 0 | Q1 | Q2 | Q3 |
| B | | | |
| Q4 | Q5 | Q6 | Q7 |
| | | | |
| Q8 | Q9 | Q10 | |
| | | | |

b Each sentence has a gap. Complete the gap with one word – a word which can be formed from the word in capital letters at the end of the line.

- 1 He's gone on a course of time management.....
- 2 I want to read a good book – can you give me any ?
- 3 The music is good to dance to because it's very
- 4 There's a on the packet that says smoking can kill you.
In the end he agreed, but only after a lot of
- 6 I couldn't have done it without the of my friends and family.
- 7 Running out of time in an exam is a very situation.
- 8 The athlete published a complete that he had taken drugs before the race.

- MANAGE
RECOMMEND
RHYTHM
WARN
DISCUSS
ENCOURAGE
STRESS
DENY

Wordwise

Expressions with *time*



a Use a dictionary to check the meaning of these expressions.

- | | |
|----------------------------|--|
| 1 <i>time's up</i> | 8 <i>a matter of time</i> |
| 2 <i>at all times</i> | 9 <i>to have a lot of time / no time for (someone)</i> |
| 3 <i>no time to lose</i> | 10 <i>to have the time of (your) life</i> |
| 4 <i>of all time</i> | |
| 5 <i>from time to time</i> | |
| 6 <i>time to kill</i> | |
| 7 <i>at the time</i> | |

b Complete the sentences with the phrases from above. Change the form if necessary.

- Buying this laptop was a big mistake – but I thought it was a good idea
- I don't particularly like sweet things, but I eat a piece of chocolate
- I think she's a really unpleasant person – I've for her at all.
- I've been late for school three times this week. It's only before the teacher loses his patience with me.
- Many people think that Roger Federer is the greatest tennis player
- Please keep your luggage with you Luggage left unattended will be taken away and destroyed.
- Thanks for your party – it was brilliant! I
- The match starts in 10 minutes and we must watch it! Come on, there's
- We've got some before our train leaves. Shall we go and have some coffee?
- OK, everyone –, so please stop writing and hand in your answer papers.

d Write the phrases from **a** to match these definitions.

- at the particular point when something was thought or done =
- something must be done immediately =
- occasionally, sometimes =
- a very enjoyable experience =
- a period of time when you have nothing to do =
- always [formal] =
- (used when you think something will happen in the near future) =
- the time allowed (e.g. for an examination, or in a football match) has finished =
- to really like / dislike (someone) =
- that has ever lived or existed =

e Use six of the phrases from above to complete the dialogues. Change the form if necessary. Then listen and check.

- A** What about Sunday afternoon – shall we take a bike tour?

B Yeah, why not? I've got this weekend.
- A** What do you think of Jane?

B She's such a lovely person. I for her.
- A** Let's get started, guys. This is urgent!

B You're right. We really Come on!
- A** Did you enjoy your holiday?

B You bet. It was just fantastic. I had
- A** Oh Dad, can't we watch the end of this film?

B Sorry, kids. It's eleven o'clock now. You need to go to bed now.
- A** You and Kate should have bought a house in the countryside.

B Absolutely right. But we thought it would be cool to live in the city centre.



c Now listen and check.

7

Society

People are people

Read

- 1 a** Read the questionnaire. Answer the questions with your most typical response.

Are you a people person?

Situation 1

A group of students from England is visiting your school and you have been asked to show them around. This means you will have to speak English. Then you hear that a local TV station wants to film the event.

- a Agree to do it, but feel a little nervous about having your English heard on TV.
- b Make up an excuse so that you can't do it.
- c You really look forward to meeting people from another culture. The fact the TV will be there is an added bonus.

Situation 2

A friend of yours is organising a bike tour to a place in the countryside. You love cycling and you have always wanted to see the place. You don't know any of the other kids that your friend has invited.

- a You are really keen to go and see this as a great opportunity to meet new people and make new friends.
- b There is no way you would want to go. You thank your friend politely for the invitation and find a good excuse why you cannot go.
- c You accept the invitation, but you spend as much time as possible near your friend and try not to talk to the others.

Situation 3

You are sitting on a bus, and you are reading a really good book. The person sitting next to you asks you what you are reading.

- a You really don't want to have a chat with the person. You close your book, get up and leave at the next stop.
- b You tell them why you like the book. You also ask the person if they are reading anything interesting at the moment.
- c You give a short answer because you don't want to be impolite, but then focus on your book again. You don't want to get involved in a conversation with someone you don't know well.

Situation 4

You have just arrived at a friend's house to get a DVD that you wanted to borrow. Your friend's mum is cooking - it smells absolutely delicious. You have not eaten anything today and as soon as your friend's mum realises you are there, she asks you if you want to eat with them.

- a You say that you have not got much time. You leave and decide to eat at home or buy a snack on the way home.
- b You say that you are not really hungry, but hope that your friend's mum will insist and ask you a second time to stay and have a bite with them.
- c You tell her that you would love to stay and eat.

Situation 5

You have just got a new camera as a present. It's rather complicated and you don't really know how it works. There are two or three kids in your class who are really good with cameras.

- a You think of possible questions you could ask them, write them down and note your friends' advice too. You try out what they tell you and then go back to them with new questions.
- b You ask one or two questions, but feel a bit embarrassed when they start explaining the camera to you. You feel you might be wasting their time.
- c There is no way you would want to ask someone who knows more about the camera than you do. You think that would make you look a bit silly.

- b** Turn to page 174 to find your score. Do you agree with it?

- c** Think of another situation for the questionnaire. Write it down with three multiple-choice answers. Ask your partner to read it and choose their answers. Then discuss in pairs.

Useful words

come across as • first impressions • make an impression • be seen as • get to know someone • have a high opinion of
 have a low opinion of • change your opinion of someone • personality • put on a front • the real (me) • a loner
 a party animal • extrovert • introvert • life and soul of the party • popular • popularity • a popularity contest • a misfit

Grammar

what clauses

- 2 a** Look at the examples. When do we use *that* to link the second part of the sentence?

What you need to realise is that there are lots of positive things about yourself.

This is what makes you popular with people who know you. Sometimes it is better to listen to what others have to say.

Tip

Sometimes we use a comma instead of *that*.

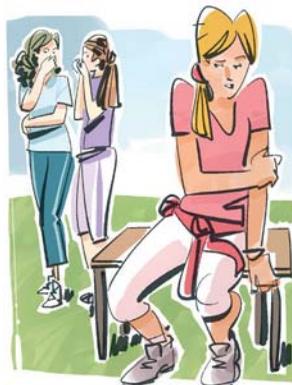
What you need to realise is, no one is right all the time.

- b** Join the sentences to make one.

- John's really sensitive. I like this about him.
What I like about John is that he is really sensitive.
- He told me something. I don't remember it now.
 I don't remember
- He never says "please" or "thank you". This makes him seem impolite.
 What makes
- Everyone makes mistakes. You should remember this.
 What
- He never stops talking. I find this really annoying.
 What

- 8**
GD 2 c Listen to the embarrassing stories A–D. Write the correct letter beside the quote that matches it.

- "What was really embarrassing was that I took a couple of days for the colour to wash off."
- "What was even worse was that I had to sing it all over again."
- "What annoyed me most was my dad's reaction! I'll never forgive him."
- "What made me feel bad was that the teacher had a bump on his head for the next week."



- d** There is an extra word in some of these sentences. Cross out the extra word or tick if the sentence is correct.

- This is what I like that best about the job.
- What annoys me is about Julie is that she's always talking.
- What you see is what you get.
- What I need to concentrate on that is grammar.
- I like what she says about the course.
- It doesn't matter what you say, she never listens.

- e** Join the two sentences to make one sentence using *what*.

- Anne is always late. It annoys me.
What annoys me about Anne is that she is always late.
- John always changes his mind. It's very frustrating.

- She argues a lot with her sister. It makes life difficult for her parents.

- The teachers ask you to do things. It's essential to do them.

- That restaurant has a good atmosphere. This makes it special.

- You should do certain things when people are hurt. It's good to know them.

Vocabulary

Personality

3 a Read about Bob's classmates. Tick the ones that you think he considers to be his friends.

- 1 Sue's *sympathetic*. She always listens to my problems and understands how I feel.
- 2 Charles is *charming*. He's good at making people like him and feel good about themselves.
- 3 Wendy's *witty*. She can always think quickly of something funny to say.
- 4 Cathy's *careless*. She does things too quickly and always makes mistakes.
- 5 Ian's *intellectual*. He loves learning about things.
- 6 Paul's *pushy*. He always wants me to do what he wants.
- 7 Simon's *shallow*. He doesn't care about anything.
- 8 Polly's *pretentious*. She tries to appear more important and clever than she is.
- 9 Sam's *smug*. He's always pleased with himself and satisfied about what he's achieved.
- 10 Barbara's *bubbly*. She's always happy, fun to be with, and energetic.
- 11 Chuck's *cheeky*. He shows a lack of respect, but often in a funny way.
- 12 Henry's *hypocritical*. He gives me advice, but he never follows it himself.
- 13 Steve's *scatty*. He's always forgetting and losing things.

CD 2 **b** Circle the correct word. Listen and check.

- 1 All my friends were very sympathetic / smug when they heard about my accident. That helped me a lot.
- 2 Jane's really happy to be with James. She finds him quite shallow / charming.
- 3 I love reading, and my friends know it. They often say I'm the scatty / intellectual type.
- 4 She's really clever and she always gets the highest marks, but I wish she wasn't so smug / witty about it.
- 5 Don't be so cheeky / careless when you talk to me! She might not like your sense of humour.
- 6 We thought he was an interesting person, but when we spoke to him we found him rather witty / shallow.
- 7 She's rather careless / pretentious about her appearance – she always wears scruffy clothes.
- 8 I usually hate getting up, but my brother is different. He's always very careless / bubbly in the morning.
- 9 His speech made everyone laugh, and we all liked what he said. He's such a witty / pushy person!
- 10 He knows a great deal about art, but he's never sympathetic / pretentious about it.
- 11 The shop assistant was so pushy / intellectual. She tried to make us buy things we didn't want!
- 12 He's lost his keys for the third time this week! He's so cheeky / scatty.
- 13 He's the most hypocritical / intellectual person I know. He always tells others what they shouldn't eat, but he eats lots of junk food himself!

c Read and circle the correct adjectives a, b or c.

- 1 Walter loves learning and thinking. He's really
a intellectual b cheeky c boring
- 2 Don't be It's not nice to answer back to people.
a cheeky b scatty c smug
- 3 Be careful! She's very She'll try to get you to do what she wants.
a cheeky b pushy c pretentious
- 4 Rachel's very these days. She must have been given a promotion.
a pushy b scatty c smug
- 5 The teacher was very when she heard my bag had been stolen.
a careless b shallow c sympathetic
- 6 Don't expect her to understand if you've got a problem. She's quite
a shallow b pushy c scatty



Speak

4 Work in small groups. Discuss the following.

- 1 Agree on four qualities you think are most important in a friend.
 - A friend should be sympathetic.
 -
 -
 -

- 2 For each quality, think of a famous person (a film star, singer, politician etc.) who you think has this quality.

- 3 Think about someone you have met. What was your first impression of them? Has your first impression changed since you got to know the person better?

When I first met my brother's new girlfriend, she came across as a bit shallow. But she isn't like that at all. Once you get to know her, you realise that she's a very interesting person, just a little shy.

Listen

5 a Look at the photos. Which of these people do you recognise? What do they do? What do they have in common?



10
CD 2

b Listen to this interview with the organiser of a self-help group and check your ideas.

10
CD 2

c In pairs, try to complete the summary in pencil. Then listen again and check.

Some people don't find it easy to talk to other people and they don't enjoy being in the 1....., and they do everything they can in order not to be the centre of 2..... People are often not aware that shyness* is quite a common phenomenon. Even some quite famous people are very shy. Tim Basinger, who as a child never wanted to lead aloud in front of the 3....., found it hard to speak when she won a 4..... Shyness is a kind of 5..... anxiety. Shy people often think that others have a 6..... opinion of them. But they can learn to 7..... their shyness. Lots of people have done this, but we are unaware of it because when we 8..... them, they have already overcome their shyness and we don't see many more. The first step is to accept that shyness is OK. However, sometimes shy people can give the wrong impression. Other people sometimes think they are a bit 9..... or a bit 10..... if they don't talk to them or ask them questions.

Glossary: *shyness = being too shy

Discussion box

- 1 What new information have you found out from the interview?
I never knew ... I was surprised to hear ...
- 2 What are the disadvantages (or advantages) of being shy?
If you're shy, you ... Being shy can help you ... Being shy can be a problem ...
- 3 Do you think that it can be helpful for a person who is very shy to join a group like Monica's? Why / Why not?
I'm sure a group like Monica's ... I don't really know.
- 4 Do you know any shy people? In what ways are they shy? Give examples of their behaviour.
I know someone who ... She / He never / always ...

Grammar

Verbs + gerund / infinitive (Review)

6 a Circle the correct words in the sentences from the radio interview.

- Not everyone enjoys *to be* / *being* in the spotlight.
- Kim Basinger hated *to have* / *having* to read aloud in class.
- Susie O'Neill preferred *not to be chosen* / *not being chosen* for team events.
- She nearly stopped *to swim* / *swimming* altogether.
- Bob Dylan couldn't stand *to go* / *going* on to the stage.
- A lot of people refuse *to give in* / *giving in* to shyness*.

Glossary: *shyness = being too shy

b Circle the correct words.

Rule:

- The verbs *like, love, hate, prefer, begin* and *start* are usually followed by a *gerund* / *an infinitive*, but a *gerund* / *an infinitive* can also be used. There is no difference in meaning.
- The verbs *enjoy, detest, don't mind, imagine, feel like, suggest, practise, miss* and *can't stand* must be followed by a *gerund* / *an infinitive*.
- The verbs *refuse, hope, promise, ask, learn, expect, decide, afford, offer, choose* and *want* must be followed by a *gerund* / *an infinitive*.

c Look at these examples. What is the difference in meaning?

- I stopped *to* drink my coffee.
 - I stopped *drinking* my coffee.
- I remember *buying* the book.
 - I remembered *to* buy the book.

d Circle the correct word / words.

Rule:

- The verbs *stop* and *remember* can be followed by either a *gerund* or an *infinitive* but the meaning is *different* / *the same*.

Grammar

try with infinitive or gerund

e Read the sentences from the radio interview. Then complete the rule. Write gerund or infinitive.

Some people try **not to be** the centre of attention.
She tried **practising** her speech, but it didn't work.
Susie O'Neill almost tried **not to win**.

Rule:

- We use *try* + to say that somebody does something to see what will happen.
- We use *try* + to say that somebody makes an effort to do something.

f Match the sentences with the pictures.



- We tried *opening* the window, but it was still really hot in the room.
- I tried *to* open the window, but it was stuck.

g Complete the sentences with the verbs in brackets. Use the gerund or infinitive + to.

- I can't stop (*watch*) this programme. It's brilliant.
- I think they're really nice people, so I try (*help*) them as much as I can.
- He's really charming. Please remember (*invite*) him.
- I can't remember (*see*) that film.
- We tried (*surf*) the Internet, but we didn't find any information.
- I met Oliver in town yesterday, so I stopped (*talk*) to him.
- I remember (*be*) quite shy when I was little.
- I thought she was very self-centred, so I stopped (*go*) around with her.
- I tried (*phone*) you, but my mobile was broken.
- Please remember (*give*) me my book back tomorrow.

h Circle the correct form of the verb to complete the horoscopes.

This month's horoscope



Aquarius

You'll enjoy *to be / being* the centre of attention today.



Leo

Don't stop *to talk / talking* to a stranger you'll meet today. They'll waste your time.



Pisces

Try not *to repeat / repeating* the same mistakes over and over again.



Virgo

Can you ever remember *to feel / feeling* so happy? Make the most of this special time!



Aries

You can't stand *to follow / following* the crowd. Today is no exception.



Libra

It's time you stopped *to think / thinking* about the past. You need to live in the present.



Taurus

Have you borrowed any money from anyone recently? Remember *to pay / paying* them back today or you could get into trouble.



Scorpio

You enjoy *to be / being* outdoors. Take time off work and go for a walk.



Gemini

Don't stop *to believe / believing* in yourself, and you'll get what you want.



Sagittarius

Take time to stop *to think / thinking* about what's going on around you. You might miss something important if you don't.



Cancer

Don't refuse *to meet / meeting* a friend today. They could be important for your future.



Capricorn

Try not *to lose / losing* your temper with a friend or someone in your family. You'll be glad you made the effort.

i Complete the dialogue with the correct forms of the verbs.

Dave What took you so long?

Jane I stopped ¹ *buy* (buy) some food on the way.

Dave Oh good! Did you remember ² (get) some milk?

Jane Yes! Guess who I met at the supermarket ... Sally Watson!

Dave Sally Watson? I remember ³ (be) friends with her.

Jane In fact, we used to go out with each other when we were about eighteen.

Dave Really? Why did you stop ⁴ (go out) with her?

Dave We were just different. I enjoyed ⁵ (go) to parties and

⁶ (meet) people. She couldn't stand ⁷ (hang around) with my friends. I haven't heard from her for ages.

Jane Well, she was asking about you. She gave me her new phone number.

Dave Really?

Jane Yeah, here it is. Don't forget ⁸ (call) her! It sounds like she wants to meet up again.



Listen

7 a Look at the pictures. Each one has got to do with a practical joke or something funny someone said. What and who do the pictures show? Can you guess what the jokes are all about?



11 CD 2 b Listen to Claire, Kate and James talking about the funniest people they know. Put the pictures in order.

M

11 CD 2 c Listen to Claire, Kate and James again. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (1–8), using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

The funniest people

| | | |
|-----------|--|------------------------------|
| 0 | What kind of jokes does Claire's uncle love playing? | practical jokes with walnuts |
| Q1 | Claire gives three examples of his jokes. Give one of them. | |
| Q2 | Who is Mr Simmons? | |
| Q3 | What did Jeremy need in order to play his practical joke on Mr Simmons? | |
| Q4 | How did Mr Simmons react? | |
| Q5 | What does James' sister think about her uncle's love for cars? | |
| Q6 | What practical joke did she play on her uncle one day? | |
| Q7 | If someone turned on the TV, how would Groucho Marx prove its educational value? | |
| Q8 | According to Groucho Marx, if you ask a person if they are honest, how do you know they are lying? | |

d Compare your notes.

Discussion box

- Which of the jokes / practical jokes from the conversation did you find the funniest? *I really liked the one ... My favourite by far was ...*
- What could be the problems with playing practical jokes on people? Give examples. *Sometimes it might ... Not everybody likes ...*
- Give an example of a practical joke you or others have played. *When I was a kid I used to ... I remember once when I ...*
- Not all jokes work really well in another language. Try to think of a joke you can tell in English. Tell the others.

Write

- 8 a** Put the adjectives in the box into two lists: personality and appearance. If necessary, use a dictionary to help you.

sensible disorganised smart tall cheerful wavy
honest handsome plump slim scruffy lazy

- b** Can you add four more words to each list? Compare lists with a partner.

- c** Read the email. What does Jean talk about in the:

- first paragraph?
- second paragraph?
- third paragraph?
- fourth paragraph?

Hi Dawn,

1 You missed a great party on Friday. Everyone was there and we all missed you so much. The food was great and the music was brilliant. I don't think I've ever danced so much in my life.

2 Anyway, let me give you the latest news before anyone else does. I met a really interesting guy at the party. His name's Bob and he's from Toronto. I've never met a Canadian before. He's in his last year at school and he's over here visiting his cousin for the summer holidays.

3 But let me get to the interesting part. Bob must be the best-looking guy I've ever met. I mean he's gorgeous. He's average height, too. The first things that caught my attention were his amazing blue eyes. They're bright blue, like the colour of the ocean you see in those holiday postcards. I'm not exaggerating, honestly. His nose is quite small. He's got a great smile, too. It's warm and friendly and you can't help liking him immediately when he smiles at you.

4 But of course, the most important thing is that he's a very nice guy, too. He's a very charming person and he made me feel good about myself. He said loads of nice things about me, which is always going to help, you like someone, isn't it? But he's not just one of those guys who says things without meaning them. He came across as really being interested in me. I told him all about my problems with Betty and he really listened. He was so sympathetic and he gave me some good advice, too. Now you don't meet a guy who listens like that every day.

5 Well, the bad news is that he's going back to Canada next week and I don't think I'll see him again. He said we'd maybe meet again, but you know how those things go. Never in my mind. It was just nice to have met someone so kind. Give me a call later.

Love,
Jean



- d** When we write a physical description, we don't need to mention everything, just the most interesting parts. Look back at the third paragraph. Which two sentences could we leave out?

- e** How does Jean describe Bob's eyes and smile? Write similar descriptions of someone's:

- 1 hair
- 2 mouth

- f** When we describe someone's personality we often give examples of the person's behaviour to illustrate their qualities. Look back at paragraph four and find two examples of this.

- g** Write a short description of someone who is:

- 1 generous
- 2 imaginative

Give examples of their behaviour to illustrate.

- M** **h** Now write an email to a friend and tell them about a person you've recently met. In your email you should mention the following points:

- where you met
- who the person is
- what they are like
- their appearance
- if you are going to see them again (where and when?)

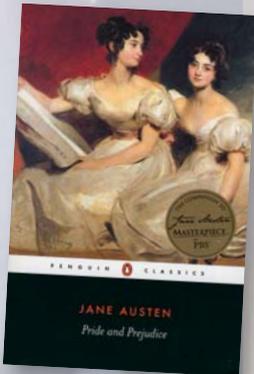
Write around 250 words.



Pride and Prejudice

by Jane Austen
(a novel)

Pride and Prejudice is about the Bennet family and their five daughters. Mrs Bennet wants to see them



married, if possible to husbands who are better off than the family themselves. One of the daughters, Elizabeth, is not at all impressed by Mr Darcy when he doesn't give her a lot of attention at a dance. She considers him proud and arrogant. However, as this enchanting* story of love, marriage and mutual* understanding unfolds, Elizabeth finds out that a man can change his manners, and a lady can change her mind.

Glossary: *enchanting – bezaubernd;
*mutual – gegenseitig

1 a Look at the cover of the book and read the short summary of the story. Would you be interested in reading the book? Why / Why not?

b Read the story quickly and answer the questions.

- 1 Where does the scene take place?
- 2 What is the relationship between Mr Bingley and Mr Darcy?

Mr Bingley soon made himself acquainted¹ with all the important people in the room; he was lively and unreserved, danced every dance, was angry that the ball finished so early, and talked of giving one himself at Netherfield. Such friendly qualities speak for themselves.

What a contrast between him and his friend! Mr Darcy danced only once with Mrs Hurst and once with Miss Bingley, declined to be introduced to any other lady, and spent the rest of the evening walking about the room, speaking occasionally to one of his own group. His character was decidedly the proud, fast disagreeable man in the world, and even Mr Darcy hoped that he would never come there again.

Amongst the most violent against him was Mrs Bennet, whose dislike of his general behaviour was sharpened because he had offended one of her daughters. Elizabeth Bennet had been obliged*, because there were very few gentlemen, to sit out two dances; and during part of that time, Mr Darcy had been standing near enough for her to hear a conversation between him and Mr Bingley, who came from the dance for a few minutes, to press his friend to join it.

“Come on, Darcy,” he said, “you have to dance. I hate to see you standing about by yourself in this stupid manner. You really should dance.”

“I certainly won't. You know I hate it, unless I know my partner very well. At such an assembly as this it would be insupportable*. Your sister is dancing with someone else, and there is no other woman in the room whom it would not be a punishment to me to dance with.”

“I wouldn't be as choosy as you are!” said Mr Bingley. “Honestly, I've never met so many pleasant girls in my life as I have this evening; and there are several of them who are unusually pretty.”

“You are dancing with the only pretty girl in the room,” said Mr Darcy, looking at the eldest Miss Bennet.

“Oh! She's the most beautiful creature I've ever seen! But one of her sisters is sitting just behind you, she's very pretty, and probably very pleasant. Please let me ask my partner to introduce you.”

“Which one do you mean?” said Darcy, and turning round, he looked for a moment at Elizabeth, until their eyes met, and then he looked away and coldly said: “She is tolerable, but not pretty enough to tempt me. I am in no mood right now to pay attention to young ladies who are ignored by other men. You'd better return to your partner and enjoy her smiles, for you are wasting your time with me.”

Mr Bingley followed his advice. Mr Darcy walked off; and Elizabeth remained without any very kind feelings toward him. She told the story, however, with great spirit among her friends; for she had a lively, playful disposition, which delighted in anything ridiculous.

Glossary: *make acquainted with = get to know; *obliged – verpflichtet;
*insupportable = impossible

C Read the story again and answer the questions.

- 1 Why did everyone hope that Mr Darcy "would never come again"?
- 2 Why did Mrs Bennet especially dislike him?
- 3 What was Mr Darcy's reaction when Mr Bingley suggested to him that he should dance?
- 4 Why did Elizabeth overhear the conversation between Mr Bingley and Mr Darcy?
- 5 What reasons did Mr Darcy give for not wanting to dance with Elizabeth?
- 6 Why did Elizabeth tell her friends what Mr Darcy had said about her?

2 a Read this extract from Jane Austen's novel *Emma*. As you read, underline all the adjectives that describe personality.

b Circle the word a, b or c that is closest in meaning to the words numbered 1–8 in the text.

- | | | |
|----------------------|------------------|--------------|
| 1 a situation | b position | c nature |
| 2 a too kind | b strict | c mean |
| 3 a false | b not clear | c smart |
| 4 a proud of | b loving towards | c jealous of |
| 5 a rules | b friendship | c relaxation |
| 6 a respecting a lot | b not liking | c liking |
| 7 a loudly | b mainly | c strongly |
| 8 a mean | b count | c become |

C Read the text again and answer the questions.

- 1 Why was Emma in charge of the house?
.....
- 2 What was the relationship between Emma and Miss Taylor like?
.....
- 3 Was Miss Taylor Emma's governess at that moment? Quote from the text.
.....
- 4 Had Miss Taylor been a strict governess, with a lot of rules about how Emma should behave?
.....
- 5 Did Emma take Miss Taylor's advice?
.....
- 6 Are there any things that are negative about Emma's personality?
.....

READING TIP

Getting the general meaning

- When you're reading, don't worry if you don't understand the exact meaning of every word. Try not to stop when you are unsure. Read on to get the general meaning.
- Once you have a general idea of what the text means, read it again, using a dictionary to help you with more difficult words.



Emma Woodhouse was handsome, clever and rich. She had a comfortable home and a happy disposition and seemed to possess some of the best gifts of life, having lived nearly twenty-one years in the world with very little to stress or worry her. She was the youngest of two daughters of a most loving and indulgent* father. Since her sister's marriage she had been in charge* of the house. Her mother had died a long time ago and she had little more than an indistinct* memory of her love. Her mother's place had been filled by an excellent governess, who had been just like a mother in love and affection. Miss Taylor had been in Mr Woodhouse's family for sixteen years. She was less of a governess than a friend, and was very fond of both daughters, but particularly of Emma. Between them it was more the relationship of sisters. Even while Miss Taylor was still officially working as governess, her good nature had hardly allowed her to put any restraint* on Emma. And now that the shadow of authority had long gone away, they were living together as very good friends, with Emma doing just what she liked; highly esteeming* Miss Taylor's judgement, but directed chiefly by her own. The real evils of Emma's situation were the power of having rather too much her own way, and a tendency to think a little too well of herself. These dangers, however, were at present unknown to Emma; and they did not by any means rank as misfortunes with her.

Glossary: *indulgent – duldsam, nachgiebig;
*be in charge of – die Verantwortung tragen; *indistinct = not very clear;
*restraint – Beschränkung, Zwang; *esteem = think highly of something

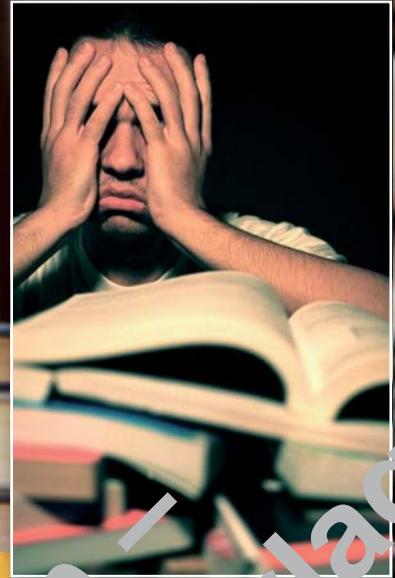
INTO

Competencies

WRITING

TEXT 1

He opened the door. The room was dark and untidy. He turned on the light. The room was bigger than it seemed. There were books everywhere. Bookshelves were on the walls and there were books on the table and on the chairs. Books covered the floor. John panicked. He would never find the book he was looking for.



TEXT 2

Slowly he turned the key in the door. His hand was shaking, but, carefully, he pushed the door open. The heavy curtains were drawn and it was dark and gloomy inside. It was obvious, even in the half-light, that no one had been in here for a long time. He stepped in and almost fell over a mountain of books on the floor. The room was in a complete mess. There were books everywhere. Old books were packed into the bookshelves that lined the walls of the room. Every surface was covered with books and papers. Dictionaries and reference books were lying all over the centre table. He took one of these books from the table and turned towards an armchair. It was also covered with books of every sort: atlases, novels, and dictionaries in languages he didn't recognise. Everywhere he looked there were books. Where had they all come from? And where was the cosy library that he used to go in as a young boy? Where had it disappeared to? John felt his heart fill with fear and panic. How was he going to find his mother's diary amongst all these books? Would he never find out the truth about what had happened that night?

EXAM TIP

- Don't start writing immediately, but first spend a few minutes noting down your ideas.
- List the characters and make notes on their appearance and personality.
- Decide where they live, the important events in their lives and choose adjectives to describe them.
- Think of where the story takes place and the atmosphere. Try to imagine yourself there. How would you feel?
- Now decide what action happens.
- Always remember to check your story for spelling, grammar and punctuation mistakes.

Writing a story

a Read these two texts. Do they contain the same information?

b Read the two texts again and answer the questions.

- 1 What is the difference between the texts?
- 2 What does the descriptive language in Text 2 tell us about John?
- 3 What does the descriptive language in Text 2 tell us about the room?
- 4 Do you think that John has been in the room before?
- 5 Why do you think he is looking for his mother's diary?

c Now continue the story.

Then, suddenly, he saw it on the table beside his mother's favourite chair. Of course ... He was shaking as he walked over and picked it up, holding his breath as he turned to the first entry.

The Scientist Coldplay



a Watch the video and put these things in the order that they happen.

- The singer takes off his jacket.
- The singer walks past a basketball game.
- The singer crosses some railway tracks.
- The car swerves to avoid a truck.
- The car rolls down the hill.
- The singer gets up off a mattress.
- The singer gets out of his car.
- The singer jumps over a wall.
- The singer's girlfriend takes off her seatbelt.
- The singer walks through some woods.

b Check with a partner. Talk about the events in the order they happened in real life.



c Listen to the song. Find the mistakes in the lyrics and correct them.

d Discuss.

- 1 Find lines that suggest this song is about a broken relationship.
- 2 What do you think went wrong with the relationship and why?

e Imagine. The singer's girlfriend hears this song, but she doesn't really understand what he is trying to say. She asks him to explain himself more clearly. Write a letter from the singer to his girlfriend putting his message more simply. Give some concrete examples.



Come up to meet you,
 Tell you I love you.
 You don't know how lovely you are.
 I had to get you,
 Tell you I need you,
 Tell you I set you on fire.
 Tell me your secrets
 And answer your questions.
 Oh, let's go back to the start
 Walking in circles,
 Coming in tails*,
 Making a scientist out of me.
 Nobody said it was easy.
 It's such a shame for our hearts.
 Nobody said it was easy.
 No one ever said it would last.
 Oh, take me back to the start.

I was just guessing
 At numbers and faces,
 Pulling the puzzles apart.
 Questions of religion,
 Science and progress,
 Could not speak as loud as my thoughts,
 Tell me you love me.
 Run back and haunt me.
 Oh, when I rush to the start,
 Walking in circles,
 Chasing tails*,
 Coming back as we are.

Nobody said it was easy.
 Oh, it's such a shame for us to part.
 Nobody said it was easy.
 No one ever said it would be so hard.
 I'm going back to the start.

Glossary: *coming in tails – etwa: immer nur Zahl (statt Kopf) gewählt;
 *chasing tails = going round in circles

Language in use

M

a You are going to read a text about Jane Austen. In most lines of the text there is an unnecessary word. Write the unnecessary word in the space provided after each line. Some lines are correct. Indicate these lines with a tick (✓). There are two examples at the beginning.

Jane Austen

| | |
|--|--------------------|
| Jane Austen is one of the Great Britain's most loved authors. | the 0 |
| In fact, a recent poll* had her as the nation's favourite storyteller. | ✓..... 1 |
| Although she died nearly over 200 years ago, her novels such as <i>Pride and Prejudice</i> , <i>Emma</i> and <i>Mansfield Park</i> are more as popular now as they have ever been. | Q2 |
| She lived her entire life in a close-knit* upper middle class family and much of her writing comes from her close observation of this area of the society. | Q3 |
| She never married or never had children, but this did not mean she was unable not to write about romance and many of her novels include intricate* love stories. | Q4 |
| Although she was died at the early age of 41 her works live on. | Q5 |
| There have been filmed several major films and TV series made from her works making sure that her stories are reaching the new audiences all the time. | Q6 |
| | Q7 |
| | Q8 |
| | Q9 |
| | Q10 |
| | Q11 |

Glossary: *poll – Umfrage; *close-knit = very close together; *intricate = schwierig, komplex

b Use one word to complete the three different sentences.

- a** He always says what he thinks people want him to say. He's so

b The water's very so you won't be able to swim in it.

c Police have found some bones in a grave.
- a** He's going to the penalty, I just know it.

b I really seeing my mum and dad. It's the worst thing about living so far away.

c If you don't hurry up we're going to the bus.
- a** He's really In fact, he's one of the most intelligent people I know.

b It's a very expensive restaurant, so make sure you wear something

c I cut my finger in the kitchen. Now it's beginning to
- a** Do you want to the film now or later?

b I'm sorry I haven't got the time. I'm not wearing my

c Keep in case the teacher arrives!
- a** Wash your It's very dirty.

b Don't tell him anything. He's got a really big

c My mum sat right in front of the stage ready to my words in case I forgot any.

Wordwise

Personalities

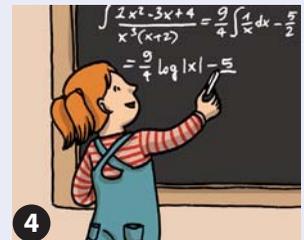
a Match the sentence halves.

- | | | |
|---|--------------------------|--|
| 1 Helen never seems to get angry or excited – | <input type="checkbox"/> | a but he was unselfish and passed the ball for another player to score. |
| 2 He's a nice boy, but very excitable | <input type="checkbox"/> | b she's a very calm person. |
| 3 My sister got 95% on her tests at school – | <input type="checkbox"/> | c you know, he's very approachable . |
| 4 My uncle Joe is a bit eccentric – | <input type="checkbox"/> | d he's very decisive and usually makes the right decision. |
| 5 He's always happy and smiling – | <input type="checkbox"/> | e he buys all their CDs, even when they're not very good. |
| 6 Our neighbours are playing music loudly again – | <input type="checkbox"/> | f he only ever wears a suit and tie, even at home! |
| 7 He could have scored the goal himself, | <input type="checkbox"/> | g when he's with other children. |
| 8 If you've got a problem, go and talk to our teacher – | <input type="checkbox"/> | h they're so inconsiderate . |
| 9 If you're not sure what to do, ask Paul – | <input type="checkbox"/> | i she's a really upbeat person. |
| 10 He's a really loyal fan, | <input type="checkbox"/> | j she's a pretty bright kid! |



b Listen and check.

c Choose an adjective to describe these people.



d Write the words in *italics* in a to match these definitions.

- not thinking only about your own advantage =
- easily and often excited =
- intelligent =
- full of positive feelings =
- acting in a strange or unusual way – sometimes an amusing way =
- not thinking about other people's feelings and interests =
- always by your side to support you =
- quiet and relaxed =
- friendly and easy to talk to =
- good at making decisions =

e Complete the replies to these people. Use words from a.

- "My football team's rubbish this year. I think I'm going to support Manchester United."
You should be more
- "I don't think I've got any chance of getting the job. I don't know why I'm even going to the interview."
Don't be like that. Be more
- "My children never tell me anything."
Maybe they're a bit scared of you. Try and be more
- "Should I go to Anna's party or not? I really don't know."
Oh, come on! Be more
- "I think I'm going to tell Paul what I think about his piano playing. Maybe he'll give up."
Don't be so

8

Trends (1)

In and out of fashion

Read

1 a What can you see in the photos? Have you ever played with any of these things?

b Read the texts quickly. Which of the following do you think is the main topic?

- The three objects were a lot more expensive than they should have been.
- The objects were bought by children, but also by adults in many countries.
- Each of the objects was, at some time, the latest fashion and swept the world.

c Read the texts again and write HH (*hula hoop*), RC (*Rubik's Cube*) or TMG (*Tamagotchi*) next to the sentences below.

- It was invented by a Hungarian.
- Some people paid lots of money to get one.
- Some people felt their toy had real needs.
- Its inventors created another craze*.

Glossary: *craze – Wahn, Fieber (Mode)

13
CD 2 **d** Now listen and check your answers.

e Read the texts again. Underline the words that mean:

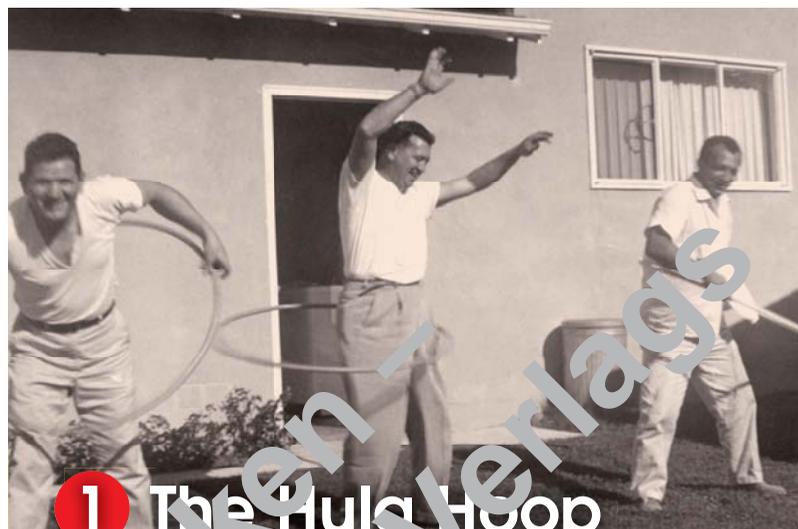
- an activity, object or idea that is extremely popular, usually for a short time (text 1)
- became popular (text 1)
- became heavily involved in (text 1)
- uncontrollable (text 2)
- so enjoyable that you cannot stop doing it (text 2)
- the most recent of modern (text 3)
- amazing (text 3)
- illegally (text 3)

Speak

2 a Choose one of the objects from the texts. **1** Imagine your job is to re-market this item to today's teenagers. Discuss the following:

- What changes are you going to make to it so that it will appeal to a modern audience?
- How are you going to advertise it?

b Present your ideas to the rest of the class. Which group has the best ideas?



1 The Hula Hoop

In 1957 a chance meeting between Americans Arthur Melin and Richard Knerr and an Australian, who was on holiday in California, resulted in one of the biggest crazes* ever to sweep through the world. The Australian told them how children back home would 5 twirl* their hula hoops around their waists in gym class to exercise. Melin and Knerr had an idea. They started producing plastic hoops and introduced them to Californians. They caught on immediately; first with children and then, surprisingly, with adults too. 10 It was only a matter of time before the rest of the US got caught up in the trend, and 25 million hula hoops were sold in two months. The fashion quickly spread overseas, with almost 100 million international orders in the first year. However, not every country thought 15 they were such a great idea. Some countries banned the hoop for "moral reasons", others thought it was an example of the "emptiness of American culture". The hula hoop craze was short-lived, but the two entrepreneurs* were already onto another hot idea 20 – a small round disc of plastic which they called the Frisbee.

Discussion box

1 What other crazes can you think of in recent years?

... was all the rage ... When I was young ...

2 What do you think made each of the toys so popular?

It was probably ... It might have been ... The way it ... must have helped.

3 What do you think determines whether a new idea becomes a craze or not?

It's all to do with ... I think it's a matter of ...

Useful words

the latest fashion • a fad • old-fashioned • out-of-date • outdated • up-to-date • spread around
short-lived • addictive • long-lasting • to be in • to be out • to follow fashion • a cult (movie / book)
fashion show • designer (clothes) • designer label • logo • slave to fashion • sweep the nation

2 Rubik's Cube



There is only one solution and millions of ways of going wrong when it comes to solving "The Cube". One eighth of the world's population has laid hands on it, and more than 300 million of the 5 most popular puzzles in history have been sold worldwide. When Hungarian Erno Rubik first made his colourful cube in 1974, and showed it to some of his friends, the effect was instantaneous*. Once they started fiddling* excitedly with the Cube, they were hooked* as they tried to get it 10 back to its original position. The compulsive* interest of friends and students in the Cube caught its creator by surprise, and it was months before any thought was given to the possibility of mass production. However, a few years later, it seemed that the whole world was 15 suddenly working away at their Cubes. People would play with them at home and at work, on buses, on tubes and in trains, in restaurants and in cafes. Everywhere you looked, someone had a Cube. As soon as you started playing with it, you couldn't put it down – the Cube was 20 just too addictive.

3 Tamagotchis

Aki Maita used to be a housewife until she invented Tamagotchis. Suddenly she was a multimillionaire. These plastic digital pets were launched in November 1996 and, within weeks, they had become the latest fashion. Demand for them was overwhelming*. People used to patiently queue up in front of stores for hours to get one, and often prices paid on the black market would be ten times the shop price. Within a short period of time, millions of them had been sold in Japan and around the rest of the world. Some Japanese schoolgirls 10 got mugged for their Tamagotchis, and businessmen would temporarily suspend* meetings so that they could feed their pets. "For some people, it was more than a toy, it was a learning device," a psychologist said. "It taught 15 people to be responsible; to care for something like a pet, since people would try to extend the lives of their Tamagotchi pets as long as possible. They just could not ignore their Tamagotchi when it needed them."



Grammar

would and used to

- 3 a Complete the sentences from the text.

Habits and repeated actions

- 1 People play with them at home and at work.
- 2 People queue up in front of stores for hours to get a Tamagotchi.

States

- 3 Aki Maita be a housewife until she invented Tamagotchis.

- b Complete the rule with *used to* and *would*.

Rule:

- When we talk about habits and repeated actions in the past we can use or
- If we talk about a permanent state or situation (with verbs such as *be / think / love / have / want* etc.) we can only use

- c Look at the sentences. Cross out *would* when it is not possible to use it.

- 1 I ~~would~~ / *used to* have a Tamagotchi.
- 2 I *would* / *used to* love it a lot.
- 3 I *would* / *used to* feed it every morning.
- 4 I *would* / *used to* sing it to sleep at night.
- 5 I *would* / *used to* think it was my best friend.
- 6 I *would* / *used to* take it everywhere I went.
- 7 I *would* / *used to* want nothing else.
- 8 I *would* / *used to* play with it for hours.

- d Work with a partner. Talk about the toys in your childhood. Use *would* and *used to*.

I used to spend hours playing with ...

When I was young, I would ...

Glossary: *craze – Wahn, Fieber (Mode); *twirl – drehen, herumwirbeln; *entrepreneur – Unternehmer/in; *instantaneous = that happens immediately; *fiddle – herumfummeln; *hooked – abhängig; *compulsive – zwanghaft; *overwhelming – überwältigend; *suspend = to stop for a while

Vocabulary

In and out of fashion

4 a Complete the article with the words in the box.

catch on hooked overwhelming* craze* spread launched

Shoppers looking for a natural high were able to satisfy their needs by inhaling, or breathing in, flavoured oxygen from the first oxygen bar to be **1 launched** in Cardiff. Inhaling oxygen through a tube is a new **2** which

is expected to **3** in nightclubs across the UK. The trend started in Tokyo, but it has **4** quickly to Britain and the US. "The demand has been **5**," says the manager of the bar, Neil Lucas. Some customers say they



are already **6** on the experience. "You feel really good and full of energy afterwards," says Ray, a local businessman.

Glossary: *overwhelming – überwältigend; *craze – Wahn, Fieber (mode)

b Circle the word that is different in each list. Why is it different?

- | | |
|-----------------|--------------------|
| 1 a trend | 3 a addictive |
| b craze | b immediate |
| c hook | c instantaneous |
| 2 a compulsive* | 4 a became popular |
| b overwhelming | b were hooked on |
| c addictive | c caught on |

Glossary: *compulsive – zwanghaft

c Complete the table with information about what we do now.



| | then | now |
|---|------------------------------|-------------|
| 1 | sent telegrams | send emails |
| 2 | used cradles | |
| 3 | made their own toys | |
| 4 | travelled in carriages | |
| 5 | wrote letters | |
| 6 | wore long skirts and dresses | |
| 7 | listened to records | |
| 8 | had lots of children | |

d Write sentences using the information in the table.

- In the past, people used to send telegrams, now they send emails.
-
-
-
-
-
-
-

e Complete the sentences with the verbs in the box. Use *would* where you can and *used to* when you have no choice.

spend not go drive find be want

- I **used to want** to be a teacher, but now I think I'll be a doctor.
- They hours playing cards every evening.
- I languages quite difficult, but now I speak Italian and Russian fluently.
- You're a successful businesswoman now. It's hard to believe you a punk.
- When I was a kid, I anywhere without my teddy.
- He a Ford. Now he's got a BMW.

Listen

- 5 a** Look at the photos. What do you think is happening in each photo? What do you think they might have in common?



- 14**
CD 2 **b** Listen and check your ideas.

c Mark the sentences T (True) or F (False) with a cross [X]. Correct the false statements.

- The rug in the store cost \$10,000.
T F
- The shop assistants reacted angrily to the flash mob.
T F
- The crowd stayed for fifteen minutes.
T F
- The people who lay down in the square didn't know each other.
T F
- The subway station in San Francisco was very busy.
T F
- The flash mob clapped loudly as people came out.
T F
- The man who started flash mobs is British.
T F

d Imagine you are going to interview Bill. What questions would you like to ask him? Write them down.

e Compare the questions with a partner.

- 15**
CD 2 **f** Listen to Bill. Which of your questions (if any) does he answer?

- 15**
CD 2 **g** Listen again and answer the questions.

- Why did Bill want to remain anonymous?
- What happened in the flash mob in Rome?
- What happened in the flash mob in London?
- What are the two important things about flash mobs?
- What did the British sociologist say about flash mobs?
- What does Bill think about the future of flash mobs?

Discussion box

1 Which of the flash mobs do you think is the most amusing?

I particularly like ... The best one for me was ...

2 If you could take part in a flash mob, would you? Why / Why not?

I'm far too shy to ... It's not my kind of thing.

I'd love to ... I've already ...

3 Do you think there will be more flash mobs in the future?

It's hard to know. It will depend on ... I can't see ...

Speak

- 6 a** Work in small groups. Think of a fun flash mob event. Remember that:

- the event must not hurt anyone or be illegal!
- it should only last for a short time.

b Compare ideas with other groups. Which do you think is the best?

Grammar

Adverbs and adverbial phrases

7 a Complete the sentences with *sudden* or *suddenly*.

About a hundred people appeared.

There was a movement.

b Complete the rule. Write *adverbs* or *adjectives*.

Rule:

- We use to add information to nouns.
- We use to add information to verbs.

c We can also use **adverbial phrases** to say how. Look at the adverbial phrases below. What types of words do we use with the expressions in A? What types of words do we use with the expressions in B?

Add the words in the box to the lists below.

| | |
|------------|------------|
| difficulty | excitement |
| exciting | horrible |
| interest | different |

A *in a friendly way*
in an interesting way
in a fun way
in an way
in a way
in a way

B *with surprise*
with enthusiasm
with fear
with
with
with

d Complete the sentences with the expressions from 7c. (There is often more than one possibility.)

- 1 It was a fantastic match – I was jumping up and down with excitement/enthusiasm
- 2 She seemed very nice – she smiled at me in
- 3 The homework was very hard – I only finished it with
- 4 The documentary was fascinating – I watched it with
- 5 In the James Bond film, I got a shock when the woman next to me screamed with
- 6 Anything is more enjoyable if you do it in
- 7 They come from a different part of the country, so they speak in
- 8 I love parties, so I replied to the invitation with



Vocabulary

Common adverbial phrases

a Match paragraphs 1–8 with definitions a–h.

- | | | |
|---------------|--------------------------|-------------------------------------|
| 1 by accident | <input type="checkbox"/> | a so that other people cannot hear |
| 2 in a hurry | <input type="checkbox"/> | b one thing happening after another |
| 3 in private | <input type="checkbox"/> | c intentionally* |
| 4 in public | <input type="checkbox"/> | d without telling other people |
| 5 in secret | <input type="checkbox"/> | e not intentionally |
| 6 in a row | <input type="checkbox"/> | f needing to do something quickly |
| 7 on purpose | <input type="checkbox"/> | g without thinking properly |
| 8 in a panic | <input type="checkbox"/> | h so that other people can hear |

Glossary: *intentionally – absichtlich

b Complete the sentences with the expressions in 8a.

- 1 It wasn't an accident – I think he did it
- 2 They organised the surprise party, so I knew nothing about it.
- 3 We've won the competition five years
- 4 Could you go away, please, Jack? I want to talk to Sol
- 5 I'm really sorry – I broke your camera
- 6 My homework isn't very good. I did it
- 7 Please don't talk about my personal life
- 8 A fire broke out in the hotel and everybody ran out

c Join the two sentences to make one, using adverbial phrases. Sometimes there is more than one possibility.

- He looked at me. He seemed surprised.
He looked at me with surprise.
- The dog barked at us. It sounded horrible.
- He teaches English. His way of teaching is fun.
- They listened to her. They were enthusiastic.
- We found the house. It was difficult to find.
- He said hello to me. He was friendly.
- We need to do this again. We need to do something different.
- The children waited for the clown to arrive. They were excited.

d Circle the correct adverbial phrase to complete the sentences.

You might be told it's wrong to look at people ¹ *in a rude way* / *in a surprising way*, but a new craze* called "Stare Master" is winning fans across America. People are queuing up ² *with difficulty* / *with enthusiasm* to take part in staring contests. The Stare Master contests are held ³ *in public* / *on purpose* and have strict rules – you aren't allowed to laugh, close your eyes, nod or move. "It's great," said one fan, "because it tests your self-control ⁴ *in a different way* / *in a horrible way*." It was invented by two friends because they were bored and wanted to spend their free time in ⁵ *a fun way* / *a friendly way*.

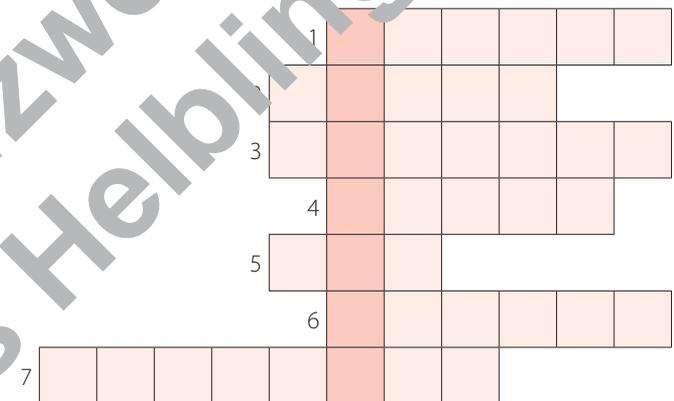


Glossary: *craze – Wahn, Fieber (Mode)

e Circle the correct adverbial phrase.

- She's the first person to be voted chairperson three years *in public* / *in a row*.
- They held the meeting *on purpose* / *in private* and no one knew anything about it.
- Can you call a taxi for me? I'm *in a hurry* / *in a row* to get to the station.
- Please don't tell anyone, I was told *on purpose* / *in secret*.
- Can you help Janet? She's *in a panic* / *in a hurry* about the exam.
- I don't like talking *in public* / *in private*. Crowds make me nervous.
- I think he said it *by accident* / *on purpose* to make everyone laugh.
- Don't be angry. She said it *by accident* / *on purpose*. It's not like her to cause problems.

f Complete the puzzle using the clues 1–7. Use the mystery words to complete the last sentence.



- When you do things in front of other people, you do them in ...
- When you have to do something quickly you're in a ...
- When you don't want everyone to see what you're doing, you do it in ...
- If you worry and get anxious about something, you are in a ...
- If you do the same thing lots of times, you do it several times in a ...
- If you hide something from other people, you do it in ...
- If you don't mean to do something, you do it by ...
- When you do something on, you mean to do it.

Write

9 a Read this letter sent to a newspaper.

- 1 What is Mr Hill's opinion of flash mobbing?
- 2 What does the person who wrote the notes think of the letter?

1 This claim itself is ridiculous – no reason given!

2 What an intolerant view!

3 Don't people have the right to decide for themselves?

Dear Sir,

The claim that flash mobs are art is clearly ridiculous and can easily be dismissed. However, we should stop for a minute and ask ourselves if flash mobs shouldn't be forbidden altogether. Do people have nothing better to do than waste their time turning up in dozens at a sofa shop and asking for 'sunflowers in the rain', as customers and shopkeepers in one shop in the West End recently witnessed? Maybe I'm being old-fashioned, but I think that flash mobbing is not only a waste of time, it is also potentially dangerous. What if someone gets scared by a flash mob one day, over-reacts, and then the whole thing turns into a mini-riot? Surely no one will claim then that is art.

Yours sincerely,

Mr Robert Hill

5 In fact this letter is potentially misleading, as it might make people believe that flash mobs are a bad thing!

4 Yes, you are!

b Read this second letter. Which of the notes in the first letter does the writer include in it?

Dear Sir,

I am writing with regard to the letter in your newspaper concerning the flash mobs. I am concerned about the biased tone of the letter, and I would like to express my disagreement with it.

To begin with, the writer, without giving any reasons whatsoever, dismisses the idea that flash mobbing could be art. This in itself is a ridiculous view which I cannot share at all. Flash mobbing is a perfect example of playfulness and creativity, and I am grateful that there are people who put time into coming up with something provocative and 'useless'.

The writer also argues that flash mobs are a waste of time. Although nobody should have to take part in flash mobs unless they want to, we must accept that people have the right to decide for themselves how to use their time. The writer's position is not only extremely old-fashioned, it is narrow-minded. Whereas I see no potential danger in people coming together for a few minutes in public places to have fun and make others think, I see a lot of 'danger' in leading people to believe that flash mobs are something to be afraid of. I can only say – beware of such unfair and narrow-minded views!

Sincerely,

J. Edwards

c Now read this third letter. Underline the main points. Decide whether you agree or disagree with each of them. Make notes. Then write a reply to the editor of the newspaper.

Dear Sir,

The tendency of young people today to give in to the marketing pressures of commerce* and industry, and to buy whatever companies want them to buy, is saddening. Whether it is mobile phones, MP3-players, the latest fashion or, dare I say it, the Internet – aren't all these things just crazes* that cost a lot of money and are bad for young people today? When we were young, things used to be different. We had time for each other, we would go for walks and enjoy nature, and we would spend hours reading good books. How is the world going to develop if the only things young people are interested in are fads* and electronic communication?

All I can say is that I'm deeply concerned, and I hope teachers are aware of the dangers of technology and the modern world, and influence children to turn more towards the things that really matter!

Yours sincerely,

Anne Cooper

Glossary: *commerce = business, buying and selling things;

*craze – Wahn, Fieber (Mode); *fad = something that is popular for a short time

An advertising campaign

Conversational strategies:

- Think of a slogan
- Use shortened questions
- Use imperatives

a Read through the notes on how to organise an advertising campaign.

- Target your audience. Speak the language of your audience.
- Highlight your advantages. Focus on the pros.
- Establish an image so people recognise you by your logo.
- Advertise in the right places.
- Don't try to be everything to everyone. You can't.
- Test your ads in advance.

b Look at the notes for an advertising campaign for the yo-yo.

c Now get together in groups of 3–4 and design your own advertising campaign. You can pick an object that already exists or make up a object that might be interesting to your target audience.

How to make an advertising campaign

There are many language strategies for advertising campaigns. What's most important is that you make your campaign interesting, short and memorable. Think of a good slogan (use alliteration, rhyme, rhythm).

Use shortened questions:

*You want to have fun?
You want to be cool?*

Use imperatives:

Get our yo-yo. Go get it now.

Presentation plan

Step 1:

Carla, Adam, Chris and Yasemin each bring a yo-yo.

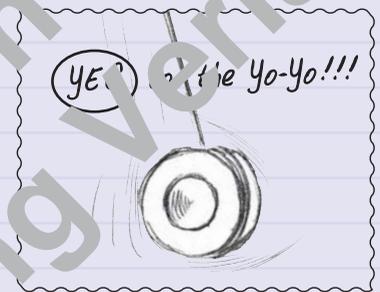
(Don't forget to practise!)

We all play with the yo-yo for half a minute.

Then we shout together: Yes to the Y-Yo!!!

Step 2:

Carla holds up a poster showing a yo-yo with the string, swing-marks round the yo-yo. On it is the slogan.



Step 3:

Adam: "Want to relax?"

Chris: "Want to have fun?"

Yasemin: "Want to be cool?"

Carla: (holding up poster) "Then yes to the yo-yo!"

Adam: "For two and a half years."

Chris: "And in all sizes."

Yasemin: "In all colours."

Carla: (holding up poster) "Yes to the yo-yo!"

Adam: "You want to play?"

Chris: "You want to compete?"

Yasemin: "And learn new tricks?"

Carla: (holding up poster) "Then get our yo-yo!"

All: "Go get it now!"

Adam: "with the longest spins"

Chris: "the best return"

Yasemin: "good for all speeds"

*Carla: (holding up second poster; like first one but written across it yo-yo speed pro!)
"Go get our yo-yo speed pro!"*

All: "Go get it now!"

All: "Go get it now!"

INTO Culture

a Quickly read the text and find five famous dances and two famous dancers.

b Read the text again. When were the following dances popular?

- 1 allemande
- 2 breakdance
- 3 Loco-Motion
- 4 Macarena
- 5 tango
- 6 Vogue

c Get together in pairs. Take turns to choose a dance and describe the movements to your partner. Be as precise as possible.

Dance crazes

If you believe that dance crazes (or fad* dances as they are also known) are a recent thing, then think again because they've been around for centuries.



Ever since the Renaissance many kings and queens have been keen to take up the latest dance steps, and often these moves would then spread out into general society. Dances such as the *minuet*, the *waltz* and the *allemande* all started out in the royal courts. The *allemande*, for example, was one of the most popular dances for the Baroque music of the 17th century. Dancers formed a line of couples, extended their hands forwards and paraded up and down the room, walking forward three steps, before balancing back on one foot. Later, they added a hop or a few springing steps – and that was it. It might seem pretty boring to us nowadays, but it was all the rage back then. Although some of these moves made it into the next dance fad, *square dancing*, the *allemande* was basically gone by 1800. Still, for a fad dance it survived quite a long time, something that is not true of many modern and contemporary dances.

Glossary: *craze – Wahn, Fieber (Mode);
*fad = something that is popular for a short time

Discussion box

1 How important is dancing in your life?

*I couldn't care less.
It's up there with ...
It's not really ...*

2 What kind of dancing would you like to be really good at and why?

*I'd love to be good at ... because
I've always wanted to ...
It might be fun ...*

3 Have you ever had dance lessons? Why / Why not?

*Mum / dad made me ...
No, because ...*

4 Is dancing a good social skill to have? Why / Why not?

*It's important ...
It can help ...*



Anyway, let's jump ahead to the early 20th century. One of the first crazes in the States was the *Charleston*. Famous dancers like Josephine Baker helped make the *Charleston* very popular in Europe, too, and during the 1920s it swept through the world. Anyone who was anyone was doing it. These days it's something you might see occasionally in films. But you wouldn't catch any one doing it at the local disco.

The most important craze of that era, however, came from Argentina: the *tango* took the world by storm in the 1910s and 1920s, and it wasn't going away. In 2009 it landed a place on the UNESCO World Heritage list. It is still widely popular in many countries. In Finland, for example, a *tango* festival draws more than 100,000 tangophiles every year. The *tango* was the first of many popular Latin American dances to spread across the world followed by the *samba*, the *mambo*, the *rumba*, the *cha-cha* and the *bossa nova*.



From the 50s to the 70s new dances were springing up nearly every other day. Most of them have been long forgotten, but others like *rock 'n' roll* dancing are still familiar today. Another enduring dance was the *Twist*, which was described as someone stubbing out a cigarette with their feet whilst drying their back with a towel. When you check the compilation of dances from

the 60s and 70s, however, you'll need to be a real expert if you really want to understand the differences between the *Barracuda*, the *Freddie*, the *Natusi* and the *Zouk*. Of course, quite a lot of songs from the dance-song genre have survived until today. The *Loco-Motion* from 1962, for example, found itself back in fashion 25 years later when Kylie Minogue took it back into the charts.

Two notable dance innovations in the 80s were *break-dancing*, which developed together with hip-hop music, and *the Vogue*, popular in gay discos in the 80s and made even more popular by Madonna with her *Vogue*-video in 1990. Of course, the disco movement of the 70s and its later development in the 80s and 90s brought us many famous dance songs such as the *Macarena* or the *Ketchup Song dance*.

One of the most popular dancers of all time was Michael Jackson and there are numerous instructions online to teach you how to dance *Thriller* or *Moonwalk*.

Anyway, whatever kind of dance moves your fancy, it's certainly out there – just waiting for you. So go and shake it, baby!



Glossary: *enduring = staying popular for a long time;
 *stub out a cigarette – eine Zigarette ausdrücken;
 *notable = important;
 *moves your fancy = you find interesting

Competencies LISTENING

M

16
CD 2

a You are going to listen to a radio presenter introducing Philippa Chandler. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–8) with the sentence endings (A–K). There are two sentence endings that you should not use. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

The People Show

| | | |
|----|---|---|
| 0 | Philippa Chandler is someone who ... | I |
| Q1 | She carries out interviews | |
| Q2 | <i>Next Big Thing</i> is a company ... | |
| Q3 | Philippa's job is to ... | |
| Q4 | A regular part of Philippa's work ... | |
| Q5 | Philippa found out about her current job ... | |
| Q6 | Philippa believed she was perfect for the job because ... | |
| Q7 | Philippa starts her research ... | |
| Q8 | Philippa's advice to young people ... | |

| | |
|---|---|
| A | ... she is sociable and had done research on why we buy things. |
| B | ... by using the internet. |
| C | ... through a freelance job agency. |
| D | ... to choose something useful that they will also enjoy. |
| E | ... thanks to a newspaper article. |
| F | ... that predicts new trends. |
| G | ... with people on the street. |
| H | ... is to carry out surveys. |
| I | ... keeps her clients* informed about public opinion. |
| J | ... go to popular surf resorts. |
| K | ... help her clients create new products. |

Glossary: *client = customer

16
CD 2

b Answer the questions. You may need to listen again.

- 1 Explain, in your own words, what is meant by the "next big thing"?
.....
.....
 - 2 Why are Philippa's clients interested in the information she collects?
.....
.....
 - 3 Why is Philippa's research not productive?
.....
.....
- What advice does Philippa give young people looking for a job?
.....
.....

EXAM TIP

Question types in listening

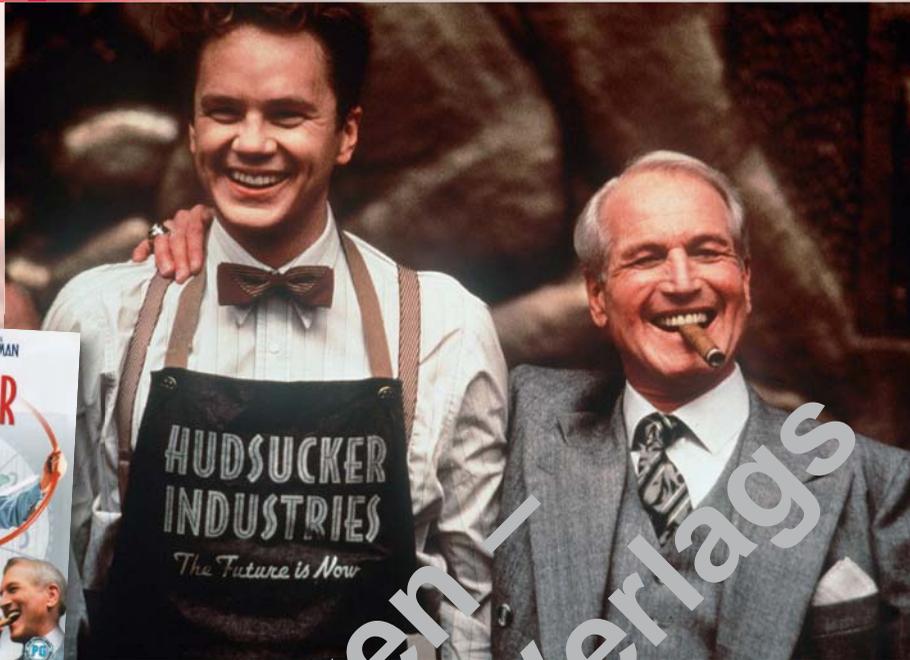
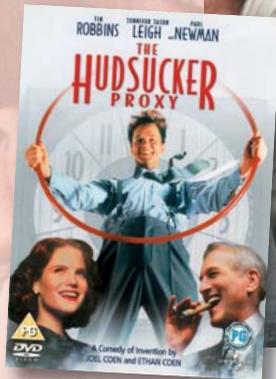
- Before you start, read the questions thoroughly and make sure you understand them. Underline key words and try to predict what you will hear.
- There may be different types of question. In a and b, there are two question types.

Type 1 You decide which answer completes the phrase best. Remember in this type, you may hear all the phrases given, but only one is relevant to the question.

Type 2 You answer the questions, usually with a short or complete sentence. Always check your spelling, grammar and punctuation.

The Hudsucker Proxy (1993)

In an effort to scare off would-be investors in a public stock offering, dim bulb mailboy Robbins is installed as the Prez* of Hudsucker Industries (in 1958) by Board Director Newman after corporate magnate Hudsucker (Durning) takes a swan dive from the 44th floor. First truly mainstream effort from the maverick* Coen brothers is peppered with obscure references to numerous points on the historical map of cinematic style, and trots out an equally old but instantly recognizable story.



Glossary: *Prez = informal short form of President; *maverick = someone who is independent and acts differently



a The two scenes show Norville (Tim Robbins) presenting his idea for a new toy (the later hula hoop) to his audience, in the first case to board director Mussburger, and the second to all the board members. Watch both scenes and answer the following questions:

- 1 What points-of-view do we see in the first scene?
- 2 What is perplexing about Norville's drawing?
- 3 What is funny about Norville's behaviour?
- 4 Whose point-of-view dominates in Norville's presentation?
- 5 Listen to the questions the board members ask and pick your three favourite ones.
- 6 Add two questions of your own.
- 7 Imagine you don't know the name of the product (the later hula hoop). Try to come up with a few suggestions.
- 8 What is Mussburger's role in this scene?



b Watch both scenes again and try to determine whose point-of-view dominates – the camera's or a character's? Try to explain why the directors chose to shoot the scenes in that way.

- If possible, watch another scene from *Hudsucker Proxy* in which two caddies watch and talk about the first encounter between Norville and Amy. What can you say about POV in this scene?
- Choose a film you know well and see if you can find any interesting POV-shots.

NEW WORK

Point-of-view (POV) shots

In cinematic terms, point-of-view refers to the position from which something is filmed.

All shots have a point of view; a subjective point-of-view gives us the perspective of a character, an objective point-of-view represents the camera. POV-shots, however, are traditionally defined as shots that re-create the perspective of a character and may incorporate camera movement.

Very distinct POV-shots can be found in many Hitchcock films; another famous example occurs in *Silence of the Lambs*, in the final scene, when we see Clarice through the eyes of the serial killer.



Language in use

a Read the text below. Fill each space only with one word.

Welcome to FarmVille: Population 80 million

My strawberries have died. I planted ¹..... this morning, after getting the seeds for the bargain ²..... of 10 coins.

But I let the day get the best of me – I had work to do, lunch to eat, emails to read – and when I finally returned to ³..... on my plot, the fruit had grown, matured* and died in the space of just a ⁴..... short hours. No, this is not the real world, and these were not some mutant genetically modified* ⁵.....; in fact, they weren't really strawberries at all. This is FarmVille, a Facebook game for ⁶..... I've been working the land all week, made up of mere bytes and pixels.

Perhaps you've ⁷..... of FarmVille from your Facebook news feed, informing you that so-and-so has just planted their 15th field of soybeans, or built their first barn, or earned a brightly coloured ribbon for being ⁸..... a good farmer. Perhaps you are sick and tired of Farmville and would like to see it all shut down. But your protests would be in vain: FarmVille, one of the world's ⁹..... sociable games, has almost 250 million players – that's around 20 percent of all Facebook ¹⁰.....; more people than use Twitter or, indeed, live in the UK. Some 30 million of them tend their crops daily. When the site allowed its gamers to exchange virtual Valentine gifts online, 220 million ¹¹..... sent and accepted within 18 hours; to get that into perspective, it's worth noting that Hallmark (a big card company) ¹²..... approximately 200 million e-cards over the entire Valentine season.

Glossary: *mature = become ripe; *genetically modified = genet. manipuliert

b Look at the pairs of sentences. Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given, and do not change it. You must use between three and six words, including the word given.

Example:

I really do want to get back to FarmVille. **KEEN**
 I'm really keen on getting back to FarmVille.....

1 Most of the products on FarmVille don't cost too much. **REASONABLY**
 Most of the products on FarmVille.....

2 FarmVille is an invention of the Zynga company in 2007. **INVENTED**
 Farmville..... the Zynga company in 2007.

3 Once everyone saw how profitable online gaming was going to be, everyone wanted to be part of it. **CLEAR**
 Once..... how profitable online gaming was going to be, everyone wanted to be part of it.

4 What people like about FarmVille is that they are competing with friends, and not enemies. **APPEAL**
 Part..... FarmVille is that people are competing with friends, and not enemies.

5 In other words you play against your "frenemies", and FarmVille makes it possible to beat many of them. **OPPORTUNITY**
 In other words you play against your "frenemies", and FarmVille..... to beat many of them.

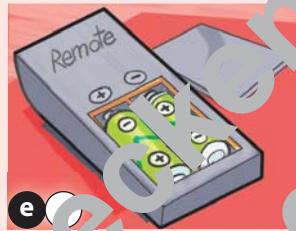
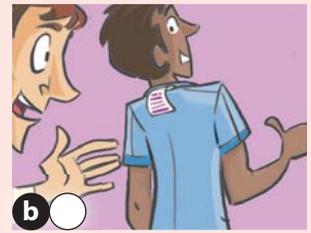
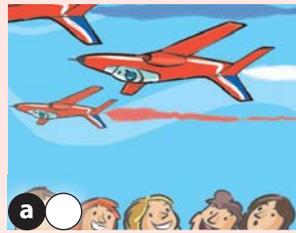
Wordwise

Adverbial phrases

17
CD 2

a Match the sentences and the pictures. Then listen and check.

- I got dressed in a hurry this morning, and I put my pullover on **back to front**.
- "Hey Alex – I can see the label of your T-shirt. I think you've got it on **inside out**."
- The display was wonderful – at one point, the planes were flying **upside down**!
- The car drove through the puddle and splashed water all over me – I got wet **from head to foot**.
- The kitchen was filthy, so on Sunday we cleaned it **from top to bottom**.
- "Well, of course it doesn't work – you've put the batteries in **the wrong way round**."
- "I'm going to show you round the castle, and you can ask me any questions you want – I know this place **inside out**."
- I turned my bedroom **upside down**, but I still couldn't find my headphones!



b How do you say these expressions in German? Write your translations.

- back to front =
- from head to foot =
- from top to bottom =
- the wrong way round =
- inside out (as in sentence 2 above) =
- upside down (as in sentence 3 above) =
- upside down (as in sentence 7 above) =
- upside down (as in sentence 8 above) =

c Use an expression from **a** in each space. Then listen and check.

- Before you open a bottle of fruit juice, turn it and shake it.
- Got a problem with your computer? Ask Sally – she knows computers
- I'm going to find that book – even if I have to turn my house
- No, you wrote "recieve" and it should be "receive" – you wrote the i and the e
- Our dog came home yesterday – it was covered in mud
- Sometimes it isn't easy to see if you've put your socks on
- The police searched the house, but they didn't find any of the stolen things.
- When I get my newspaper, I start reading it on the last page – and I end up reading it from



No! No! You've put it upside down!!

Read

- 1 a** Make a list of all the problems that you can think of facing our planet. Read through the newspaper article quickly to see how many of your ideas it mentions.



Time's Running Out

“Our planet is running out of time. Modern man has abused it so much that by 2050 we will have used up all of its resources. The Earth's population will need to find and colonise two planets as our forests and fresh water supplies vanish.” (WWF)

This is the conclusion of a frightening report from the World Wide Fund for Nature (WWF) which experts will be discussing later this week in Geneva. But will we really all be living in outer space forty years from now? The answer is no. This is clearly unrealistic. The WWF are using this dramatic image in the hope that it will draw attention to the fact that now, more than ever, we need to take seriously the question of how we treat our planet. The report, based on scientific data from across the world, reveals that more than one third of the natural world has been destroyed by humans over the past decades. Some of the frightening statistics it presents include:

- Since 1970 the cod population of the world's oceans has fallen from 264,000 tonnes to less than 60,000 tonnes. At this rate, the fish will

have died out completely by 2030.

- Between 1970 and 2002 the planet's already heavily diminished forests were reduced by a further 12 percent. In places such as South East Brazil, less than seven percent of the original forest remains.

- Black rhinoceros numbers have fallen from 65,000 in 1970 to around 2,400 now. The numbers of African elephants have fallen from around 1.2 million in 1980 to just over half a million while the population of tigers has fallen by 95 percent during the past century.

As a way of measuring how much each country is responsible for the destruction of the planet, the report uses a system which it refers to as “ecological footprints”. Each country's “footprint” is calculated by looking at how much it consumes of the Earth's resources and how much it pollutes the



atmosphere in a year. From these figures experts can calculate how much land is needed to support one inhabitant of each country. The more land that is needed, the larger the “footprint”. Unsurprisingly, the report is particularly hard on the developed countries of North America, Europe and Asia. America was at the top of the list for many years with a footprint reaching up to 12.2 hectares (that's about 18 football pitches), almost twice the average for Western European countries which is 6.28 hectares. At the bottom of the list are the African countries. In Malawi, for example, the “footprint” is one hectare. The message is simple and clear. Unless people in the developed world start living in a more environmentally friendly way, fifty years from now there simply won't be enough resources to go round.

Useful words

population explosion • carbon footprint • natural resources • fossil fuels • developed countries • developing countries
 environmentally friendly • over-production • starvation • to be green • carbon emissions • save the planet • nuclear waste
 new technologies • sources of energy • water shortage • melting icecaps • energy efficient • solar panels • wind turbines

b Read the text again and mark the statements T (True) or F (False). Correct the false ones.

- | | | |
|--|----------------------------|----------------------------|
| 1 The WWF think we will all be living on two new planets fifty years from now. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 The report was written by scientists. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Since the 1970s we have used nearly 30 percent of the Earth's natural resources. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 Cod numbers have fallen by about 50 percent since 1970. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 There is none of the original forest left in South East Brazil. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 The report blames countries like Japan and Canada for using too many resources. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 7 America uses around eight times more of the Earth's resources than Malawi. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 8 The report says that we must look hard at the way we live if we want to save our planet. | T <input type="checkbox"/> | F <input type="checkbox"/> |



c Now listen and check your answers.

Grammar

Future continuous

2 a Look at the examples. Then complete the rule. Write *be*, *present participle* or *will*.

Experts **will be discussing** the report later this week in Geneva.

Will we really all **be living** on two new planets fifty years from now?

Rule:

- When we want to talk about things that will be in progress at a specified future time we use the future continuous tense.
 - To form the future continuous tense we use: followed by and finally the
- Now** ————— → **50 years from now**
 We **will be living** on two new planets.

Future perfect

b Look at the example sentences and complete the rule. Write *have*, *past participle* or *will*.

By 2050 we **will have used up** all of our planet's resources.
 At this rate, the fish **will have died out** completely by 2030.

Rule:

- When we want to talk about things that will finish some time between now and a specified time in the future we use the future perfect tense.
 - To form the future perfect tense we use followed by and finally the
- Now** ————— → **2030**
 By 2030 the fish **will have died out** completely.

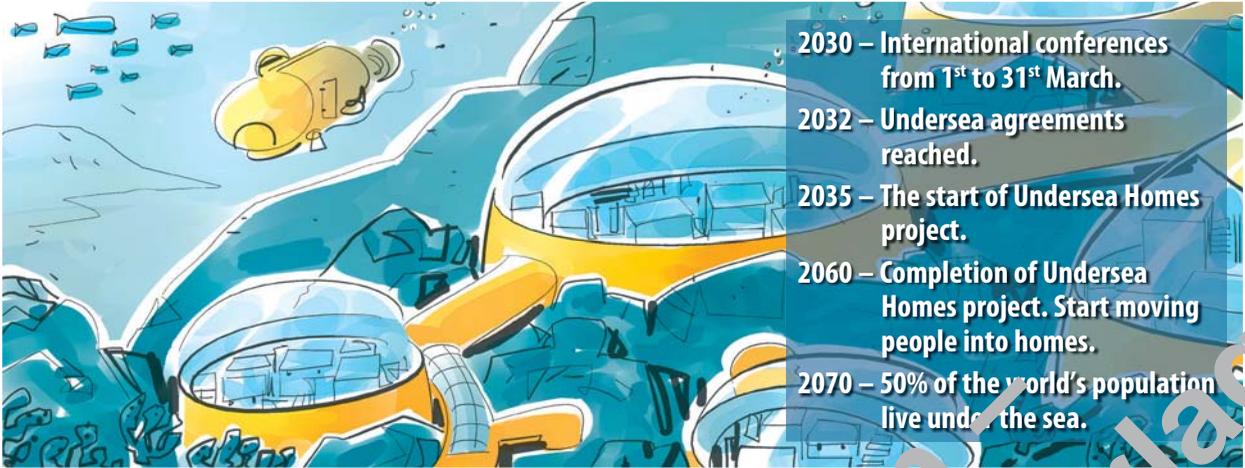
Discussion box

- Which of the facts in the article do you find most worrying?
 I was **astounded** to read ...
 I **didn't know** before that ...
 The most worrying one was ...
- What other examples of the destruction of the planet can you think of?
 Let's not forget ... There's also the ...
 One of the biggest is ...
- Are you worried about the future of our planet? Why / Why not?

c Complete the sentences using the future continuous or the future perfect. Circle the correct form.

- We will *have used up* / *be using up* all the Earth's fresh water by the year 2050.
- Animals like the tiger will probably *have died out* / *be dying out* completely thirty years from now.
- I think people will *have lived* / *be living* much more environmentally friendly lives in the future.
- Scientists will *have looked* / *be looking* hard for a solution to this problem over the next few decades.
- At the current rate we will *have cut down* / *be cutting down* all the forests by 2050.
- Politicians will *have discussed* / *be discussing* this issue at a conference in March.

d One scientist has a solution to the problem. Look at the schedule and write sentences using the prompts. Use the future perfect or future continuous tenses.



1 During March 2030 / politicians / discuss / the problem.

During March 2030 politicians will be discussing the problem.

2 By 2033 / politicians / decide on / an undersea policy.

3 In 2040 / engineers / build / homes under the sea.

4 By 2061 / engineers / finish / undersea project.

5 In 2065 / people / live / under the sea.

6 By 2070 / half the world's population / move / to a home under the sea.

e Complete the sentences using the future perfect.

1 I will have finished (finish) my homework by 10 o'clock.

2 I think they (find) a cure for cancer by 2050.

3 By 2090 the world's population (increase) to about 30 billion.

4 Please don't phone me at 3.00 – I (leave) school by then.

5 Next year, my parents (be) married for 25 years.

6 How (our lives / change) by the year 2040?

7 Go and buy a ticket before midday, otherwise they (sell) them all.



f Write sentences about the year 2060.

1 People / live / houses under the sea
People will be living in houses under the sea.

2 We / not eat / any natural food

3 Children / study / at home on computers

4 We / drive / electric cars

5 We / not use / telephones

6 People / not work / more than 25 hours a week

Grammar for Communication

9 What do you think life will be like in the year 2100? Discuss your ideas with a partner.

Think about:

- the planet • housing • education • health and life expectancy
- world peace • travel • leisure time

Vocabulary

Global issues

3 a Complete the sentences with the words in the box. Then match the phrasal verbs in italics with meanings a–f. Write the numbers of the sentences in the correct boxes.

waste starvation* temperatures
species resources atmosphere

- 1 Many of animal are in danger of *dying out* over the next 50 years.
- 2 We will soon *use up* all our natural
- 3 We need to find a safe way of *getting rid of* nuclear
- 4 Too many industries are *fouling up* the without getting punished.
- 5 Scientists say around the world will *go up* by as much as 6 percent over the next century.
- 6 It's only by helping local people to grow food that we can *bring about* an end to

- a achieve d dispose of*
 b become extinct e completely finished
 c increase f pollute

Glossary: *starvation = Hungertod; *dispose of = throw away



b Work in pairs. Which of the issues in 3a worries you most? Put the issues in order of importance.

c Work in small groups. Compare your lists.

d Replace the words in italics with the correct form of a verb from the box.

bring about die out use up get rid of foul up go up

- 1 Support organisations which are trying to *cause* **bring about** an end to trade in rare animals.
- 2 Don't buy medicines and other products which result in animals *becoming extinct*
- 3 Remember that every time you travel by car or plane, you cause the temperature of the air to *increase*
- 4 Let's stop *polluting* our air, water and land.
- 5 You don't need all those electrical machines – *dispose of* some of them!
- 6 Remember that if we go on using oil and coal the way we do, they will be *completely finished* in a few years' time.

Listen

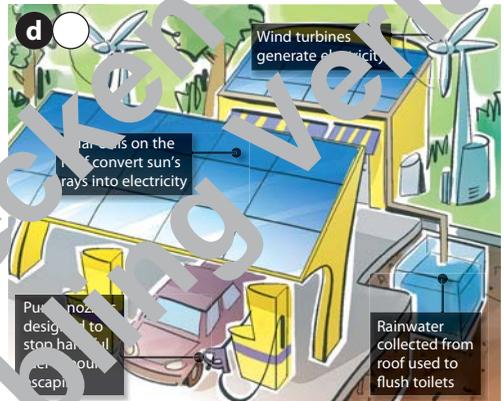
4 a Work in pairs. Look at the pictures. What do they have in common?

2
CD 3

b Listen and number the pictures in the order they are mentioned. What is the connection between the pictures?

2
CD 3

c Listen again and mark a, b, c or d with a cross .



1 What do some experts predict we will need to find a replacement* for by the year 2030?

- a cars
- b oil
- c natural resources
- d energy for offices

2 What can cars with flexible engines run on?

- a petrol and sugar
- b petrol and alcohol
- c alcohol and sugar
- d petrol and water

3 Which one of these things do they not do to chicken poop?

- a heat it
- b turn it into a liquid
- c add water to it
- d mix it with diesel

4 What does the petrol station use for energy?

- a solar panels
- b rainwater
- c birds and fish
- d cars

5 How much energy does the Swiss Re building use compared to conventional buildings?

- a two thirds as much
- b 50 percent
- c double
- d the same amount

Glossary: *replacement – Ersatz

Vocabulary

Conserving energy

5 a Look at the poster and complete the sentences with words in the box.

- | | | |
|--------|-----------|-----------|
| take | switch us | recycle |
| unplug | swan | down wash |

b Make a list of other things you can:

- 1 switch on 2 recycle 3 unplug 4 cut down on

c Work in small groups. Discuss the questions.

- What could you / the school do to reduce the amount of energy you use?
- In what ways could your town be considered environmentally friendly?
- What is your government doing to be more "green"?
- What ways can you think of to make people more aware of our world's problems?

You can make a difference – eight ways to save energy

- waste paper.
- on the amount of TV you watch.
- the bus to school (or walk!).
- off the lights when you leave the room.
- your clothes in cold water.
- a microwave oven to cook.
- electrical appliances* when you're not using them.
- your conventional light bulbs for long-life ones.



Glossary: *appliance – Gerät

Grammar

Future time expressions

- 6 a** Complete the sentences with the words in the box.

by during for from now time until

- a** I wouldn't be surprised if we see more petrol stations like this **by** the end of the year.
- b** Hopefully a few years we'll be seeing cars like these on the streets of London too.
- c** Who knows, in five years' all our cars might be chicken powered.
- d** Scientists are going to have to work days if they want to solve this.
- e** Experts predict we've only got 2030 to find a source of energy* to take the place of oil.
- f** We'll be seeing a lot of changes the next decade.

Glossary: *source of energy – Energiequelle

- b** Complete the rule. Use *during*, *until*, *by* or *for*.

Rule:

- is used to talk about a period of time.
- is used to say how long something will take.
- is used to talk about a future deadline: an action that will be completed *before* (or *at*) a specific time.
- is also used to talk about a deadline; the emphasis is on a continuous situation that will stop at a specific time.

TIP

The time markers *during*, *for*, *by* and *until* can also be used with other tenses.

I woke up three times **during** the night.

I've been waiting **for** an hour.

We had to arrive **by** 7 p.m.

We're living here **until** we find a better house.

Grammar for Communication

- C** Work with a partner. Student B: turn to page 174. Student A: **circle** the correct time expressions. Then ask your partner the questions. You start.

- 1 What things have you got to finish *until* / *by* Friday?
- 2 Where do you think you'll be *from* / *in* thirty years' time?
- 3 What will you be doing *for* / *during* the next school holidays?

Grammar

Future time expressions

- d** Complete the sentences with the words in the box.

time by until for during from now

- 1 I was so tired last night that I fell asleep **during** the film.
- 2 My brother's started a trip round the world – I won't see him again next year!
- 3 Two months, I'll be on holiday.
- If you're late, I'll wait twenty minutes, but not a minute more!
- 4 I'm a bit busy right now, but I'll call you back in about fifteen minutes', OK?
- 6 Sorry, I can't come out tonight – I have to finish this essay tomorrow morning.

- e** Complete the text with one or two words from 6a in each space.

Many scientists are predicting that ¹ **by** the year 2050, there will be no more oil as a source of energy. This means that during the next decades, we have to consider alternative sources of energy. It's possible that in about fifteen years' ², we will all be driving cars powered by electricity or other fuels, and that a few years ³ the majority of homes will be heated by solar power. Some people believe that if solutions are not found soon, there will be a huge energy crisis that will go on ⁴ a very long time. Some people thought that this was all science fiction ⁵ a few years ago, but unfortunately it will probably come true ⁶ our lifetime.

Read

7 a Read the text and find out what the 10:10 campaign is all about. Has Anthony Horowitz kept his promise so far?

10:10

10:10 campaign was launched by The Guardian newspaper and film maker Franny Armstrong to encourage people to reduce their carbon emissions by 10% in the year 2010. It attracted the support of over 3,000 businesses and 80,000 individuals, all of whom promised to do their bit to save the planet. After six months, the newspaper visited some of the people who made the original promise to find out how they were doing. Here's what Anthony Horowitz, teen fiction author and creator of superspy Alex Rider, told them:

Nobody likes being nagged, and in some ways environmental naggers are the worst. I certainly don't want to sound holier-than-thou or greener-than-tee. But what I liked about 10:10 from the start was that it was so sensible, so undemanding. I think I've lived up to my commitments, although in all honesty I haven't done very much.

This year I cancelled two international trips – one to Australia and New Zealand, and one to Los Angeles. The first was a book promotion, the second to join my wife on a business trip. Pulling out of both was problematic, but my publisher forgave me and I'm still married, so no lasting damage was done. And taken together, I reckon I've easily knocked 10% off my flying for this year, even though I did fly to Egypt (to research Alex Rider) and I'm off to Hong Kong in a couple of weeks. I'm still annoyed that when I was in Egypt, I flew from Cairo to

Alexandria – the train would have been much more fun and only a little slower. But I did stay in a hotel with no air conditioning or electricity, which makes up for it a bit.

At home, I've got into the habit of using the train between London and Suffolk, even though last year (with gritted teeth) I swapped my 4x4 for a Toyota Prius. National Express trains are terrific when they're on time, which they quite often are, and if you are going to pull the planet there are more interesting ways to do it than to get up and down the A1.

Otherwise I'm now unplugging my computer and printer every night, a habit easily acquired*, and I'm doing my best to educate my kids, especially my 19-year-old son that the little white thing on the inside of his bedroom door is a light switch. My other son is at Edinburgh University and again, I've only used the train to visit him. I reckon that, with the waiting time

and security checks at airports, it's actually faster than flying.

I'm no crusader*, and I have to say that all my savings make my life more pleasant rather than more difficult – but perhaps that's how it should be. I wouldn't claim for a moment that I'm saving the planet, but as Sam would say in Foyle's War [successful TV series scripted by Horowitz], "I hope I'm doing my bit."



Anthony Horowitz, Author

Glossary: *tooling = driving; *crusader = zealot

b Make a list of savings that Anthony Horowitz has made. Do you think he has done enough?



3 CD 3 8 a Listen to Clara and Tom talking about ways to make their school more energy efficient. Tick (✓) the things they talk about.





b Complete the sentences with the correct form of the verbs below then listen again to check.

run write take start get

- 1 *We might want* a look at how we get to school.
- 2 *We could always* on a bus or even cycle to school.
- 3 *How about* a poster campaign to encourage kids to use the bus?
- 4 *It would be a good idea* some of these things down before we start forgetting them.
- 5 *And we should definitely consider* a recycling project too.

c Work in groups and using the phrases in 8b, think of ...

- ways in which you use energy at your school
- which of these you could try and cut down on
- how you would do this
- how you should go about convincing teachers and students to adopt your ideas.

Write

9 a Read the article. Is the writer optimistic or pessimistic about the future?

b Read the article again. Which of the following areas does the writer cover in his / her text?

- his / her personal situation in 50 years' time from now
- scientists' warnings concerning the Earth's future
- his / her own beliefs about what the future will be like
- peace vs. war
- his / her professional situation in 50 years' time
- the future of the car and other means of transport
- people's lifestyles
- what people will eat / hunger in the world

M

c You have decided to write your own magazine article on the future of Planet Earth. In your article you should:

- outline what you think will happen in the future
- describe what scientists have predicted
- say what we need to do

Write an article in around 250 words. Give your article a title.

WRITING TIP

- Don't forget to organise your ideas into paragraphs.
- Write a draft of your article. Read it through and check it.
- Try to improve it. Write a final draft.



Our life

– 50 years from now

Hurricane in Florida! Deadly forest fires in Portugal! Floods in large parts of China! Hard to believe goes by without headlines that tempt us all to believe that the world will be coming to an end soon. And indeed there are lots of warnings from scientists that the future of the earth will be a gloomy one if we carry on exploiting natural resources and polluting our environment.

But isn't the history of mankind a record of progress? Isn't the end of the world near? Hasn't man so far been perfectly able to come up with new inventions and ideas that have overcome difficult situations? The answer to these questions can only be yes – and yes it has to be! So, let's look forward. Exciting times are ahead of us.

Over the next decades, the governments of the most powerful countries of the world will learn to accept that our planet needs peace, and the creativity and talent of people from all countries. By the year 2040, the world therefore will be a peaceful place. All the weapons of mass destruction will be destroyed, and the best minds of mankind, men and women, will be working together to find solutions to all the world's problems. By 2060, more than half of the world's population will be living in big cities under the seas.

Of course, the water of the oceans will have been cleaned by then, and scientists will have found new fuels that do not pollute the environment. Although the fish in the oceans will have disappeared, new ways of producing food will have been found to prevent starvation*. I am absolutely sure that in 50 years' time from now the world will be a place where people will love to live.

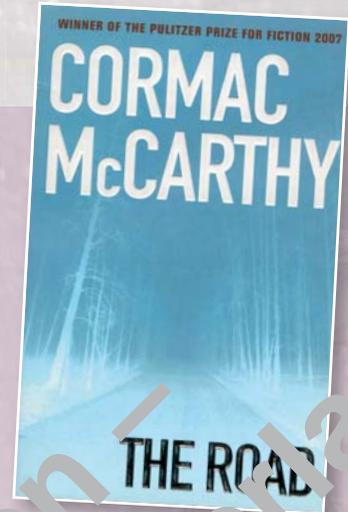
Glossary: *starvation – Hungertod



The Road

by Cormac McCarthy (a novel)

Set in a post-apocalyptic future, Cormac McCarthy's *The Road* follows the journey of a man and his son towards the south where they hope life will be easier to survive. Although we are never told exactly what has happened, the earth is all burned and nothing now grows. It rains most of the time and ash falls constantly. Food is difficult to find and many other survivors have now turned to cannibalism in order to survive. It is against this background that the man must find a future for his son.



a Read the introduction to Cormac McCarthy's *The Road*. What kind of book do you think it might be? Choose from the options below (you can choose more than one) and give your reasons.

- an adventure story a comedy a horror story
 science fiction a romance

b Read the extract and answer the questions.

- 1 Why can't they have a fire?
- 2 Why couldn't they help the people?
- 3 Why had the boy been crying?
- 4 How does the man reassure* his son?

By evening they at least were dry. They studied the pieces of map but he'd little notion of where they were. He stood at a rise in the road and tried to take his bearings in the twilight. They left the pike* and took a narrow road through the country and came at last upon a bridge and a dry creek* and they crawled down the bank and huddled underneath.

Can we have a fire? the boy said. 10

We don't have a lighter.

The boy looked away.

I'm sorry. I dropped it. I didn't want to tell you.

That's okay. 15

I'll find us some flint*. I've been looking.

And we've still got the little bottle of gasoline.

Okay.

Are you very cold? 20

I'm okay.

The boy lay with his head in the man's lap.

After a while he said: They're going to kill those people, aren't they?

Yes. 25

Why do they have to do that?

I don't know.

Are they going to eat them?

I don't know.

They're going to eat them, aren't they? 30

Yes.

And we couldn't help them because they'd eat us too.

Yes.

And that's why we couldn't help them. 35

Yes.

They passed through towns that warned people away with messages scrawled on the billboards. The billboards had been whited out with thin coats of paint in order to write on them and though the paint could be seen a pale pallor of advertisements for goods

which no longer existed. They sat by the side of the road and ate the last of the apples.

What is it? the man said. 45

Nothing.

We'll find something to eat. We always do.

The boy didn't answer. The man watched him.

That's not it, is it? 50

It's okay.

Tell me.

The boy looked away down the road.

I want you to tell me. It's okay.

He shook his head. 55

Look at me, the man said.

He turned and looked. He looked like he'd been crying.

Just tell me.

We wouldn't ever eat anybody, would we? 60

No. Of course not.

Even if we were starving?

We're starving now.

You said we weren't.

I said we weren't dying. I didn't say we weren't starving. 65

But we wouldn't.

No. No matter what.

Because we're the good guys.

Yes. 70

And we're carrying the fire.

And we're carrying the fire. Yes.

Okay.

Glossary: *reassure = make someone feel less worried;
*pike (= short for turnpike) – gebührenpflichtige Autobahn; *creek = small river; *flint – Feuerstein

C Discuss in small groups.

- 1 Did you like this extract from the book? Why / Why not?
- 2 Would you consider reading the whole book? Why / Why not?
- 3 What do you think happens in the rest of the story?
- 4 Is it possible in such a world to be the good guy and survive? Why / Why not?

Competencies

WRITING

Writing a letter

a Read this letter quickly and answer the questions.

- 1 What is the person writing about? 2 What does he hope will happen?

M

b Read the letter again, then decide whether the statements (1–7) are true (T), false (F) or not given (NG) in the text. Put a cross in the correct box. The first one has been done for you.

| | Statements | T | F | NG |
|----|--|---|-------------------------------------|----|
| 0 | The writer says he is completely against the proposal for a new supermarket. | | <input checked="" type="checkbox"/> | |
| Q1 | He thinks it's important to look at the positive and negative sides of the question. | | | |
| Q2 | The residents of Whitefields think a library is essential for the community. | | | |
| Q3 | He does not believe that the supermarket will bring jobs for young people. | | | |
| Q4 | The writer will find shopping more convenient if there is a supermarket. | | | |
| Q5 | There are lorries on the roads in Whitefields estate at night. | | | |
| Q6 | He thinks a library in a supermarket is a good idea. | | | |
| Q7 | The writer hopes that the local authority will listen to what people think. | | | |

c Imagine a large change to the area where you live. This could be:

- an airport
- new buildings (factories / shops / supermarkets)
- a new road
- an idea of your own

Write a letter to a newspaper. Describe the planned change and its possible effects, and how you feel about them.

WRITING TIP

Rhetorical questions

- A rhetorical question is a question that we ask without really expecting an answer from anyone – it is a question asked to get the attention of the listener or reader.
- Find and underline three rhetorical questions that Tom asks in his letter. For each one, decide what he wanted to ask.

Reader's Thoughts

Dear Sir,

There is a plan to build a new supermarket on the edge of the Whitefields housing estate*, on the land where the local library now is. I live at Whitefields, and I would like to express my concern about this plan. It is not that I am completely against the idea of building a supermarket – I just think that as a community we need to weigh up the advantages and disadvantages before committing ourselves. It is clear that the library is under-used and in poor condition. It is also clear that there are very few shops near here and a supermarket would be a good thing to have. But the people who want to build the supermarket seem to think that no one wants the library any more, and it isn't needed because of the internet and so on. Is this necessarily true, especially for older people? What about young people who don't have the internet at home and need to go to the library to do their homework?

On the other hand, there is an argument that a new supermarket would not only bring more choice of shopping but also make it easier for local residents, but it would also bring some much-needed jobs for younger people in the town – and this is a good point. What we need to do is consider the effect a supermarket will have on our quality of life. Certainly the residents of the housing estate (including me) will find shopping a lot easier and more convenient. But there will also be extra traffic. The roads in and around the estate will be full of cars in the daytime and delivery lorries at night. Are more jobs and more convenience worth such an impact* on our daily lives?

I believe that all the residents of Whitefields, and the local authority, need to discuss this question in an open-minded way – and I hope that by the time a decision is taken, we will have had a full and fair discussion of the issues involved, and that the local authority will have really listened to everyone's views. Is that too much to ask?

Yours faithfully,
Tom Watkins (by email)

Glossary: *housing estate – Wohnsiedlung;
*impact – (Aus)wirkung



Put the Message in the Box • World Party



a Watch the video. Put the words in order that you see them in the video. Watch carefully.

- Global Roland World Party park
- health please end Put the message in the box



b Listen and fill in the missing nouns.

And if you listen now,
 You might hear
 A new coming in
 As an old one disappears.
 See the in just one grain of

 You'd better take a closer
 Don't let it slip right through your
 Won't you please hear the
 The World says
 Put the in the
 Put the into the
 Drive the around the
 Until you get heard

Now is the
 Please understand.
 The is wide open
 the of every
 A few simple
 So a mule* could understand.
 He don't want
 If it's just crumbling into
 Won't you please hear the
 She says

Who says
 The says
 Give a little bit.
 Give a little bit of your to me.
 'Cause I'm waiting right here with my open

 Give a little bit.
 Give a little bit of your to me.
 'Cause I'm waiting to behold your many

 Is that in the?
 She says ...

Glossary: *mule – Maultier

c Discuss.

- 1 Why do you think the band use an elephant as their message? What are they trying to say with it?
- 2 What would your message be?

d Write your message in one sentence. Then write a paragraph explaining why you have chosen this message.

Language in use

M

You are going to read a text about a Colombian town called Gaviotas. Some parts are missing from the text. Choose from the list (A–Q) the correct part for each gap (1–14) in the text. There are two extra parts that you should not use. Write your answers in the boxes provided. The first one has been done for you.



Last summer I had the (0)... experience of my life. My dad's an engineer who works with green technology and he (Q1)... to a small town called Gaviotas in Colombia. As it was the school holidays, he (Q2)... to take me with him.

He told me that Gaviotas was an example of how people could live without destroying the environment. This got me interested so I did some research. I (Q3)... that Gaviotas was founded in 1971 by a group of scientists and artists led by a man called Pablo Lengua. They had decided to build a (Q4)... town in the remote savannas of eastern Colombia. Not only was there nothing there, but the whole area (Q5)... up in a political war between the army and guerrillas. However, thirty years later, it is still there and doing really well.

The journey there was (Q6)... adventure. It seemed to take forever but eventually we arrived. I was amazed by how green it was and my dad explained that they (Q7)... millions of trees and created a whole new forest. My dad's contact in Gaviotas has a son exactly my age, Ricardo. For the next week he was my guide to (Q8)... place. The first thing he pointed out to me was all the fantastic technology that had been invented here. They have really cool windmills to generate power from the wind. They (Q9)... solar panels to heat water. They even use cow dung* to power (Q10)... Ricardo told me that they produce 70% of all their own energy and food and they produce very little waste. What's (Q11)... the technology they've developed here is used in several other places in Central and Southern America and they (Q12)... a peso, it's free for everyone.

But Gaviotas is not just a success because of its green technologies, it's also a model for how people can live more peacefully together. Every family gets a free home, free meals and free schools for the children. So (Q13)... no poverty or starvation*. Guns are not allowed. There are no police and there is no jail. People just have to get on with each other.

I hope that twenty years (Q14)..., we'll all be living in towns like Gaviotas.

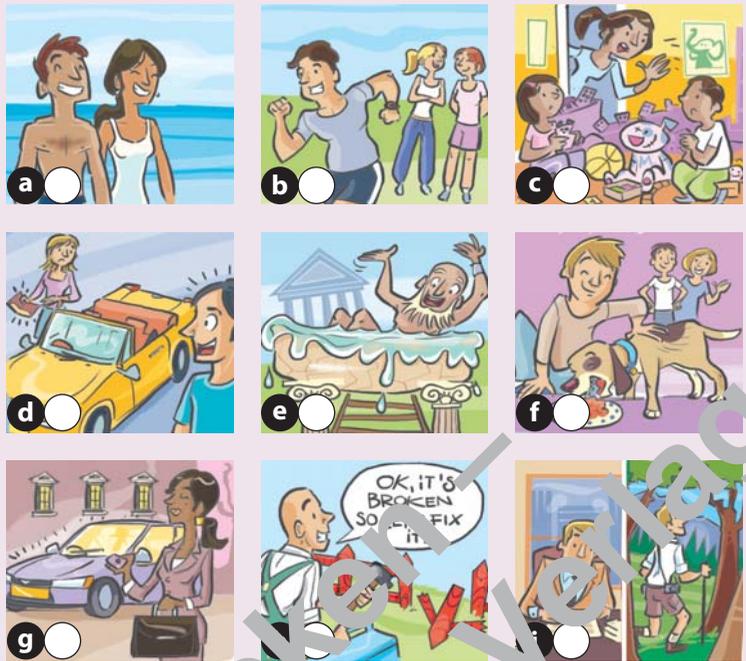
Glossary: *cow dung – Kuhmist; *starvation – Hungertod

- A there is
- B more
- C completely new
- D not nearly
- E don't charge
- F most amazing**
- G has been
- H was sent
- I this amazing
- J decided
- K from now
- L have
- M was caught
- N had replanted
- O their hospital
- P found out
- Q quite an

| 0 | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 |
|---|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|
| F | | | | | | | | | | | | | | |

Wordwise

Expressions with world and earth



a Match the sentences and the pictures.

- 1 He *thinks the world of* that dog.
- 2 She's big in *the world of* finance.
- 3 We had a wonderful trip – it was *out of this world*.
- 4 He's been doing exercise and it's *doing him the world of good*.
- 5 He works in the city and lives in the country – he's *got the best of both worlds*.
- 6 What *on earth* is going on here?

- 7 It's great, but it wasn't cheap – in fact it *cost the earth*!
- 8 It was an important discovery, in fact it was *earth-shattering*.
- 9 He's got a very *down-to-earth* approach to things.



b Listen and check.

c Match the expressions in italics with the definitions. Use the examples in a to help you.

- | | | |
|-------------------------------------|--------------------------|--|
| 1 the world of ... | <input type="checkbox"/> | a having the advantages of different situations |
| 2 to think the world of | <input type="checkbox"/> | b extremely important or very surprising |
| 3 out of this world | <input type="checkbox"/> | c to cost (pay / charge) a surprisingly high amount of money |
| 4 (have) the best of both worlds | <input type="checkbox"/> | d practical and sensible |
| 5 to do (someone) the world of good | <input type="checkbox"/> | e used when you are extremely surprised, confused or angry about something |
| 6 (What) on earth ... ? | <input type="checkbox"/> | f a group of things such as countries or animals, or an area of human activity |
| 7 down-to-earth | <input type="checkbox"/> | g to have a high and loving opinion of someone / something |
| 8 cost (pay / charge) the earth | <input type="checkbox"/> | h to make someone feel much healthier or happier |
| 9 earth-shattering | <input type="checkbox"/> | i extremely good, wonderful (etc.) |



d Complete the dialogues. Use expressions from c. Make necessary changes. Listen and check.

Gill Do you like my new exercise machine?

Maggie Well, all right. I mean, it's nice but it's not , is it? Was it expensive?

Gill You bet – it

Maggie Why did you buy it then?

Gill To get more exercise, of course. And it's doing me
I've only been using it for two weeks and I've lost a kilo already.

Maggie Well, that's nice, but only one kilo? That's not exactly

Gill Wow – you're really being critical aren't you?

Maggie Well, I'm sorry. I just think you could sell the machine and get your money back, and then go for walks and runs, and do some sit-ups at home. You'd have the

Gill Sell the machine? Never! I love it and my husband

Maggie OK, it's up to you. But I'm going for a run. Coming?

Read

- 1 a** Who are the people and what are they doing? Read the text quickly to check your answer.

- b** Read the text again and match topics A–D with paragraphs 1–4. Write 1–4 in the correct boxes.

- A *Join Me* encourages people to be kind to strangers.
- B People in London often don't stop to help strangers.
- C *Join Me* – How it started.
- D *Join Me* gives people more confidence.



- c** Now listen and check your answers.

- d** Answer the questions.

- 1 What did Danny Wallace do one day and why?
- 2 How do Londoners often behave when they see someone in trouble?
- 3 What is special about members of *Join Me*?
- 4 Where in the world can you find people who belong to *Join Me*?
- 5 What do people like about being a member of *Join Me*?

Discussion box

- 1 Would you become a member of *Join Me*? Why / Why not?
- 2 Can you think of any acts of kindness that people *Join Me* could do?
- 3 Remember a time when someone did something kind for you. What did they do? How did you feel?
- 4 Do you believe that if you are kind to someone, then something good will happen to you? Can you think of any examples when this has happened?



Hit-and-run kindness

When Danny Wallace got bored, he put an advert in a local London paper reading simply: “Join Me. Send a passport photo.” A year and a half later his east London flat is the headquarters for a global internet-based “club” whose members carry out good deeds for strangers every day.

It's not common for people in London to talk to strangers. If you see someone struggling with something, part of your brain goes ‘I want to help’. But the trained part of the brain says: ‘They will think you are a mad dog going to mug them’, so you walk away.”

Join Me now has about 12,000 members around the world who do an act of kindness once a week. For example, I'm usually out of a flat so I go for one of the standard acts – the unexpected cup of coffee. You might be sitting in a café and see an old man in the corner drinking coffee or tea, and you walk up with another cup of whatever they are drinking, and say: ‘I've bought you a coffee’ and walk away. It's a pleasure to see the look of surprise on their faces. There can be some suspicion, but I think that was mostly in the early days when I didn't know how to do it properly². I would walk up quite nervously like I was doing something wrong³ and I didn't know when to leave. In the end, I learned through trial and error⁴. Sometimes it worked, other times it didn't. I discovered that you have to walk up with confidence and humour and not ‘get in their faces’. You say: ‘This is for you.’ Then you go. It's hit-and-run* kindness. And there is no point in doing it half-heartedly⁵. You've got to do it because you really mean it.”

Join Me is without geographical boundaries, but there are quite a few members in London, and I get quite a lot of stories about things they have done on the Underground or on the buses. One lady got on the bus and put a £10 note down and said: ‘That's for me and the next nine people’, so at every stop, anyone who got on was told it was paid for. A lot of people were doing this sort of thing anyway and go to great lengths⁶ to tell me. They get a lot out of it⁷; for them it's an excuse or reason to do something nice for a complete stranger, and it gives them the confidence to walk up and start chatting. I think in London it is too easy to keep your head down. If people step on your foot on the Underground, they are an inch away, but they won't say sorry because they don't want to speak out. *Join Me* helps you be a bit more confident and then you find it easy⁸ to ignore that social barrier.”

Glossary: *hit-and-run = not waiting for a thank-you (“Fahrerflucht”)

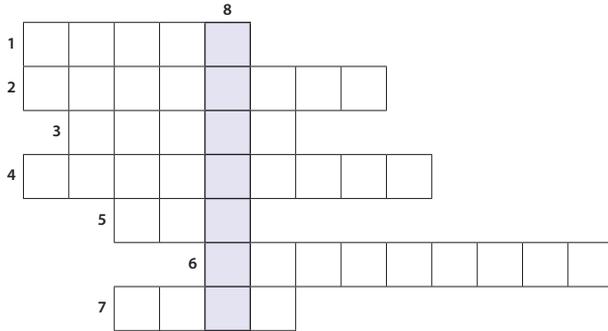
Useful words

a good deed • an act of kindness • a good Samaritan • charity work • volunteer • unpaid work • heartless • caring out of the kindness of (your) heart • uncaring • a caring society • generosity • public-spirited • philanthropy • soup kitchens • meals on wheels • do a good turn • do someone a favour • help someone out • lend a helping hand

Vocabulary

Making an effort

2 a Complete the puzzle using the clues 1–8.



- 1 We were lost and we didn't have a map, but we found our way home by and error.
- 2 If I do a job, I always want to do it
- 3 My brother looked ashamed of himself, so I knew he'd done something
- 4 The instructions were really complicated and I for hours to understand them.
- 5 I loved the drama classes and I think I got a lot of doing them.
- 6 I wasn't really interested in the game, so I only played half-.....
- 7 I don't always find it to solve problems.
- 8 My parents went to great to pay for me to university.

b Complete the text with the expressions in the box. There is one expression you don't use.

| | |
|----------------|----------------------|
| struggled | got a lot out of it |
| to my regret | did the job properly |
| half-heartedly | go to great lengths |
| find it easy | do something wrong |

Last week there was a problem with my computer. Now, I don't to work with computers, but I will not to spend money, so I decided to try to fix it myself. I to find out what the problem was and finally I fixed it – not really with any knowledge, just by But I must have because two days later, the problem was back – and worse! Although I knew I wouldn't be able to fix it, I tried for about an hour, but it was no good. So I called a computer technician, and he came round and

3 a Find the underlined expressions in the text in 1 which mean:

- a finding something very difficult
- b without enthusiasm or real interest
- c make a lot of effort to do something
- d (to get the right result) by experimenting
- e do something without having to make much effort
- f find all your effort very rewarding
- g do something the right way
- h making a mistake

b Complete the text with the expressions from 1 in the correct form.

Mum and Dad have always to make sure I have a happy family life, and I wanted to do something for them. So I decided to become an expert in washing-up. And I mean an expert – this wasn't something I was going to do I was going to be the best. At first I and I didn't always to get those knives and forks as clean as I wanted. Occasionally a plate would fall from my hands and break on the floor but I wasn't going to give up. I found the best washing-up detergent* through I must have experimented with more than a dozen before I found one that the job After weeks of practice I had finally become what I wanted to be – the best washer-up in the world. And I admit I used to looking at that row of shining plates, glasses and dishes. I felt proud. And then one day I came home from school, all excited at the thought of washing up after the evening meal, and there it was standing right in the middle of the kitchen – all sparkling and new. My parents had bought a dish washer. Had I?

Glossary: *detergent – Spülmittel

Listen

4 a Look at the photos. Complete the sentences, then match two of the sentences with each photo.

bring did left takes won did

- I English literature at university because of this passion*.
- He it up until it looked shiny and beautiful again.
- He had me his collection of books.
- He a scholarship* to Cambridge to study music.
- It me back to a precise moment when my grandmother and I were together.
- It would always us good luck.

Glossary: **passion* – Leidenschaft;
**scholarship* – Stipendium;
**inherit* – erben

7 CD 3 b Listen to the three people talking about a special possession they inherited* from a relative. Check your answers to 4a.

7 CD 3 c Listen again and choose answer a, b, c or d. Mark your answers with a cross .



- | | |
|---|---|
| <p>1 Why did Ceri originally develop such a passion for reading?</p> <p>a Because her father taught her to read at an early age. <input type="checkbox"/></p> <p>b Because she wanted to make her father proud. <input type="checkbox"/></p> <p>c Because she loved stories. <input type="checkbox"/></p> <p>d Because there were no books at home. <input type="checkbox"/></p> <p>2 How did the rest of her family react to Ceri and her father's love of books?</p> <p>a They ignored it. <input type="checkbox"/></p> <p>b They were ambitious and probably wanted to join in. <input type="checkbox"/></p> <p>c It made her mother and brother really angry. <input type="checkbox"/></p> <p>d They encouraged her. <input type="checkbox"/></p> <p>3 Why did Guy's grandfather never become a professional musician?</p> <p>a Because he wanted a job that paid more money. <input type="checkbox"/></p> <p>b Because he wasn't good enough. <input type="checkbox"/></p> <p>c Because his father didn't approve. <input type="checkbox"/></p> <p>d Because he never studied music. <input type="checkbox"/></p> | <p>4 What are the strongest memories that Guy has of the piano?</p> <p>a His grandfather playing beautiful music on it. <input type="checkbox"/></p> <p>b His grandfather teaching him how to play it. <input type="checkbox"/></p> <p>c The day his grandfather sold it. <input type="checkbox"/></p> <p>d That it was very cheap. <input type="checkbox"/></p> <p>5 Why was Paula surprised to see the stone in the box?</p> <p>a Because it wasn't as valuable as the other objects. <input type="checkbox"/></p> <p>b Because she had forgotten all about it. <input type="checkbox"/></p> <p>c Because it had a hole in it. <input type="checkbox"/></p> <p>d Because she didn't know her grandmother had kept it. <input type="checkbox"/></p> <p>6 Why is the stone so important to Paula now?</p> <p>a Because her grandmother had asked her to keep it. <input type="checkbox"/></p> <p>b Because it reminds her of her childhood and the time she spent with her grandmother. <input type="checkbox"/></p> <p>c Because she thought it had been lost for ever. <input type="checkbox"/></p> <p>d Because it brings good luck. <input type="checkbox"/></p> |
|---|---|

d Think about the best present you ever received. Make notes under the headings.

1 What was it?

2 Who gave it to you?

3 Why was it so special?

e Work in small groups. Talk about the best present you ever received.

Grammar

Modal verbs (Review)

5 a Look at the examples from the listening text. Can you remember which present the words in bold refer to? Write **B** (book), **P** (piano) and **S** (stone).

1 She must have kept **it** in her purse and carried it with her.**S**.....

2 How could anybody play **it** so beautifully?

3 I may even get lessons on **it** again.

4 My grandmother told me we should look for **one**.

5 You couldn't start reading **it** before the other person was there.

6 One day I'll write someone else a note and leave **it** to them.

7 I asked him if I could buy **it** from him.

b Circle the modal verb in each sentence.

c Match the sentences in 5a to these uses of the modal verb. Write the number of the sentence next to each use. There is one use you will not need.

a make a prediction**6**.....

e talk about ability in the past

b ask for permission (in the past)

f express an obligation

c talk about a possible future event

g make a prediction about something in the past

d express a prohibition (something that is not allowed) in the past

h make a suggestion

d Circle the correct options.

1 What do you think *my* **should** get from her for her birthday?

2 Promise me you *won't* / **can't** sing "Happy Birthday".

3 She's going to be thirty next week. She **must** / **can't** be very happy because she doesn't like getting older.

4 She **can't** / **may** say "Happy Birthday" in twenty different languages.

5 **May** / **Would** I ask you how old you are?

6 I **might** / **can** go to her party. I'm not sure yet.

7 I **would** / **will** be very angry if my father forgot my birthday.

8 You **can't** / **must** remember to write your grandmother a 'thank you' letter.



Grammar for Communication

a Complete the questions with a modal verb. Compare answers with a partner.

1 What presents you most like to get for your next birthday?

2 If you have a birthday party, what things you do to make sure it's a success?

3 Imagine it was your best friend's birthday and you couldn't afford a present. What things you give him / her?

4 How do you think you feel when it's your 40th birthday?

b Now discuss the questions with a different partner.

Grammar

Modal verbs (Review)

7 a Match the sentences 1–8 with the explanations a–h.

- 1 We couldn't leave school before we were 16. d
- 2 I think it'll rain tomorrow.
- 3 I must remember to phone her today.
- 4 You could try being nice to people.
- 5 May I borrow your newspaper?
- 6 It must have been difficult to live in the 19th century.
- 7 I've invited him, but he might not come.
- 8 I could already play the violin when I was eight.

- a making a prediction
- b asking for permission
- c talking about a possible future event
- d expressing a past prohibition
- e talking about ability in the past
- f expressing an obligation
- g making a deduction about the past
- h making a suggestion

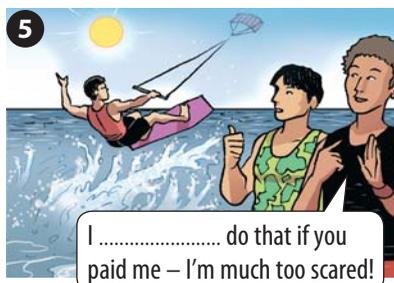
b Circle the correct answers.

- 1 I'm not sure yet, but I will / might go to Spain for my birthday.
- 2 Let's give him a book – he 'll / can like that.
- 3 If we don't go to her party, she 'll / 'd feel awful.
- 4 She's a terrible dancer – you shouldn't / won't dance with her.
- 5 I forgot her birthday last year, so I must / can't forget it again this year.
- 6 I'm sorry I forgot, but I promise I 'll / should get you a present tomorrow.
- 7 Thank you for the present – can / will I open it now?
- 8 Well, we haven't been invited to the party, so I think we couldn't / shouldn't go.

c Underline the correct verb to complete each dialogue.

- 1 A "What am I going to get my dad for his birthday?"
B "Well, he likes music, so I think you must / should get him a CD."
- 2 A "Jill's going to be 19 next week."
B "That can't / shouldn't be right – she's still at school."
- 3 A "Did you like the book I gave you? I haven't read it myself yet."
B "Yes, it's wonderful – you really can / must read it."
- 4 A "I'm going to the shop to get stuff for the party."
B "OK – can / would I come with you?"
- 5 A "I wonder how old our teacher is."
B "Well, you won't / mustn't ask her, she might not like it."
- 6 A "My grandfather's 75 next week, and he's throwing a party."
B "Great. If I were 75, I won't / wouldn't have the energy for a party!"

d Complete what each person is saying with an appropriate modal verb. There is sometimes more than one possible answer.



Write

8 a Read the following summary of the text on page 132. Is it a good summary or not?

b Read the summary again and check the following:

- 1 Does it include the key points from each paragraph of the text on page 132?
- 2 Has the writer of the summary copied whole sentences from the original text?

M

c You've been asked to write a short report on Danny Wallace and *Join Me* for your school magazine. First of all read the text in 8a again. Then re-write the summary and improve it.

Remember:

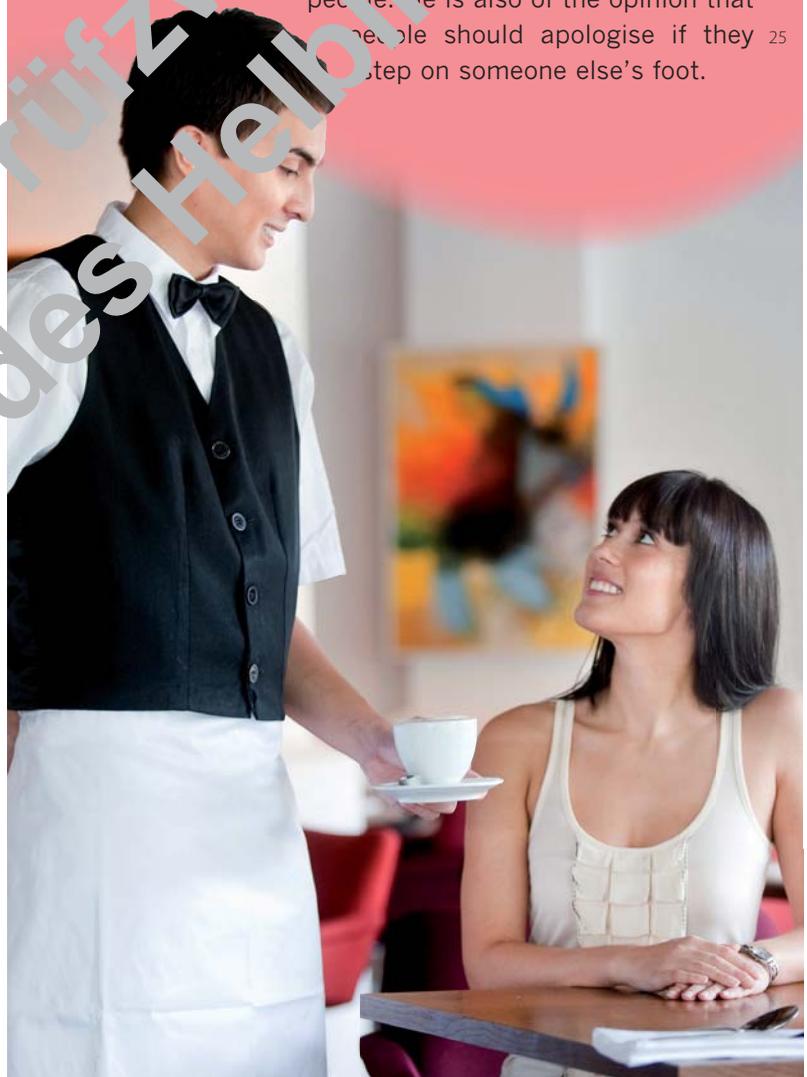
- When writing a summary, read the text and make notes about the main ideas.
- Read the text again. Underline the key points in each paragraph.
- Write the summary. Make sure you cover all the key points.
- It is OK to use good phrases from the original text *verbatim* (word for word), but don't copy long or pieces of text. And remember that, if you do use original text, it should be in quotation marks.

Based on your own summary, write your report. Include the following points:

- what *Join Me* is
- how it started
- why it started
- what it does
- what you think of it

Write your report in around 200 words.

It all started when Danny Wallace from London was bored. He put an ad in the newspaper and asked people to join him. Now, he is the head of *Join Me* – a club whose members do good deeds for strangers once a week. Many Londoners don't talk to each other. This is why Danny Wallace usually goes out on Fridays. He sometimes goes to cafés and sometimes talks to strangers, and then he usually walks away. Sometimes people are surprised and sometimes they are suspicious. Danny Wallace says that it is important to smile and look confident. Then people are not suspicious when they see you. And he also says that one should not be nervous, because if you are nervous, people sometimes hit you and run away – and that's not very kind. *Join Me* is without geographical boundaries, but there are quite a few members in London and I get told a lot of stories about things they have done on the Tube or on the buses. One lady got on the bus and put a £10 note down and said: "That's for you and the next nice people", so at every stop everyone who got on was told it was paid for. There are lots of stories about what Londoners have done on buses and in the Underground. Danny thinks that when you live in London, you should not put your head down, and you should also not become angry at other people. He is also of the opinion that people should apologise if they step on someone else's foot.



Read

9

a

Read the following article and quickly find two reasons why it is important to give gifts.



A Gift That Gives Right Back? The Giving Itself

When my mum died a few years ago, my siblings* and I were discussing the many ways life would be different without her. “No more presents,” my brother noted.

My mother was passionate about gifts. As an adult, I often asked her to stop giving presents and spend the money on herself, but she refused. She liked giving gifts too much.

Gift giving has long been a favourite subject for studies on human behaviour, with psychologists, anthropologists, economists and marketers all taking an interest. They have found that giving gifts is a surprisingly complex and important part of human interaction, helping to define relationships and strengthen bonds with family and friends. Indeed, psychologists say it is often the giver, rather than the recipient*, who gets the biggest psychological gains from a gift.

It might be that before Christmas, for instance, when

frustrated by crowds, traffic and commercialism, people can be tempted not to buy any presents at all. But while it’s reasonable to cut back on* spending, psychologists say that banning the gift exchange with loved ones is not the best solution.

“That doesn’t do a service to the relationship,” said Ellen J. Langer, a Harvard psychology professor. “If I don’t let you give me a gift, then I’m not encouraging you to think about me and think about things I like.”

The social value of giving has been important throughout human history. For thousands of years, some native cultures have engaged in the potlatch, a complex ceremony that celebrates extreme giving. Although cultural interpretations vary, often the status of a family

in a clan or village was dictated not by who had the most possessions, but instead by who gave away the most.

Margaret Rucker, a consumer psychologist at the University of California, Davis, says men are typically more price-conscious and practical when it comes to the gifts they give and get, while women tend to be more concerned about giving and receiving gifts with emotional significance.

Dr Rucker says she often recounts* the story of a man who climbed a tree to retrieve* a robin’s egg that matched his girlfriend’s blue eyes. “Women say, ‘Oh, how romantic,’” she said. “But men say, ‘That’s the dumbest thing I’ve ever heard of, and also what about the mama bird?’”

Gender differences in gift giving seem to show early in life. Researchers at Loyola University Chicago studied 3- and 4-year-olds at a day-care centre, all of whom had attended the same birthday party. The girls typically went shopping with their mothers and helped select and wrap the gift. Boys, meanwhile, were often unaware of what the gift was. They’d just say, “My mum went shopping for it.”

But the biggest effect of gift giving may be on ourselves. Giving to others reinforces* our feelings for them and makes us feel effective and caring, Dr Langer said. “And we all know that there’s a lot of the pleasure is in the giving, knowing you’ve taken care of someone.”

Glossary: *sibling = brother or sister; *recipient = the person who receives something; *cut back on = do less, save; *recount = tell; *retrieve = bring something back; *reinforce = make stronger

Communication

Talking about giving gifts

Conversational strategy: • Showing interest

a Look at the phrases in the box. Make sure you know what they mean.

b Read the sentences 1–8. Then choose a response for each sentence from the box to show interest in what the speaker is saying. Note there are various options.

- 1 I start selecting Christmas presents in September every year.
- 2 In my family we don't give each other presents unfortunately.
- 3 I find it difficult to pretend I'm happy when I get a present I don't like.
- 4 I get more pleasure out of giving presents than getting them.
- 5 Look! I got this pen for my birthday.
- 6 I gave my best friend a book recently and then found out he already had it.
- 7 She said she loved the gift. Two days later I found out she had returned it.
- 8 I can't lie. When I don't like a gift, I say so.

c In pairs. Student A talks about giving gifts for about 2 minutes, B uses the phrases from above to show interest in what A is saying. Then change roles.

Useful phrases

Showing interest

- Do you really?
- That must be wonderful.
- Good for you.
- What a great idea.
- Lucky you!
- Oh, dear.
- Same here.
- Tell me about it.
- That's a shame.
- What a pity.

M

d Read the text on page 113 again, then choose the correct answer (A, B, C or D) for questions 1–5. Put a cross in the correct box. The first one has been done for you.

0 The author's mum

- A loved giving gifts very much.
- B embarrassed every day by giving too many gifts.
- C only gave gifts at Christmas time.
- D gave gifts because she didn't know what to do with her money.

Q1 Giving gifts is a complex process

- A that helps to structure the way we interact with family and friends.
- B and an essential part of all human interaction.
- C that has often been discussed by anthropologists and physicists.
- D that always makes the recipients truly happy.

Q2 Christmas is the best solution is

- A to find a middle way between excessive spending and no spending at all.
- B to avoid the shopping craze* and not buy any presents at all.
- C to spend some time with your loved ones, which is far better than any presents.
- D to accept as many gifts as possible to make the givers happy.

Q3 A potlatch was an opportunity

- A to demonstrate you were a great giver.
- B to get things your family really needed.
- C to boast* about your wealth.
- D to feed the poor.

Q4 When it comes to giving,

- A there are definitely gender differences involved.
- B girls insist on romantic gifts.
- C boys are reluctant to hand over the gift.
- D people often consider financial aspects first.

Q5 Giving

- A comes from the desire to make others and ourselves happy.
- B is simply an act of self-centredness.
- C is an act of charity.
- D a complex process based on education.

Glossary: *craze – Wahn, Fieber (Mode);
*boast – angeben, prahlen

1 a Read the text and write the names of the countries under the pictures.



Birthday traditions in different countries

Birthdays are celebrated all over the world. Some traditions are fairly similar from country to country: candles, cakes and birthday wishes, birthday games and pinches* for good luck. Other customs are quite different. Here are a few.

ARGENTINA – In Argentina, as in many Latin American countries, one of the most important birthday parties is a girl's fifteenth. When girls turn 15 they have a huge party and dance the waltz first with their father, and then the boys at the party.

CHINA – First the birthday child pays respect to the parents and receives a gift of money. Friends and relatives are invited to lunch, and noodles are served to wish the birthday child a long life.

DENMARK – A flag is flown outside a window to show that someone who lives in that house is having a birthday. Presents are placed around the child's bed while they are sleeping so they will see them immediately when they wake up.

THE NETHERLANDS – Special year birthdays such as 9, 10, 15, 20, 21 are called "crown" years and the birthday child receives an especially large gift. The family also decorates the birthday child's chair with flowers or paper streamers*, paper flowers and balloons.

INDIA – Usually Indian children wear white to school. However, on their birthday children wear coloured clothes to school and give out chocolates to everyone in the class. Their best friend helps them to do this.

ISRAEL – A small child sits on a chair while adults lift it up and down a number of times corresponding to the child's age, plus one for good luck.

JAPAN – The birthday child wears new clothes to mark the occasion. Certain birthdays are more important than others and these are celebrated with a visit to the local shrine. These are the third and seventh birthdays for girls and the fifth for boys.

MEXICO – The piñata is a big hollow figure usually made out of papier-mâché. It is filled with goodies and hung from the ceiling. The birthday child is blindfolded* and hits the piñata until it breaks open and then all the children share the sweets.

VIETNAM – Everyone celebrates their birthdays on New Year's Day, or Tet, as it is known in Vietnam. The Vietnamese do not acknowledge the exact day they were born. A baby is considered to be one year old on Tet no matter when they were born that year. On the first morning of Tet, adults congratulate children on becoming a year older by presenting them with red envelopes that contain "Lucky Money", or *li xi*.

Glossary: *pinch – Kneifen, Zwicken; *paper streamer – Papierschlange; *blindfold – cover someone's eyes



Discussion box

- 1 What do you do on your birthday?
- 2 What birthday traditions are there in your country?
- 3 Do you think these traditions are dying out? If so, why?
- 4 Do you have any personal / family traditions? Tell the class about them.



b Read the text again. Write the names of the country or countries.

In which country (or countries):

- 1 is money traditionally given?
.....
- 2 does everyone celebrate their birthday on the same day?
.....
- 3 are sweets involved?
.....
- 4 is the birthday made known to the outside world?
.....
- 5 are there some birthdays that are more important than others?
.....
- 6 does dancing play an important part?
.....
- 7 are special clothes worn?
.....
- 8 is a chair involved?
.....

2 a Read the text quickly. Match the titles 1–6 with the paragraphs A–D. Write 1–6 in the correct boxes. There are two titles that you won't use.

- 1 World-famous – and worth a lot of money!
- 2 Pleasing the gods
- 3 A brief history of birthday parties
- 4 The origins of birthdays
- 5 Choosing presents for birthdays
- 6 The origins of birthday cakes

Birthday facts

A At first it was only kings who were recognised as important enough to have a birthday celebration. To protect them, friends and family would visit the king to bring good thoughts and birthday wishes. As time went by, children became included in birthday celebrations. The tradition of children's birthday parties first started in Germany.

One of the largest private birthday parties that ever happened was in 1970 for Colonel Harland Sanders' (the founder of KFC) 80th birthday – it was attended by over 35,000 people.

B Many centuries ago, birthdays were considered a time when the bad spirits were able to harm you. It was believed that you should have your friends and family around you, so that their good wishes and party giving would keep the bad spirits away. The custom of lighting candles also had a spiritual origin. People believed that the gods lived in the sky, and that by lighting candles and torches people were sending a signal or prayer to the gods.

C Late on, candles started to be used to decorate birthday cakes. One theory about the origin of the birthday cake is that it started with the Greeks, who baked round cakes representing the full moon for their moon goddess, Artemis. They also placed candles on the cake to make it glow again like the moon.

However, the Germans are also credited* with the first cakes and candles. They used a sweet cake and they put a large candle in the centre of the cake to represent "the light of life".

D The "Happy Birthday" song is more than a hundred years old. The music was written in 1893 by two sisters, Patty and Mildred Hill, who were schoolteachers in Louisville, Kentucky. The music was originally a morning greeting to their students entitled "Good Morning To All". In 1935, the words were copyrighted (that is, the words legally belonged to the Hill sisters), and the copyright has been bought and sold in multi-million dollar deals ever since. The current copyright is owned by Warner Communications. They bought it in 1989 for more than \$22 million.

"Happy Birthday to You" is recognised around the world and has been translated into many different languages. And children still love to make new versions of it.

Glossary: *glow – leuchten;

*credited with something – jemandem wird etwas zugeschrieben

b Read the text again and mark the correct answer a, b or c with a cross .

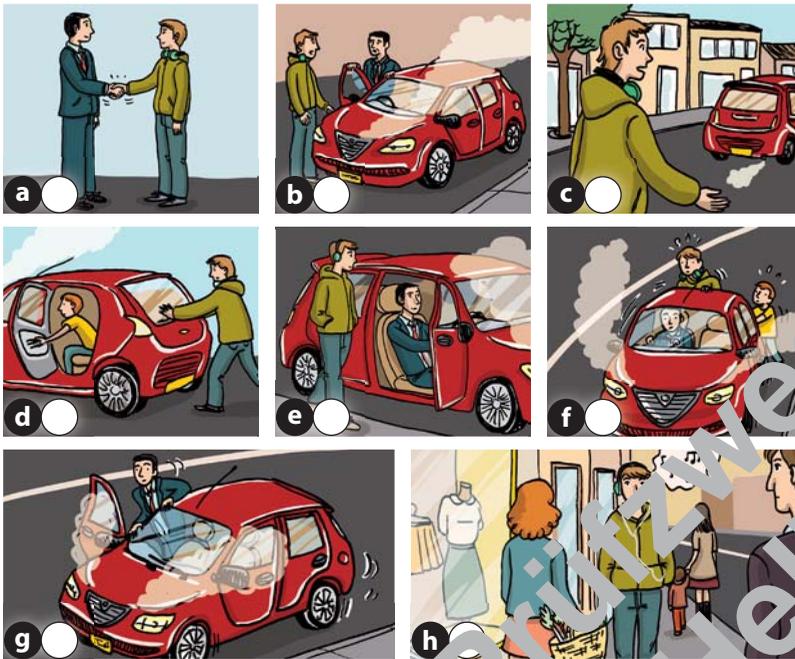
- 1 Why was it thought to be important to have friends and families with you on your birthday?
 - a to get presents
 - b to keep bad spirits away
 - c to light the candles
- 2 Why did the Greeks put candles on their cakes?
 - a to see where the cakes were
 - b to make the cakes shine
 - c to make the cakes look like the moon
- 3 Why did the Hill sisters first write their song?
 - a to make money
 - b to say hello to their students in the morning
 - c to celebrate the school's 100th birthday
- 4 Which of these statements about "Happy Birthday to You" is not true?
 - a People all over the world know the song.
 - b Children sometimes rewrite the words.
 - c The copyright has had two owners.

Competencies

LISTENING

8
CD 3

a Listen to the story and put the pictures in the correct order. There are two pictures you won't use.



M

8
CD 3

b Listen to the story about a car breaking down. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–6) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

The good Samaritan

| | | |
|----|--|---------------|
| 0 | I was walking towards the town centre. | down the road |
| Q1 | On the other side of the road a man was trying | |
| Q2 | I said to him "Can I?" | |
| Q3 | The man spoke to someone in the car and then | |
| Q4 | While the boys were pushing the car, the man | |
| Q5 | After they had pushed for 50 metres | |
| Q6 | The driver just drove away and left me standing in the | |

LISTENING TIP

Listening to stories

When you listen to someone telling a story or an anecdote in a casual conversation, you'll notice many important things that can help you understand better.

- The verb tense that the person uses might be past, or it might be present, or it might be a mixture of both. Which is it in this story?
- The person telling the story hasn't usually planned what to say, so sometimes he or she will start to say something, then start again in a different way. Can you hear examples of this in the story?
- If it's a casual conversation, you'll often hear people use 'fillers' – sounds or words which give them a little time to think. In English, these are things like *erm*, *you know* or *kind of*. Listen to the story and notice when this happens.
- The person telling the story will sometimes mention things which are not very important, before going back to the main points of the story. The word *anyway* is often used to show that the story is going back to what's important. Listen to the story again and see how the speaker does this here.

8
CD 3

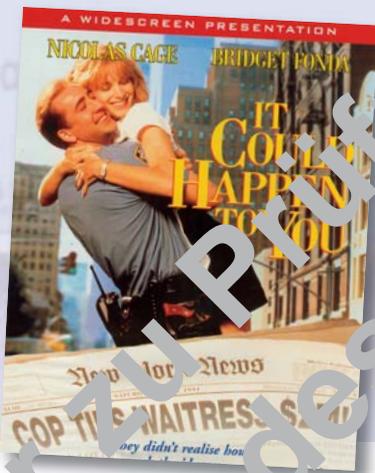
c Listen again and answer the questions.

- 1 Where was the speaker going, and what was he going to do?
- 2 What was the title of the song he was listening to?
- 3 Why was the man pushing his car?
- 4 How old was the small boy?
- 5 How far did they push the car?
- 6 Why was the speaker so surprised at the end?

INTO Film

It Could Happen To You (1994)

NYC cop Charlie Lang (Cage) doesn't have any change to leave coffee shop waitress Yvonne (Fonda) a tip, so he promises to split his lottery ticket with her. When he nets \$4 million, he makes good on the promise, much to the chagrin of his upwardly mobile wife (Perez). Capricorn for the X-crowd is pleasant dinnertime diversion as Cage and Perez shine as henpecked nice guy and the wife committed to making him miserable. Don't look for the diner on your next trip to NYC; it was specially built in TriBeCa and dismantled after the shoot.



FILM WORK

Representation

This is a rather complex key concept in media studies, but on a basic level we can say that all media is representation. Reality is always represented, which means that representation always involves the construction of reality. Thus, representation is unavoidably selective, foregrounding some things and backgrounding others. Some key questions you might ask when dealing with representation are:

- What is being represented?
- How is it represented? Using what codes? (e.g. cop = uniform)
- What is foregrounded and what is backgrounded? Are there any notable absences?
- Whose representation is it? Whose interests does it reflect? How do you know?
- At whom is this representation targeted? How do you know?



a In the following scene Charlie breaks the news to Yvonne that they've won four million dollars. Watch the scene and answer the questions below:

- 1 Why does Charlie give Yvonne the first present?
- 2 When Yvonne has got the choice, why does she pick the lottery ticket and not the tip?
- 3 What was her first reaction to the news Charlie gave her?
 - a How does she share her joy?
 - b How does her boss (at the counter) react to it?
- 6 Why does she have doubts about accepting the offer?
- 7 In this scene we see a large number of medium shots. Why?
- 8 If you had to describe the diner and its customers, which five adjectives would you use?



b Watch the scene again and find out how the fact that Charlie and Yvonne are truly good and decent people is represented. Watch out for signs of affection, dress code, setting, sound.

- How is meanness (the boss) represented?
- How are the police normally represented in movies? Why does Charlie differ quite radically from normal images of the police?
- Is Yvonne's representation of a waitress different from the usual representations? If so, how?

Language in use

M

a You are going to read a text about kindness to others. Some words are missing from the text. Choose the correct answer (A, B, C or D) for each gap (1–9) in the text. Write your answers in the boxes provided. The first one (0) has been done for you.

The kindness of strangers

"Whoever you are, I've always (0)... on the kindness of strangers," Blanche DuBois says as she gives herself over to authority in the final scene of the Tennessee Williams play *A Streetcar Named Desire*. I watched the 1951 screen (Q1)... with Marlon Brando and Vivien Leigh yesterday. And my heart is still racing.

That famous little line I just (Q2)... made me wonder when first I (Q3)... myself in the hands of strangers. I believe it was in my late teens when I was travelling through Turkey with a friend. One evening we (Q4)... with a Turkish family in a one-room house made of clay* and straw. The people were poor potato farmers who didn't know much else than the simple life they led.

I was overwhelmed. Never before had it (Q5)... to me that you could just walk into a company of (Q5)... strangers, hold out your hand, and be (Q7)... with such hospitality. They took us in, they put us by their fireplace, they gave us the best they had to (Q8)... , and then they even drove us through the dark, in their dying wreck of a car, to a (Q9)... we would never have been able to reach on our own.

- 0 A trusted B depended C waited D believed
- Q1 A adaptation B film C story D adoption
- Q2 A observed B realised C quoted D noticed
- Q3 A gave B spent C offered D found
- Q4 A visited B lined C travelled D lunched
- Q5 A occurred B dawned C came D realised
- Q6 A full B totally C complete D finished
- Q7 A handled B worked C shown D treated
- Q8 A show B take C display D offer
- Q9 A destiny B destination C sightseeing D aim

| | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----|
| 0 | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 |
| B | | | | | | | | | |

Glossary: *clay – Lehm; *hospitality – Gastfreundschaft

M

b In each sentence there is a word missing. Complete the gaps (1–9) with one word – a word which can be formed from the word in brackets. Write your answers in the spaces provided. The first one has been done for you.

- Why are we often (0)... (**suspect**) when we receive kindness?
- A small, but (Q1)... (**weigh**) book on kindness was written by a psychoanalyst and a historian.
- The authors discuss the meaning of kindness for small children at an age where both security and the need for (Q2)... (**protect**) exist.
- The book is a profound (Q3)... (**explore**) of Western views of kindness.
- The authors say that the (Q4)... (**lose**) of kindness in a society where selfishness is a virtue* becomes "a cultural disaster." People nowadays are simply too (Q5)... (**patient**) to be competent recipients* of acts of kindness.
- Exciting new (Q6)... (**evident**), however, shows that kindness can dramatically improve your life.
- Actually, we all know how (Q7)... (**believe**) good you may feel after an act of kindness.
- Read the list of (Q8)... (**suggest**) on how to be kind as often as possible.
- A lot of (Q9)... (**science**) studies show that kindness is good both for the giver and the recipient.

Write your answers here:

- 0 **suspicious**
- Q1
- Q2
- Q3
- Q4
- Q5
- Q6
- Q7
- Q8
- Q9

Glossary: *virtue – Tugend; *recipient = the person who receives something

Wordwise

Making an effort

a Match the sentence halves.

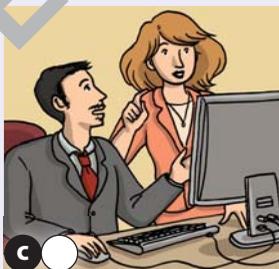
- 1 I tried to talk to him, but –
- 2 He could have phoned me, –
- 3 I know I should read this book for my project, –
- 4 I've been **sweating over** this maths problem for an hour –
- 5 "Can you show me how to use this programme on my laptop?" –
- 6 This food is really difficult to make –
- 7 He was only in fifth place, –
- 8 Thank you for your letter. –

- a but I can't solve it!
- b We will **endeavour** to reply before the end of the week.
- c but he just **didn't bother**.
- d "Sure – **no sweat**."
- e but it's so delicious, it's **worth the effort**.
- f but then he **put everything into** the last 100 metres and he won!
- g but I **can't be bothered**, so I'm going to watch TV.
- h he **made no attempt** to be friendly so I left.

9
CD 3

b Listen and check.

c Match sentences from b with the pictures.



d Write the expressions in italics in a next to these definitions.

- 1 to work as hard as possible, make as much effort as possible =
- 2 to be too lazy or uninterested to do something =
- 3 it isn't difficult / no problem (*informal*) =
- 4 to try (*formal*) =
- 5 to make the effort to do something =
- 6 to (not) try to do something, especially something difficult =
- 7 to work very hard =
- 8 to produce results which give value to the effort =

10
CD 3

e Complete the dialogue with expressions from a. Then listen and check.

- Man** How was the party?
- Woman** Terrible. I spent hours
1 getting everything ready, and no one came.
- Man** Really? No one?
- Woman** Well a few people came but they
2 to enjoy themselves. They just had a few drinks and left.
- Man** And that was it?
- Woman** Yes, they couldn't even
3 to get up and have a dance.
- Man** Oh dear.
- Woman** I 4 making it a day to remember, but it just wasn't
5
- Man** Oh, I'm sorry to hear that.
- Woman** I mean it was her tenth birthday. Tabitha was ten and no one came to celebrate.
- Man** Try not to be too upset.
- Woman** Next year I just won't 6
..... . It'll just be me, Tabitha and a special tin of cat food for her.

Read

1 a How many different ways of communicating can you think of?

b Read the article quickly and find out:

- 1 where Juan Cabello lives
- 2 what unusual way of communicating they use there
- 3 what is being done to preserve this way of communicating.

Did you know ...?

Worldwide, there are about 7,000 different languages. Every fortnight, a language becomes extinct.

Near-Extinct Language Returns

By Sarah Andrews



JUAN CABELLO takes pride in not using a mobile phone or the Internet to communicate. Instead, he whistles. Cabello, 50, is a silbador until recently a dying breed on tiny, mountainous La Gomera, one of Spain's Canary Islands off West Africa. Like his father and grandfather before him, he knows "silbo gomero", a language that is whistled, not spoken, and can be heard more than two miles away. This unusual way of communicating is said to have arrived with early African settlers 500 years ago. Now, educators are working hard to save it from extinction by making school children study the language up to the age of fourteen.

Silbo, which comes from the Spanish *silbar* (meaning "to whistle"), features four "vowels" and four "consonants" that can be used to form more than 4,000 words. "I use it for everything: to talk to my wife, to tell my kids something, to find a friend if we get lost in a crowd," Cabello says. In fact, he makes a

living from silbo, performing daily exhibitions at a restaurant on this island of 220 square kilometres and 19,000 people.

Everyone throughout La Gomera is known to have used Silbo in the past as a way of communicating over long distances. A strong whistle saved farmers from trekking over the hills to give messages or news to neighbours. Then came the phone. Nowadays, it's hard to know how many people still use Silbo. In 1999, it was introduced as a compulsory subject* in La Gomera's primary schools, in an effort to prevent the language from becoming extinct. Now 3,000 students are studying it, but only a few people are believed to be able to communicate fully in the whistling language. "Silbo is said to be the most important cultural heritage we have," said Moises Plasencia, the director of the Canary Islands' government's historical heritage department.

It might seem appropriate for a language that sounds like birdsong to exist in the Canary Islands, but there is thought to be no connection between the islands' name and the birdsong-like way of communicating. In fact, little is known about Silbo's origins. Silbo-like whistling has been found in parts of Greece, Turkey, China and Mexico, but none is as developed as Silbo Gomero. One study is looking for signs of Silbo in Venezuela, Cuba and Texas, all places to which Gomerans have emigrated in the past during hard economic times.

In 2009, Plasencia organised an effort to get UNESCO to declare it a "cultural heritage" and to support efforts to save it. "Silbo is so unique, and it has many historical and linguistic values," he said. And, as Cabello explains, "It's good for just about anything except for romance: everyone on the island would hear what you're saying!"

Glossary: *compulsory subject – Pflichtfach

Useful words

accent • dialect • bilingual • monolingual • accuracy • fluency • mother tongue • second language
native speaker • gesture • saying • proverb • quotation • strong language • a way with words
translate • interpret • get by (in a language) • not speak a word of • string two words together

C Read the text again and answer the questions.

- 1 Where is La Gomera?
- 2 What theory is there about how *Silbo* came to La Gomera?
- 3 Why did farmers use *Silbo* in the past?
- 4 How many people use *Silbo* nowadays and what do they use it for?
- 5 Is there a connection between the Canary Islands' name and the sound of the language?
- 6 Why do some people think that they might find *Silbo* in Venezuela, Cuba and Texas?
- 7 In what way did Moises Plasencia try to save *Silbo*?
- 8 What do people not use *Silbo* for, and why?

11
CD 3

d Now listen and check your answers.

Discussion box

- 1 Are there any languages in your country that are dying out? Do you think efforts should be made to save them? Why / Why not?
... is in danger.
We should do all we can to ... because ...
There are more important things to save like ...
- 2 Would you like to learn a language like *Silbo*? Why / Why not?
If I had the time ... It might be fun ...
I can't see the point of ...

Grammar

Passive report structures

2 a Find and underline sentences in the text which mean:

- 1 Experts believe that only a few people can communicate in *Silbo*.
- 2 Experts think that there is no connection between *Silbo* and the name "Canary Islands".
- 3 Experts say that *Silbo* arrived with African people.
- 4 Experts know that people in La Gomera used *Silbo* in the past to communicate.

b Complete these sentences from the text.

- 1 Only a few people able to communicate fully in the whistling language.
- 2 There no connection between the islands' name and the birdsong-like way of communicating.
- 3 This unusual way of communicating with early African settlers 2,500 years ago.
- 4 People throughout La Gomera *Silbo* in the past as a way of communicating over long distances.

C Compare the sentences in 2a with the sentences in the text. What difference is there in the form of the verbs *know*, *believe* and *think*?

d Which of the sentences talks about

- belief or knowledge about the present?
- belief or knowledge about the past?

e Rewrite the following sentences using passive report structures.

- 1 Experts think children are the best language learners.
Children are thought to be the best language learners.
- 2 People say Chinese is a difficult language to learn.
Chinese a difficult language to learn.
- 3 Experts know some languages disappear every year.
Some languages every year.
- 4 Experts believe whistling languages exist in other countries.
Whistling languages in other countries.
- 5 People say the words for finger and toe are the same in some languages.
The words for finger and toe the same in some languages.
- 6 People know French and Latin influenced the English language.
French and Latin the English language.
- 7 Experts believe many European languages came from India.
Many European languages in India.
- 8 Experts say hundreds of languages have died out in the past.
Hundreds of languages in the past.

Listen

3 a Listen to the beginning of a TV programme. Look at the map. Draw lines between the accents and the cities where they are spoken.



d Listen to the TV programme again. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–7) with the sentence endings (A–J). There are two sentence endings you should not use. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

Regional accents

| | | |
|----|---|---|
| 0 | Patrick from Ireland had | D |
| Q1 | John from Liverpool is not very | |
| Q2 | Tina from the east end of London isn't going to | |
| Q3 | Tina thinks she didn't get a job in the past | |
| Q4 | At first some kids thought Patrick | |
| Q5 | When Marie went to London, she was | |
| Q6 | John thinks he might go to Australia and could | |
| Q7 | In Marie's opinion, accents aren't | |

| | |
|---|--|
| A | because of her accent. |
| B | concerned about his accent. |
| C | change how she speaks. |
| D | a small problem at school in London. |
| E | very important these days. |
| F | was incomprehensible*. |
| G | to learn how to speak properly. |
| H | lose his accent in the future. |
| I | not always completely understood. |
| J | was happy about their accents. |

Glossary: *incomprehensible = impossible to understand

b Listen again. What examples are given of

- pronunciation differences (accent)?
- vocabulary differences (dialect)?

Tip

foreign regional London heavy strong light accent

c Listen to the next part of the TV programme. You are going to hear four teenagers talking about their accents. Where do they come from?



Discussion box

- Are there many different accents in your country?
- Are there any accents that you really like (in your own language or in English)? Why? *I think ... is charming. I can't stand the ... accent. The ... accent drives me up the wall.*
- When you meet someone for the first time, can you tell where they come from by their accent? *I'm terrible at ... Sometimes ... I don't always know exactly where ...*

Vocabulary

Understanding language



4 a Circle the correct option. Then listen and check.

- They don't speak English, so of course they didn't understand a word / sentence of what I said.
- He spoke so fast, we just couldn't understand anything. It was *not* / *totally* incomprehensible*!
- Sorry, could you repeat what you just said? I didn't *miss* / *catch* it.
- He's speaking so quietly that I can't *make* / *do* out anything at all.
- I *got* / *listened* some of what she said, but I certainly didn't understand everything.
- My German is so poor that I managed to pick a few words *out* / *in*, but that was all.
- I got the *part* / *gist* of it – you know, the general meaning – but no details at all.
- I don't understand computers, so he *lost* / *missed* me completely after about two sentences!

Glossary: **incomprehensible* = impossible to understand

b Complete the table with the words in the box.

word gist catch lost pick

| | | |
|---|---|--|
| + | understood got caught managed to pick out | everything a lot (of it / of what they said) the some of it / of what she said a few words |
| - | couldn't out didn't didn't get didn't understand | very much a (of it / of what they said) anything (at all) |
| - | He / She me completely. It was totally incomprehensible | |

c Complete the dialogues. Use the correct form of the verbs from 4b. Sometimes there is more than one possibility.

- A** Did they enjoy your talk?

B I don't think so. I don't think they a word of what I said.
- A** What are you saying now?

B I don't know. It's too noisy in here. I anything at all.
- A** I didn't understand the lesson?

B I think so. Well, I she said. But not everything.

A I really didn't understand that. My German isn't good enough.

B Nor mine. I managed to, but that's all.
- A** Wow! That talk was difficult to understand.

B It was. I – I mean, he was talking about science – but that's all!
- A** Did you understand him?

B No! He from the very beginning!

e Complete the sentences with the words in the box.

get out **make** lost gist totally



1 I can't **make** out a word of it.



2 Well, I didn't get all of it but I think I got the



3 I'm sorry, you me completely at the second "click".



4 Is it just me or is my dad incomprehensible*?



5 I can pick a couple of words. This might be "crocodile", but I'm not 100% sure.



6 I don't really it.

f Put the words in order to make sentences.

- lost / completely / me / he's
He's completely lost me.
- understand / to / managing / it / most / I'm / of
- I / the / gist / about / just / can / catch
- saying / a / lot / understand / a / of / what / he's
- can't / I / make / much / very / out
- incomprehensible* / totally / the / he / gives / are / talks

Glossary: *incomprehensible = impossible to understand

g Match two of the sentences in 4f with each of the people in the picture.

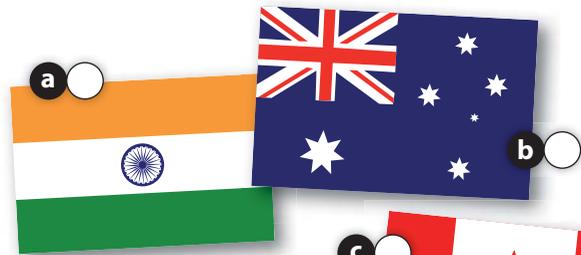


- A might say sentences 2 and
- B might say sentences and
- C might say sentences and

Listen



- 5 a** You are going to hear four people speaking English in their national accents. What country do you think they are from? Number the flags 1–4.



- b** Listen again and make a brief note of what each speaker talks about.

- c** Work in pairs or groups. Compare answers. Then discuss the four speakers' accents. How much did you understand? Use expressions from 5b to help you.

"I got the gist of what the person from India was saying."

"Yes, she's / he's got a strong accent, but I managed to pick a few words out."

"The person from Australia was easier – I understood almost everything!"

Read

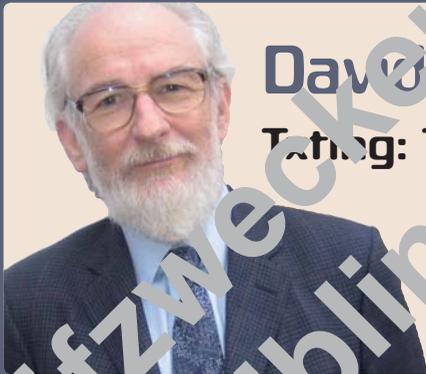
- 6 a** Work in pairs or groups. Think about and answer these questions.

- How often do you text?
- How frequently do you use abbreviations in your texting? Give examples of abbreviations that you sometimes or regularly use.
- Do you think texting has, or has had, an effect on other kinds of writing?

- b** Read this text. What does the writer think about texting?

- c** Which underlined word or phrase in the text means...

- common, boring
.....
- stating
.....
- unable to read
.....
- proved that it was wrong
.....
- people who have joined a club or society
.....
- strange, unusual, from another world
.....



David Crystal
Texting: The GR3 Db8



The popular impression, created largely by the media, is that the written language encountered on mobile phone screens is weird. It has been labelled "textese", "slanguage", a "new hi-tech lingo", a "hybrid shorthand", a "digital virus". It has been described as "foreign", "alien", and "outlandish". It is so much viewed as a new language that texters have been called "bilingual". And what does this new fluency communicate? Nothing much, according to one commentator:

As a dialect, text ("textese"?) is thin and - compared, say, with Californian personalised licence plates - unimaginative. It is bleak, bald, sad shorthand. Drab shrinktalk* ... The dialect has a few hieroglyphs (codes comprehensible only to initiates) and a range of face symbols ... Linguistically it's all pig's ear. ... it masks dyslexia, poor spelling and mental laziness. Texting is penmanship* for illiterates*.*

As far as I know I am not dyslexic, mentally lazy, or illiterate. But I text. That quotation is taken from a British newspaper, The Guardian, in 2002. It was very early days to be passing such a savage* judgement on a use of language only a few years old. And especially odd to see it in the Guardian, which the year before had held the first text-messaging poetry competition, which gave the lie to everything that this commentator was asserting*.

Glossary: *bleak – trostlos; *shrinktalk – zusammengezogene (Un-)Wörter; *penmanship – Schreibkunst; *illiterate – analphabetisch; *savage = cruel and bitter; *assert – behaupten

d Here is the winning poem from the competition that the Guardian held. Read it and put it into “normal” English.

txtin iz messin,
mi headn'me englis,
try2rite essays,
they all come out txtis.
gran not plsed w/letters shes getn,
swears i wrote better
b4 comin2uni.
&she's African

(Hetty Hughes)

e Here is more of the book on texting by David Crystal. Read the extract. Find the parts where the writer:

- 1 ... says that it is TV and newspapers that have created the idea that English is getting into trouble.
- 2 ... says that there's evidence that texting hasn't created bad spelling or writing.
- 3 ... gives an example of a mistake that texting hasn't created.
- 4 ... says that Britain isn't the only country that is unnecessarily worried.

Texting is one of the most innovative linguistic phenomena of modern times, and perhaps that is why it has generated such strong emotions - “a kind of laziness”, “an affectation”, “ridiculous” - and why we have seen the “moral panic” described in earlier chapters. Yet all the evidence suggests that belief in an impending linguistic disaster is a consequence of a mythology largely created by the media. Children's use of text abbreviations has been hugely exaggerated, and the mobile phone companies have played a part in this by emphasizing their “cool” character, compiling* dictionaries, and publishing usage guides - doubtless, thereby, motivating sales.

Texting has been blamed for all kinds of evils that it could not possibly have been responsible for. Virtually any piece of non-standard English in schoolwork is now likely to be considered the result of texting, even if the evidence is incontrovertible* that the non-standardism has been around for generations. The other day I read about someone condemning *would of* (for *would have*) as a consequence of texting. This misspelling has been around for at least 200 years. You will find it in Keats. I have encountered similar misspellings* in Japan, Finland, Sweden, and France, and it is probably present in every country where texting has become a feature of daily communication.

Glossary: **compile* = collect information;
**incontrovertible* = unbestreitbar;
**misspelling* = failure to understand

Speak

7 Work in pairs or groups. Do the following tasks. Then compare your results / answers with other pairs / groups.

- 1 Think of some words in your language that didn't exist when you were born.
- 2 Think of some words or expressions that you use that your parents might not use or even understand.
- 3 Think of some words / expressions in your language that have come from another language.
- 4 Think of the names of products or shops that are common in your country but which are in another language.
- 5 “Our language is in danger!” Do you agree or disagree? Use your ideas in items 1 – 4 above to help you make up your mind.



Write

8 a Read the story and look at the pictures. Which two pictures are not part of the story?

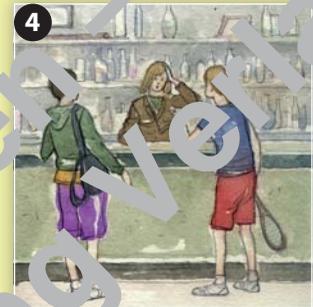


Misunderstandings

University was a new experience for me. I had grown up in a small seaside town in the south of England, and ¹....., I was thrown together with people my age from all over the country. People were speaking in accents that I had only ever heard on TV, and some were using words that I had never heard before. I had only been at university ⁵ for about a week when I met Dave Pitman, from Blackburn in the north of England. We discovered that we both played tennis, and arranged to meet up one afternoon for a game. I went to the sports hall at the time we'd agreed, and went into the changing rooms. Dave was already there, and ²..... I could see that he was a very nappy. He was ¹⁰ searching ³..... for something inside his bag. He looked up at me as I walked in. "I've forgotten my keys," he said. "You haven't got any, have you?"

⁴..... I had no idea what he was talking about. Tennis balls? Shorts? Trainers? What? ¹⁵

⁵..... I said, "Sorry?" Dave repeated: "Have you got any spare keks with you?" Of course, I could ⁶..... have asked him what the word meant, but I was too embarrassed and didn't want to offend him. ⁷..... Dave saw the look on my face, and said: "You know – keks. Shorts. Tennis shorts." Now I understood, and luckily, ²⁰ I did have some shorts in my bag. I lent them to him, we played, and he won. Then we went to get a drink. The woman at the canteen asked me what I'd like. "I'd like a Place Beauty, please," I said. (Where I come from, that's cola and ice-cream.) "What on earth is that?" said the woman. I knew ⁸..... how she felt. ²⁵



b Which two words / expressions were misunderstood? What do each of them mean in "standard" English?

c Fill in the spaces with these adverbs / adverbial phrases. There is often more than one possibility.

in a panic exactly unfortunately suddenly desperately immediately easily fortunately

d Write a story of around 200 words with the title *A misunderstanding*.

- Use an incident that happened to you, or make up a story, where there is / was a misunderstanding due to language (a foreign language, or the same language).
- Use adverbs / adverbial phrases to make your story as lively as possible.

The world according to Garp

by John Irving (a novel)

a Work in pairs. Answer these questions.

- 1 Do you remember any words that you misunderstood when you first heard them as a child? Tell your partner.
- 2 Imagine you are a mother or father of a small child and you have taken the child to a beach by the sea. What might the mother or father warn the children to be careful about?
- 3 Look at the picture. Describe what you can see and what you think is happening.

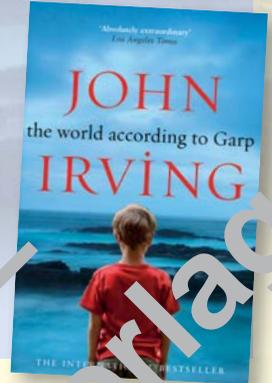
b Make sure that you know the meanings of the word *undertow*. Use a dictionary or ask your teacher.

c Read the text, then complete the sentences (1–5) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you.

| | | |
|----|---|----------------------|
| 0 | The ups and downs of T.S. Garp's life are described as a | roller-coaster ride. |
| Q1 | The Garp family spent their holidays at Dog's Head Harbor because Garp's mother | |
| Q2 | Walt's brother warned him to look out | |
| Q3 | A strong undertow can pull you under the water and to sea. | |
| Q4 | Young Walt was afraid of the water because he thought there was hiding in it. | |
| Q5 | Walt's parents remembered the story whenever they felt | |

This is the story of T. S. Garp, a novelist whose life is a series of happy and tragic events. Son of the famous Jenny Fields, who is murdered, Garp is married to Helen and has two sons, Duncan and Walt. As Garp's fortunes go up and down, we follow him on his roller-coaster ride of life, love, anger, betrayal* and laughter.

Glossary: *betrayal – event



Duncan began talking about Walt and the undertow – a famous family story. For as far back as Duncan could remember, the Garps had gone every summer to Dog's Head Harbor, New Hampshire, where the miles of beach in front of Jenny Fields' estate were ravaged* by a fearful undertow. When Walt was old enough to venture near the water, Duncan said to him – as Helen and Garp had, for years, said to Duncan – “Watch out for the undertow.” Walt retreated, respectfully. And for three summers, Walt was warned about the undertow. Duncan recalled all the phrases.

M

"The undertow is bad today." "The undertow is strong today." "The undertow is wicked* today." Wicked was a big word in New Hampshire – not just for the undertow. And for years, Walt reached out for it. From the first, when he asked what it could do to you, he had only been told that it could pull you out to sea. It could suck you under and drown you and drag you away. It was Walt's fourth summer at Dog's Head Harbor, Duncan remembered, when Garp and Helen and Duncan observed Walt watching the sea. He stood ankle-deep in the foam* from the surf and peered into the waves, without taking a step, for the longest time. The family went down to the water's edge to have a word with him.

"What are you doing, Walt?" Helen asked.

"What are you looking for, dummy?"³⁰ Duncan asked him.

"I'm trying to see the Under Toad," Walt said.

"The what?" said Garp.

"The Under Toad," Walt said. "I'm trying to see it. How big is it?"³⁵

And Garp and Helen and Duncan held their breath; they realized that all these years Walt had been dreading a giant toad, lurking offshore, waiting to suck him under and drag him out to sea. The terrible Under Toad.⁴⁰

Garp tried to imagine it with him. Would it ever surface? Did it ever float? Or was it always down under, slimy and coated and ever-watchful for ankles it coated tongue and snare? The vile* Under Toad. Between Helen and Garp, the Under Toad became their code phrase for anxiety. Long after the monster was clarified for Walt ("Undertow, dummy, not Under Toad," Duncan had howled), Garp and Helen evoked the beast as a way of referring to their own sense of danger. When the traffic was heavy, when the road was icy – when depression had moved in overnight – they said to each other, "The Under Toad is strong today."⁵⁵

Both Garp and Duncan laughed. But it was neither green nor brown, Garp thought. It was more like blue. It was the color of bad weather. It was the size of an automobile.

Glossary: **ravage* = cause great damage; **wicked* = bad, dangerous; **foam* = Schaum; **vile* = horrible, evil; **swerve* = change direction suddenly

d Find words or phrases in the extract which mean:

- 1 to risk going somewhere or doing something that might be dangerous or unpleasant
- 2 remembered
- 3 pull strongly
- 4 looked carefully, with a little difficulty
- 5 fearing
- 6 catch (in a trap)

e Read the final paragraph of the extract again. Which of these explanations of what it might mean is the one you like most?

- 1 Duncan and Walt were playing one day outside their house. It started to rain and they were running back to the house when a car came round the corner. Helen was driving it. When she saw the boys, she swerved* and the car hit a tree. No one was hurt but Garp was very angry with Helen.
- 2 Some years before, there was a car accident on a very rainy day. Garp was driving the car. He was driving badly because he was angry with Helen because she was having an affair with another man. When the car crashed, Walt was killed and Duncan was badly injured.
- 3 When Garp was a little younger, he was in a car accident. The car was a green-brown colour that he hated and it was being driven by Helen's father at the time of the accident. He was very angry about it and argued with Helen. Walt and Duncan were very upset by the argument.

The correct version is number 2.

Discussion box

- 1 Which adjective would you use to describe the extract: happy? funny? sad? scary? or your own adjective?
- 2 What other things do you think mothers and fathers typically warn their young children about?
Most parents will ...
My parents were always ...
- 3 Can you remember any funny stories from your own childhood? Tell your partner/s.
There was a time when ... *Once I was ...*
- 4 What, if anything, were you scared of when you were little?
I was always afraid of ... *As a child I hated ...*
... always scared me.
- 5 Would you like to read more of the novel (or see the film)? Why / Why not?

But luckily for *Countdown*, there were enough old people, university students and other people with nothing much to do each afternoon to keep the show alive. When the show began, Carol Vorderman won over fans with her amazing mathematical abilities. *Countdown* made a celebrity out of Carol, and these days she's a familiar face on British TV. Despite her fame, Carol still loyally turned up on *Countdown* each day to turn over the letters and show the contestants how to solve the numbers game until Rachel Riley took over.

The rules of this new game show were as follows: two contestants faced each other over several rounds of games with letters and with numbers. Finally, there was the Conundrum round, where contestants had to work out a nine-letter anagram. At the end of the show, the contestant with the highest score won and was invited back the next day to face a new challenger.



Yes, that is correct – since it began over three decades ago, *Countdown* continues to keep its audience's brains working every afternoon. In fact, on the 3rd of January 2006, it celebrated its 4,000th show. Other signs of its success include the increase in the length of each programme to 45 minutes, the addition of a show on Saturdays and the number of British celebrities who have made an appearance.

However, despite the simplicity of the rules, those who watched the early editions of the 30-minute show, which was on five days a week, could hardly have imagined that it would last any longer than its original seven weeks that had been planned for it.

The first contestants and guests were not exactly the most exciting people on television.

On 2 November 1982, the British public turned on their television sets for the arrival of the nation's fourth TV station, called Channel 4. They were greeted by the smiling face of local TV news presenter Richard Whitley, who welcomed them with the words, "As the countdown to a new channel ends, a brand new countdown begins." And with this sentence, the words-and-numbers game show *Countdown* was launched.

a Read the article and put the paragraphs in order.

b Read the text again. Mark the statements **T** (True) or **F** (False) with a cross **X**. Correct the false statements.

- 1 *Countdown* was the first programme ever shown on Channel 4. T F
- 2 Originally only 35 programmes of *Countdown* were planned. T F
- 3 The early shows were popular with working people. T F
- 4 Carol Vorderman is involved in several other TV shows. T F
- 5 These days *Countdown* is on for four and a half hours every week. T F
- 6 Every day two new contestants compete to become *Countdown* champion. T F

READING TIP

Putting paragraphs in order

- First read through all the text quickly.
- Next highlight the first line of each paragraph, which provides a link back to the previous paragraph.
- From your highlighted sentences, find the one which is the beginning of the text as a whole.
- Read carefully through your first paragraph and make sure you understand what it is talking about. Then look at your other first lines. Which one refers back to the topics mentioned in the opening paragraph?
- Repeat this process until you have all the paragraphs in order.
- Finally, read carefully through the text using the paragraph order you have chosen. This is your final check to see if it really makes sense.

I Misunderstood • Richard Thompson



a The video only uses a few images. Write down the objects that you see.

b Compare your list with a friend.



c The words in the box all come from the end of lines. Can you put them in the correct places? Listen and check.

| | | |
|-------|--------|--------|
| time | die | speak |
| eyes | unique | mind |
| cheek | I | things |
| kind | fly | week |



She said, darling, I'm in love with your
 The way you care for me, it's so
 Love to see you again. Wish I had more
 She was laughing as she brushed my
 Why don't you call me, angel, maybe next
 Promise now. Cross your heart and hope to

But I misunderstood.
 But I misunderstood.
 But I misunderstood.
 I thought she was saying good-bye.
 She was saying goodbye,
 But I misunderstood.
 But I misunderstood.

Things I try to put shine in her
 The wheels and shimmering
 Wild nights when the whole world seemed to
 She said, "The thing that's so
 When we're together, we don't have to
 We'll always be such good friends, you and"

d Discuss.

- 1 What did the man misunderstand?
- 2 Think of words to describe:
 - a The singer
 - b The woman

e Imagine. Write an email from the woman explaining her side of things.

Language in use

M

a You are going to read a text about a clever bird. In most lines of the text there is an unnecessary word. Write the unnecessary word in the space provided after each line. Some lines are correct. Indicate these lines with a tick (✓). There are two examples at the beginning.

| | |
|--|------------|
| Parrots are known for to be one of the cleverest species of birds and everyone knows that they can talk, but can they really communicate? Ask Peter Taylor, from Mirfield, that question and he'll tell you they are most definitely can. | for..... 0 |
| Mr Taylor, who is deaf, was saved from a fire that had broken out in his home when his pet parrot Merlin woke him up by running up and down his legs. Although the smoke alarm had gone off, but Mr Taylor failed to hear it because he had taken out his hearing aid and was asleep when the fire broke out. Merlin heard the alarm and he is being believed to have had known that it meant danger, which is why he woke up his owner. | ✓..... (1) |
| Mr Taylor who says he owes his life to Merlin, who has now also learnt to mimic the sound of the smoke alarm. "Sometimes when I'm cooking he'll come out with the noise" said Mr Taylor. "I have to tell him that there isn't a fire and then he stops doing it." | 2 |
| | Q3 |
| | Q4 |
| | Q5 |
| | Q6 |
| | Q7 |
| | Q8 |
| | Q9 |
| | Q10 |

b Use one word to complete the three different sentences.

- The sun disappeared behind some clouds.
Two soldiers were killed in fighting yesterday in the capital city.
It can be difficult to understand him - he speaks with a very accent.
- Listen - I can hear the wind in the trees.
If you feel down, just a happy tune and you'll feel much better.
The referee blew his and the match was over. We'd won!
- You can have anything that you want - just take your
I've missed the bus, so my mum's coming to me up in the car.
I don't speak Italian, but sometimes I can a few words out.
- She didn't say anything, but I could that she was really angry.
Look, it's just a joke. Where's your of humour?
I'm sorry, that just doesn't make You need to think some more.
- I haven't got a lot of money, so I need to keep a on what I spend.
It took us a long time to get through the security at the airport.
It's always a good idea to the tyres on your bike before you start cycling.

Wordwise Language

a Use a dictionary to check the meaning of these expressions.

- | | |
|------------------------|-------------------------------------|
| 1 <i>sign language</i> | 7 <i>a slogan</i> |
| 2 <i>slang</i> | 8 <i>to speak the same language</i> |
| 3 <i>an idiom</i> | 9 <i>terminology</i> |
| 4 <i>a cliché</i> | 10 <i>jargon</i> |
| 5 <i>bad language</i> | |
| 6 <i>to swear</i> | |

b Complete the sentences with the phrases from above. Change the form if necessary.

- "Lolly" is for money in some parts of England.
- In his campaign to become president, Barack Obama used the "Yes, we can".
- It's hard to understand this letter from the lawyer – it's full of legal
- My father always says that there's too much on television.
- My mother was very angry when a man in the street at her.
- Monday was a boring day – and I know it's a was just the happiest day of my life.
- There's a deaf girl in our street – it's amazing to watch her talking to her friends in
- To bite off more than you can chew is an in English. It means to try to do something which is too difficult for you.
- We both come from New York and we both love baseball – so we
- When Jim starts using computer, I can't understand a word of what he's saying.

c Match the phrases from **a** with these definitions. Write the numbers.

- | | |
|---|--------------------------|
| a a group of words in a fixed order that have a particular meaning, different from what the words on their own mean | <input type="checkbox"/> |
| b short and easily remembered phrase, especially one used to advertise an idea or a product | <input type="checkbox"/> |
| c an expression that is very often used, so it's not original or interesting | <input type="checkbox"/> |
| d language that many people think is rude or unacceptable | <input type="checkbox"/> |
| e special words and phrases used by groups of people, especially in their work | <input type="checkbox"/> |
| f terminology that you don't like, that annoys you | <input type="checkbox"/> |
| g the system of hand and body movements that deaf people use to communicate | <input type="checkbox"/> |
| h to have similar ideas and similar ways of expressing them | <input type="checkbox"/> |
| i to use rude or offensive words | <input type="checkbox"/> |
| j very informal language, usually spoken rather than written | <input type="checkbox"/> |

c Use six of the phrases from above to complete the dialogue. Change the form if necessary.

- A** Many people say that New York is "the city that never sleeps". Is that true?

B Well, I think it's just a You can say that of most mega-cities these days.
- A** Our neighbour's son's a nice guy, but when he plays table tennis with his brother he all the time.

B Oh, come on, Peter. Did you never do that when you were a teenager?
- A** What does "chippy" mean?

B It's a word for a place where you can get fish and chips.
- A** When Jeff talks about cricket, I don't understand a word of what he says.

B Same here. There's a lot of that doesn't mean anything if you're not into the game.
- A** What's that you say when two people say the same thing at the same time?

B Oh, I know. 'Two great minds think alike.'
- A** Can one really communicate everything in

..... ?

B Absolutely. I've heard that you can even translate poetry into it.

Read

- 1 a Look at the photos. Do you recognise the people? What do they have in common? Read the text quickly and find out.

Celebrity Ambassadors



In the 1950s, the United Nations first had the idea of using celebrity ambassadors when they took on Hollywood star Danny Kaye to promote children's rights. Ever since, hundreds of stars, from screen icon Sophia Loren to boxing legend Muhammad Ali, have been seen spreading the word of the international peace organisation at photocalls throughout the world.



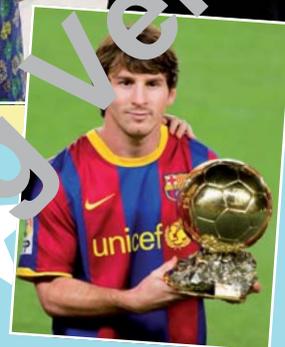
Most stars are recruited independently by the various UN agencies. The UN Development Program uses Brazilian footballer Ronaldo to bring attention to the issue of poverty. And the refugee agency UNHCR uses Angelina Jolie, who these days is probably as famous for her humanitarian work as she is for her acting, to highlight the condition of those people left homeless through war.



But perhaps the agency most represented by the rich and famous is UNICEF, the UN children's fund. It has a whole host of stars who act as Goodwill Ambassadors, including singer Ricky Martin and actresses Whoopi Goldberg and Susan Sarandon. There are also celebrities who are asked to promote one-off projects every now and then. Pop star Robbie Williams, for example, although not a Goodwill Ambassador, has done several concerts for UNICEF. Of course, it's important that the UN, which has offices in more than 200 countries, is represented by an international mix of celebrities. And many of their most important stars, such as Miss Universe 1999, Mpule Kwelagobe, who was appointed Goodwill Ambassador for Botswana in 2006, are household names in the UK.



Choosing the right person must be done extremely carefully. The organisation looks for celebrities who have not only made it big globally, but who are also going to remain famous for many years to come. "We can't have someone who has just enjoyed success for a few minutes and then disappeared," says a spokeswoman. Likewise, the star must have already shown a true passion for the cause and they must want to do more than just appear caring in front of the cameras. "Our celebrities do it because they have real compassion for children," says the spokeswoman. "They should have the power to draw the cameras but without wanting the attention for themselves."



Lionel Messi is ...
an internationally famous
footballer.

What he does:

Messi supports access for vulnerable children to education and health care.

What he says:

"I feel grateful to UNICEF for this chance to give support to children. I hope that in my role as a global Goodwill Ambassador for UNICEF I will be able to support children who need our help."

Whoopi Goldberg is ...

an international film star and
TV host.

What she does:

Using her popularity and interest in children's issues, Goldberg promotes health for every child around the world.

What she says:

"We have to think about how health issues affect children in every country."



Useful words

make a difference • bring / draw attention to • humanitarian work • get involved • be engaged in something • represent
change the world • media stars • promote an issue • a campaign • use your influence • raise money • donate money
put pressure on (a government) • overseas aid • cancel a debt / debts • fight for • human rights • do good • save lives

b Match the headings A–D with the paragraphs in the text in 1a. Write A–D in the boxes.

- A Stars put children first
- B A few of the familiar faces
- C More than sixty years of tradition
- D Not just any star will do

Discussion box

- 1 What are the advantages / disadvantages for the UN of having stars involved in their campaigns?
- 2 What other stars do you know who do charity work?
- 3 Which famous people in your country would be good as UN Goodwill Ambassadors? Why?



c Read the text again and listen. Answer the questions.

- 1 What role have celebrities played in the UN since the 1950s?
- 2 What is Angelina Jolie famous for, apart from her acting?
- 3 What factors are taken into consideration when choosing UN Goodwill ambassadors?

Grammar

Reduced relative clauses

2 a Look at the examples. Where could you add the words *that*, *which* and *who* are?

There are also celebrities used to promote one-off projects occasionally. But perhaps the agency most represented by the stars is UNICEF.

b Circle the correct words to complete the rule.

Rule:

- When relative clauses are *passive* / *active*, we can leave out the relative pronoun and the *verb be* / *past participle*.

c Complete the text about another UNICEF Goodwill Ambassador. Use the words in the box.

| | |
|----------|---------------------|
| won | who was born |
| attended | which was given |
| held | who is regarded |
| written | who was accompanied |



Lang Lang, ¹..... as the most exciting pianist of our times, will work to bring awareness to the needs of children throughout the world.

Lang Lang, ²..... into a musical family in Shenyang, started piano lessons at the age of three. At nine, he entered the Central Music Conservatory of China. As his talent grew, he began to enter competitions. Among the titles ³..... by him was first prize at the prestigious Tchaikovsky International Young Musicians' Competition ⁴..... in 1995 in Japan.

In 1997, 15-year-old Lang Lang, ⁵..... by his father, went to the US to study at the Curtis Institute in Philadelphia. In April 2001, Lang Lang made his Carnegie Hall debut, ⁶..... great reviews by the American critics. At the Great Hall of the People in Beijing he gave a concert ⁷..... by an audience of 8,000 people.

An article ⁸..... about him in *Teen People* identified him as one of the "Top Twenty Teens who will change the World".

d Cross out the words in italics which are not needed.

- 1 An appeal *that was* launched by UNICEF is looking to raise \$144.5 million for victims of the Asian Tsunami.
- 2 A TV announcement *that was* made by David Beckham was used to raise money.
- 3 The English football star, *who* plays for Real Madrid, recorded a video message asking for public support.

e Read the text. At the end of each line, put a tick if the words in italics are needed or a cross if the words are not needed.

Roger Federer, ¹*who is* a top ATP* player and a strong supporter of children's charities, became a UNICEF Goodwill Ambassador in April 2006. Like other Goodwill Ambassadors such as David Beckham and Youssou N'dour, Federer will work to support UNICEF in its efforts to bring attention and resources to children around the world ²*who need* help.

1

2

'I am happy to become one of UNICEF's Goodwill Ambassadors,' Federer said. 'I've been lucky in life, and able to play tennis seriously since I was six years old. It's important to me to help the many children throughout the world ³*who do not have* the everyday things they need.'

3

Federer has used his success in tennis to remind the world that children are important. In 2003, he started the Roger Federer Foundation, ⁴*which raises* money for disadvantaged children, mainly in South Africa (where his mother was brought up), and to promote sports for young people.

4

After the terrible tsunami of 2004, Federer started several fund-raising campaigns, including the ATP 'All-Star Rally for Relief', a tennis event ⁵*which was* supported by many of the top men and women players. All the money ⁶*that was* raised went to UNICEF.

5

6

That event started a worldwide partnership between the ATP and UNICEF called ACE ('Assisting Children Everywhere'), ⁷*which aims* to use the power of tennis to help provide health, education and protection to the poor children of the world.

7

Glossary: *ATP = Association of Tennis Professionals

Vocabulary

Fame

3 a Circle the correct words. Use the text to help you.

Think of someone in your country who:

- 1 is famous for / famous by entertaining children.
- 2 made a name for themselves / did a name for themselves by marrying someone famous.
- 3 did big / made it big in international cinema.
- 4 is a household name / household person in sport.
- 5 enjoyed a lot of success / liked a lot of success a few years ago but has since disappeared.
- 6 is a singing excitement / sensation for teenagers.

b Work in pairs. Think of answers to the questions.

c Complete the text with words from 3a.

John McEnroe was an American tennis player in the 1980s and 1990s who became famous ¹..... shouting at umpires and throwing his racket around. Born in 1959, he was a teenage tennis ²..... who won the French junior championship at the age of only 18. Later in 1977, he reached the semi-finals at Wimbledon and became a ³..... name all over the world. He really ⁴..... it big in 1979 when he won the US Open title in front of his home crowd. By that time, he had also ⁵..... a name for himself as a player who regularly lost his temper and shouted at opponents and officials. His most famous phrase was "You cannot be serious!" After he retired from playing tennis in 1992, McEnroe ⁶..... a lot of success as a TV tennis commentator.



Listen

4 a Listen to the opinions of Neil and Aisha. Answer the questions.



- Who is in favour of famous people getting involved in politics? Why?
- Who is against famous people getting involved in politics? Why?

b Listen to six more people. Do they have the same opinion as Aisha, Neil or neither? Tick the boxes.

| | Same as Aisha | Same as Neil | Neither |
|-----------|--------------------------|--------------------------|--------------------------|
| Speaker 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Speaker 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Speaker 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Speaker 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Speaker 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Speaker 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

c Listen again. Who says what? Write the number of the speaker next to each sentence. Then decide who the pronouns in *italics* refer to.

- They've* formed their opinion already.
.....
- They* don't really know, but *they're* talking about anyway.
famous people
- They* don't have to agree with the famous person, after all.
.....
- These* people should stick to what *they* know.
.....
- It's getting harder and harder to tell the difference between *them*.
.....
- Most of *them* look and sound really old and boring.
.....

d Whose opinion do you agree with most?

Vocabulary

Expressing opinions

5 Complete the phrases for expressing opinions. Use the words in the box.

see through the mind
ask opinion concerned

1 To my

2 I'd have (that) ...

3 As far as I'm, ...

4 If you me, ...

5 In my, ...

6 The way I it, ...

b What do these expressions mean? Mark A (agree), D (disagree) or N (neither agree nor disagree) with a cross .

- It's not a good idea. A D N
- I'm all for it. A D N
- It doesn't (really) matter. A D N
- It can't be a bad thing. A D N
- I'm completely against it. A D N
- I couldn't care less. A D N

C Work in groups. Give your opinions about the topics in the box. Try and use some of the expressions in 5b.

- graffiti
- background music in shops
- advertising on websites
- fast food
- smoking in public places



d Complete the sentences with the words in the box.

- thought ask concerned mind way **opinion**

- 1 In my **opinion**....., celebrities should keep out of politics.
- 2 I'd have that film stars could help quite a lot with world problems.
- 3 The I see it, poor people need help from anywhere in the world.
- 4 As far as I'm, the celebrities just want publicity for themselves.
- 5 To my, celebrities should do as much as they can to help charities.
- 6 If you me, footballers are the best people to be Goodwill Ambassadors.



Grammar

Question tags review

6 a Read the sentences from the listening text in 4a. **Circle** the correct question tags.

- 1 It gets lots of people interested, *does it? / doesn't it?*
- 2 It can't be a bad thing, *can it? / can't it?*
- 3 They've formed their opinion already, *haven't they? / have they?*
- 4 They don't really know what they're talking about, *do they? / don't they?*
- 5 They aren't going to listen to politicians, *are they? / aren't they?*
- 6 It's getting harder and harder to tell the difference between them, *is it? / isn't it?*
- 7 They should leave politics to professional people, *shouldn't they? / should they?*
- 8 We wouldn't expect to see the prime minister getting involved in music, *wouldn't we? / would we?*

b Complete the rule. Write *positive* and *negative*.

Rule:

- We often use question tags at the end of statements, to check facts or to make conversation.
- If the statement is positive we use a tag, and if the statement is negative we use a tag.
- If the statement does not have an auxiliary or modal verb, we use *do / does* (present) or *did* (past).

c Complete the dialogues with an expression from 5b. Use the letters **A, D** and **N** to help you.

- 1 **A** "Shall we go to the cinema or just stay at home tonight?"
B It really doesn't matter. **N**
- 2 **A** "How do you feel about letting people who are 16 vote?"
B I **D**
- 3 **A** "Do you think banning smoking in all public places is a good thing?"
B Well, it **A**
- 4 **A** "I really hate the idea of experiments on animals, don't you?"
B Well, in fact, I **N**
- 5 **A** "What do you think about starting our own website?"
B To be honest, I think it **D**
- 6 **A** "I'm going to complain to the neighbours about the noise last night."
B Good. I **A**

d Complete the tags for these statements.

- 1 There was a programme on TV about celebrity politicians, there?
- 2 You didn't have the time to sit down and watch it, you?
- 3 It wasn't as boring as the one we saw last week, it?
- 4 The presenter said some really interesting things about the topic, she?
- 5 We would've watched it if we'd known it was on, we?
- 6 We should've recorded it to use for our school project, we?
- 7 I'm sure the teacher will ask us to watch the one next week, he?
- 8 The way I see it, we don't have to listen to celebrities when they talk about politics, we?

e Complete the dialogue with the correct question tags.



- Harry** Did you see the programme about celebrity charity work last night?
- Carol** Yes, it was interesting, 1..... *weren't* it?
- Harry** Not really. It didn't tell you much you didn't already know, 2.....?
- Carol** What do you mean?
- Harry** I mean, we already know everything there is to know about Brad Pitt, 3.....? People don't want to see his face on TV again, 4.....?
- Carol** Oh Harry – you can be really boring sometimes.
- Harry** Sorry, but you asked me what I thought.
- Carol** Well yes – but if you always talk like that, people won't ask you for your opinion very often, 5.....?
- Harry** OK, I'm sorry. Let's talk about something else. I mean, we shouldn't fall out over something as silly as this.
- Carol** But Harry, you don't really think charity work's silly, 6.....?

Speak

- 7 a** Read the quotations by famous people. Which do you like best? Why?



“ You have made people listen. You have made people care, and you have taught us that whether we are poor or prosperous*, we have only one world to share. You have taught young people that they do have the power to change the world.

Kofi Annan (UN Secretary-General)
pays tribute to Bono, November 1999

“ It's really very simple, Governor. When people are hungry they die. So spare me your politics and tell me what you need and how you're going to get it to these people.

Bob Geldof, co-organiser of Live8

“ How I perceive actors getting involved in politics and charities ... they want even more attention for themselves, it's in their nature.

Tracey Ullman, British comedienne

Glossary: **prosperous* = rich and successful

- b** Work in groups. Discuss your opinions of the quotations.

- c** If you were famous, what message would you like to promote?



f Listen and check.

Write

8 a Read the essay. What arguments does the writer give for / against politicians becoming media stars?

b Read the essay again. Complete it with the words in the box.

days same addition things
past hand course but

c Which of the expressions 1–8 in the text can be replaced by the expressions below?

- a Then again
- b At the end of the day
- c Years ago
- d obviously
- e nowadays
- f Moreover
- g Equally
- h finally

d Work in pairs. Discuss the writer's opinions. Which do you agree / disagree with? Why? What is your view about the writer's conclusion?

e Write your own essay about the topic *Should pop stars become political?* Follow these steps:

- Think of one or two examples of pop stars who have become political.
- List three arguments in favour of pop stars becoming political, and three arguments against. Make notes.
- Decide what your own opinion is.
- Organise your notes into paragraphs:
 - 1) Introduction;
 - 2) arguments *for*;
 - 3) arguments *against*;
 - 4) your opinion and conclusion.
- Write a first draft. Try to include some of the expressions from 8c.
- Take a short break, then check your writing.



Should politicians become media stars?

¹ *In the* nobody would have known what the British prime minister had for breakfast, or what the name of the American president's dog was.

Many politicians ² *these* however, are trying to become media stars, and we learn details of their ⁵ private lives from chat shows and glossy magazines. Is this a development we should be happy with?

³ *Of* there are people who think it is perfectly acceptable that politicians are media stars. They might argue that society has changed, and entertainment is ¹⁰ part of our daily lives. If politicians want to be accepted by a large number of people, they need to adapt to our lifestyles and appear on chat shows, and not just on news programmes. They could also argue that the better we get to know our politicians as humans, and not just as representatives of a political party, ¹⁵ the easier it is to decide who to vote for.

⁴ *In* politics is about gaining power, and, in a democracy, a politician's ambition must be to gain as much power as possible so that they can have a greater influence on how society is run. If a good politician gets more public support ²⁰ by turning up on chat shows, so be it!

⁵ *On the other* there are lots of arguments against politicians becoming media stars. Although entertainment is certainly part of our daily lives, politics should not be about fun. Politicians need to be serious and professional, and they ²⁵ should focus on their important work, and not be distracted by seeking fame and celebrity status.

⁶ *In the* way, one might argue that people switch on the TV because they want to get away from politics and the problems of their daily lives, and they don't ³⁰ want to see politicians spoiling their favourite TV shows. And ⁷ *last*, *not least* it can be harmful for the development of a political system if politics becomes mixed up with entertainment. Politics should be about truth and reality, not entertainment, and so there should be strict rules to keep ³⁵ them apart.

⁸ *All* *considered*, I personally am not really against politicians becoming media stars because I am not affected by their celebrity personas. In order to decide who to vote for, I try to be well informed by reading newspapers ⁴⁰ and through discussions with friends who are also seriously interested in politics. I will definitely never be influenced in my decisions by superficial TV programmes!

Communication

A simulation

Conversational strategy:

- Referring back in a conversation



- a** Read this text.
- b** Listen to the two extracts from a simulation on "Celebs Sell". Tick the phrases you hear.

Useful phrases

- Going back to what you were saying previously about*
- You mentioned earlier that*
- If I remember correctly, you claimed that*
- As I said a few minutes ago*
- If I understand correctly what you said before, you're worried about*
- Coming back to what you said earlier on, I'm not sure I agree with*

c Now prepare a class debate on the following topic:

"When celebrities become ambassadors, they do so for a reason."

Roles:

Carol Frowse

You work for a charity, and you are thinking of getting a number of very well-known stars from the world of pop and rock to support your charity's work. Decide who these stars are going to be. You believe that celebrities have an obligation to help people who have been less lucky in life than they have. You are friendly and constructive, but very firm in your belief that people who have a lot of money should give at least half of their money to charity.

Thomas Miller

You are a politician with a special interest in financial matters. You support the idea that celebrities should become ambassadors for humanitarian projects and don't want public money to be spent on humanitarian projects. You are convinced that people who earn more are also prepared to give money to others, and you support your argument with a number of examples of well-known people who do exactly that. You are prepared to support a charity yourself, and have nothing against your photo and your name being used in a campaign for a charity.

Jonathan Silver

You are an investigative journalist, and you have recently done some research into celebrity ambassadors. You are very critical of this idea as you believe that the only reason why most of the celebrities support humanitarian organisations is to increase their fame and make more money. You are convinced that the only solution to social problems lies in a political decision that all people should get a solid minimum wage that allows them to live well, regardless of what they do in life.

Abigail Whitecross

You are the chairwoman of a fan club for a famous pop star. You completely admire your idol, and you are convinced that he / she only supports humanitarian work for real humanitarian reasons. You are prepared to defend your hero / heroine against anybody who thinks that stars just want to increase their fame and make more money by appearing on TV, but you are also aware that the sales of your stars songs have increased considerably since he / she started to support a charity.

How to prepare for a simulation

A simulation is a role-play of a discussion between a group of people about a certain topic. Usually, each person is assigned a role, or chooses a role from a selection of role cards. The role cards give each participant their point of view. Here are some ideas on how you can go about the simulation.

STEP 1

Decide who is going to play which role. This can be done at random (e.g. by writing each of the four names on a piece of paper, and each of the group members drawing out a piece of paper). Alternatively, you can read the role cards and each group member decides which of the roles they would like to play.

STEP 2

Read your role card (again) carefully. Make sure you understand all the information. Think carefully about each of the points on your role card. Imagine what kind of person you would be like if you really were the person you are going to play. The more you manage to be like that imagined person, the more authentic you will appear in the simulation.

STEP 3

Think also about the emotions the person you are going to play might have. Is it a considerate and calm person, or someone who easily gets annoyed about what other people say? Does the person talk fast and impulsively, or does he / she think carefully before he / she talks?

STEP 4

If you have time, think ahead to the discussion. What counter arguments can you expect from the others? How might you want to react to them?



Can music make a difference?

On 13th July, 1985 the world was the stage for the largest rock concert it had ever known, Live Aid. This “global jukebox” was a multi-venue show organised by musicians Bob Geldof and Midge Ure. With main gigs in London’s Wembley Stadium and Philadelphia’s JFK Stadium, and supporting shows in cities such as Sydney and Moscow, Live Aid had one aim only – to raise as much money as possible for the victims of the famine in Ethiopia.

The shows were a follow-up to the massively successful charity hit single *Do they know it’s Christmas?*, which was also the idea of Geldof and Ure and featured many British and Irish artists performing under the name of Band Aid.

Live Aid brought together a host of mainly British and American musicians, past and present, and included such names as Sting, Mick Jagger, The Beach Boys, Elton John, Madonna, Led Zeppelin, U2, Queen, David Bowie, Santana, Duran Duran and Paul McCartney.

Audiences of 72,000 at Wembley and 90,000 in Philadelphia were joined by around 1.5 billion spectators in 100 countries around the world, who watched the shows live on television. Throughout the TV broadcasts, viewers were continually asked to phone up and donate money. The day after, between £40 and £50 million had been raised. It is now estimated that, over time, the Live Aid concerts made around £150 million for the famine relief fund.

Twenty years after Live Aid, in June 2005, Bob Geldof and Midge Ure were once again the instigators behind a series of worldwide concerts, which went under the name of Live 8. This time it was a more international affair. The shows, ten of which were held simultaneously on 2nd and 3rd July, with one four days later on 6th July in Edinburgh, were held to coincide with the meeting of the heads of the G8 nations in Scotland. This time the aim was not to raise money, but to put pressure on the presidents and

prime ministers of the world’s richest nations to drop all foreign debt and increase their aid to the world’s poorest nations. In order to do this, a huge petition was organised, with people all over the world signing their names via the Internet and mobile phone text messages. This was then presented to the world leaders at their meeting. This petition, with currently more than 38 million names, can still be accessed and signed online at the official Live 8 website.

Many of the artists who performed at the original Live Aid concert returned to play again. They were joined by modern-day stars such as Black Eyed Peas, Alicia Keys, Los Straitjackets, Green Day and Robbie Williams. Again the shows were watched by millions all over the world on TV.

Whether or not the shows were a success will only be known over the next decades. Promises have been made by world leaders to increase foreign aid and cancel out debt, but it remains to be seen if these will be kept.

Discussion box

- 1 Which two artists would you most like to see live?
- 2 What other ‘charity’ shows do you know of?
- 3 Do you think shows like these can really make a difference? Why / Why not?
- 4 If you could organise a show like these, what issue/s would you promote and what acts would you invite to play?

A Look at the title. What do you think it means? Read the text quickly and check your guesses. What is the answer to the question in the title?

M Read the text, then answer the questions (1–6) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you.

| | | |
|----|--|----------------|
| 0 | Where were the concerts mainly held? | the USA and UK |
| Q1 | Who organised the events? | |
| Q2 | Why was “Live Aid” organised? | |
| Q3 | How many people watched the show on TV? | |
| Q4 | Where did the money raised by “Live Aid” go? | |
| Q5 | What was the purpose of “Live 8”? | |
| Q6 | How can people sign the “Live 8” petition? | |

2 a You are going to read a text about the killing of animals for the fur trade. Some words are missing from the text. Use the words in brackets to form a word that fits the gap (1–10). Write your answers in the spaces provided below. The first one (0) has been done for you.

Write your answers here:

- 0 countless
- Q1
- Q2
- Q3
- Q4
- Q5
- Q6
- Q7
- Q8
- Q9
- Q10

Fighting for animals

There are (0)... (count) celebrities in the world working to help people – and there are many who work to stop the killing of animals for their fur. Every year, millions of animals, from baby seals in Canada, to minks on mink farms, are killed for their fur, which is used almost exclusively in the fashion industry.

One famous person who campaigns against the fur trade is Stella McCartney, daughter of ex-Beatle Sir Paul McCartney and a highly (Q1)... (success) fashion designer. McCartney's feelings towards animals are reflected in her work, which avoids using fur.

"Everything in [my] store and every single piece of clothing and accessory that you see is free of (Q2) ... (cruel), which means that no animal has died to make any of them," she says. "I just think that a lot of people out there don't want (Q3)... (produce) that an animal has had to die for."

Although she thinks fur is beautiful, her (Q4)... (prefer) is to feel it on a living creature". McCartney's mother, Linda was

also an animal (Q5)... (active), and produced a range of vegetarian food. Stella followed in her mother's footsteps.

Shortly after her mother's (Q6)... (die) in 1998, Stella worked with PETA (People for the Ethical (Q7)... (treat) of Animals) to release a video which promoted animal rights. Stella apparently also persuaded her friend Madonna to stop wearing fur, and in 2006 she launched an accessories (Q8)... (collect) in which everything (including shoes, bags and belts) was made from non-animal products, not from leather. "The idea that every bag and shoe needs to be made from leather should be questioned," she said. It is her (Q9)... (belief) that there is a market for non-leather accessories and she regrets that "there aren't 20 other fashion houses making non-leather products."

But the animal rights message is facing (Q10)... (difficult) making the fashion industry change. Even McCartney's impact is limited. Her label is 50% owned by Gucci, which sells leather handbags.



b Read the text again. Mark the statements T (True) or F (False) with a cross [X]. Correct the false statements.

- 1 Most fur from animals is used in the fashion industry. T F
- 2 Stella McCartney does not use fur in the clothes she makes. T F
- 3 She thinks fur is horrible to look at. T F
- 4 When her mother died, Stella began to do what her mother had done. T F
- 5 Madonna has never worn fur. T F
- 6 Stella does not believe that all shoes and bags need to be made of leather. T F
- 7 Stella wishes that there were more fashion houses not using leather. T F
- 8 Gucci sells 50% of Stella McCartney's handbags. T F

Competencies LISTENING

Listening to interviews

21
CD 3

a Listen to an interview with an expert about UNICEF. Mark the statements T (True) or F (False).

- UNICEF's ambassadors include photographers.
T F
- A Goodwill Ambassador's commitment begins when he / she starts working for UNICEF.
T F
- Yousou N'Dour became an ambassador in 1987.
T F
- Shakira had already worked in the area of children's education.
T F
- The two important things about ambassadors are: they get attention and they make decisions.
T F
- UNICEF wants children to have health, education, equality and protection.
T F
- Danny Kaye became Ambassador at Large in 1951.
T F
- Audrey Hepburn was also Ambassador at Large.
T F



21
CD 3

b Listen again and answer the questions.

- What do all UNICEF's celebrities share?
.....
- Before he became a UNICEF ambassador, Yousou N'Dour took part in a vaccination programme. What else did he do?
.....
- Why is it important that UNICEF's ambassadors have access to politicians?
.....
- Why do politicians sometimes not pay much attention to children?
.....

Glossary: *immunisation – Schutzimpfung



EXAM TIP

Before you listen and do a task

- Good preparation is very important, especially for a listening task. You might not have time to read through all the questions before you listen. But try to read and really think about as many of the questions as possible.
- With true / false tasks, like in a, read each sentence and consider what could be true or false about it. Key words will help you again.
- With open-ended questions, like in b, read and again decide what the key words are. For example, in the first sentence, the key words are *celebrities* and *share*. You might not hear these exact words when you listen: what other words might you hear?

INTO Film

Extras

(British sitcom, 2005–2007)

Extras is a sitcom about actors who have a non-speaking, non-singing part in films, usually in the background. (The word is considered demeaning, and nowadays, 'background actors' is used.)

It charts the lives of actor Andy Millman, his friend Maggie Jacobs and Andy's substandard agent Darren Lamb as Andy slowly rises to fame with his broad and lowbrow sitcom (that is now a sitcom-within-a-sitcom) "When The Whistle Blows," which is set in a Wigan factory canteen. The main catchphrase of the show "Are you 'avin' a laugh?" is spoken by Millman.

One of the main ideas of Extras is that somebody famous appears in each episode. In this episode it is Chris Martin from Coldplay.



a The following scene shows Andy being filmed for a charity project. He is interrupted by Chris Martin who seems desperate to promote the new Coldplay album. Watch the scene and answer the following questions:

- 1 How effective is Andy's charity ad?
- 2 What would you change about it?
- 3 What message does Chris Martin's attitude convey?
- 4 Do you believe charity ads by well-known artists / actors / politicians have a greater impact than charity ads without celebrities?
- 5 How truly selfless are charity ads by celebrities?
- 6 The audience seem to like Martin's turning up in the sitcom-within-the sitcom (cf. laugh-track). Why is this funny for us viewers?
- 7 Does "When The Whistle Blows" seem funny to you? Does Andy's character (the guy with the wig) seem funny? What character types are the three other people in the scene?
- 8 Do you consider the concept of *Extras* funny? Why / Why not?

FILM WORK

SITCOMS

Generally speaking, sitcoms:

- intend to make people laugh, smile, smirk;
- follow a certain time format;
- have a canned laugh-track;
- are pre-scripted.

Sitcoms follow certain rules.

Here is the typical structure of a sitcom:

- teaser (2 minutes)
- opening with credits etc., title song (Commercial 1)
- act I (9–10 minutes): set problems, build crises (Commercial 2)
- act II (9–10 minutes): climax, towards solution (Commercial 3)
- denouement (1–2 minutes): punch line / status quo / coda (Commercial 4)
See you next week!

Here are some well-known sitcoms: *I Love Lucy*, *Fawlty Towers*, *Married with Children*, *Friends*, *Family Guy*, *Scrubs*, *How I Met Your Mother*, *Black Books*, *Big Bang Theory*.

For more check: www.imdb.com

b Get together in groups and watch a full episode.

- See if the structure above can be applied to the episode.
- Present your findings to the class.
- Try to explain what makes the sitcom you chose a well-structured and (possibly) successful sitcom.

Language in use

a Read the text below. Fill each space with one word only.

Credibility*, not fame, makes a winning celebrity ambassador

His fellow athletes ¹.....**call**..... him "The Gentleman", but to hundreds of thousands of hungry children around the world, he is a "saint". Paul Tergat, the world marathon record holder, who'll be ²..... in the London Marathon this weekend, is dedicating his race to the cause of hungry children.

Few would place Paul Tergat in the same category as humanitarian celebrity ambassadors like David Beckham (UNICEF), or Angelina Jolie (UNHCR), but in his work for the U.N. World Food Programme (WFP) Tergat has been no less effective in making the world aware of the issue of children in need in his role as an "Ambassador ³..... hunger".

Paul's visits to school feeding programmes in Kenya or road de-mining projects in southern Sudan have ⁴..... more like private pilgrimages*. There are no packs of screaming paparazzi following in his footsteps when Paul ⁵..... time out from his training to speak to children who depend on the World Food Programme for a healthy meal at school.

Paul's special quality ⁶..... his credibility. As a poor growing up in an huge family on the shores of Lake Baringo in Kenya's Rift Valley Province, he knew the of hunger. He tells a moving ⁹..... of how his life changed when WFP began providing free school meals at his local ¹⁰.....

His message to the world is simple: "If it wasn't for his assistance in my early ¹¹....., I might never have become the athlete I am today"

Glossary: *credibility – Glaubwürdigkeit; *pilgrimage – Pilgerfahrt

b Look at the pairs of sentences. Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given, and do not change it. You must use between three and six words, including the word given.

- | | |
|--|------------------|
| 0 I think people shouldn't be allowed to smoke in public places. I think there should be a law against smoking in public places. | LAW |
| 1 It worries me that the campaign is supported with public money. that the campaign is supported with public money. | CONCERNED |
| 2 For there is no doubt that constant entertainment leads to ignorance. that constant entertainment leads to ignorance. | CONVINCED |
| 3 After his appearance on TV, the media were full of stories about his involvement* in charities. to his appearance on TV, the media were full of stories about his involvement in charities. | FOLLOW-UP |
| 4 Most of the artists who performed in the concert also gave money to the organisation. The who performed in the concert also gave money to the organisation. | MAJORITY |
| 5 They organised the concert to raise money for homeless children. the concert was to raise money for homeless children. | AIM |
| 6 People think the charity raised well over two million pounds. It the charity raised well over two million pounds. | ESTIMATED |

Glossary: *involvement = taking part in something

Wordwise

Expressions with *opinion*

a Match the two halves of the dialogues.

- 1 Well, some people think it's a good idea, and some people don't.
- 2 So what does Alex think about it?
- 3 Have you thought about my suggestion?
- 4 It looks like we really don't agree about this.
- 5 The doctor says Mum needs an operation.
- 6 Paul really makes me angry – he's always talking about how great he is at everything.
- 7 Who do you think is going to win the election, then?
- 8 It looks like the government wants to buy more planes and guns.

- a I have, and very carefully – and it's *my considered opinion* that it's the wrong thing to do.
- b I know, but I think she should go to another doctor and get *a second opinion*.
- c Well, *public opinion's* against it, but I'm sure the 'll buy them anyway.
- d Yes, he's got a really *high opinion* of himself.
- e That's right. It's just a *matter of opinion*.
- f I don't know. But the latest *opinion poll* suggests the Labour Party will.
- g I really don't know – he didn't *express an opinion*.
- h You're right – we really do have *a difference of opinion*, don't we?

22
CD 3

b Listen and check.

c Write the expressions in *italics* in a to match these definitions.

- 1 (my) opinion on something after thinking about it carefully
= (my)
- 2 what people in general think
=
- 3 another opinion, especially from a doctor
.....
- 4 something people can have different ideas about
=
- 5 to think (you) are skilled /clever, in a way that is annoying
= (yourself)
- 6 when people don't think the same way
=
- 7 to say what you think about something
=
- 8 when people are asked questions to discover what they think about a subject =

d Circle the correct options.

- 1 He thought the concert was great – I hated it. We had a big *difference of opinion / matter of opinion*.
- 2 The lawyer says we're wrong – but I think we should get a *public / second opinion*.
- 3 After two hours she finally gave us her *considered / high opinion*.
- 4 She's hopeless at just about everything. I don't know why she has such a *high opinion / a considered opinion* of herself.
- 5 He's my favourite film star – it's because he's got a mind of his own and he just doesn't care about *public opinion / a second opinion*.
- 6 I just don't care about it at all and I can't be bothered to *express an opinion / have a difference of opinion*.

e Say something about each picture using an expression from a.



- 1 He
- 2 They
- 3 She

Answers to exercises & Pairwork

Unit 7, page 90, Exercise 1a

Are you a people person?

Situation 1 a = 2 b = 1 c = 3

Situation 2 a = 3 b = 1 c = 2

Situation 3 a = 1 b = 3 c = 2

Situation 4 a = 1 b = 2 c = 3

Situation 5 a = 3 b = 2 c = 1

1–6 points:

There are times when you would really like to be more “open” towards other people and find easier ways of communicating with them, but you feel that something in yourself blocks you. You have a small circle of friends and you don't really like loud and extrovert people. Being part of a bigger group makes you feel uncomfortable. Maybe it would be good to become a bit more confident? What you need to realise is that there are lots of positive things about yourself open your eyes and find them. And try to understand others better – that way you will also understand yourself better!

7–12 points:

You seem a little bit shy sometimes, but it doesn't seem that you want to be on your own for too long. When people know you better, they like your company and you yourself like being with people who are important to you. You care a lot about how other people feel and you don't want to hurt their feelings. This is what makes you popular with people who know you. Maybe it would be good for you to take a few more risks occasionally and talk to people who you don't know well yet? You might be surprised how many more friends you can make that way!

13–15 points:

Wow! You certainly like being the life and soul of a party! You love being with others and it is easy for you to make friends and entertain other people. But be careful – sometimes it is better to listen to what others have to say rather than talk yourself all the time. You can learn more that way and become even more interesting through it!

Unit 9, page 123, Exercise 6c

Student B: Circle the correct time expressions. Then ask your partner the questions. **Student A starts.**

- 1 How long have you got *until* / *by* you finish school?
- 2 What changes do you think you'll see in your life *during* / *for* the next five years?
- 3 What will you be doing six hours *from* / *in* now?

UNIT 2



Health

1 Individual long turn (5 minutes)

- Compare and contrast the two practices (psychic surgery / modern operating therapy).
- Describe which forms of treatment you would be willing to undergo in various cases and explain why you believe in these forms of treatment.
- Discuss the idea of alternative medicine and outline what one can do to minimise health risks.

2 Paired activity

You and your partner are preparing a presentation on health issues. Rank-order the five points below and then discuss which three you are going to present in detail and how best to do it.

- health and lifestyle
- health and living conditions
- health and age
- health and social class
- health and regular medical check-ups



UNIT 4



Fear

1 Individual long turn (5 minutes)

- Compare and contrast the two pictures.
- Comment upon different types of fear (fear of animals, the unknown, scary movies, scary events etc.)
- Outline some of your basic fears and explain how you react to them.

2 Paired activity

You and your partner are discussing the concept for a really scary movie that you want to make and enter in a competition. Agree on three aspects you think will make your film successful and make sure you can describe why they will appeal to your audience.

- basic plot
- target audience
- unusual ideas / camerawork / FX (as compared to other movies)
- lead roles
- marketing campaign

UNIT 5



Anger

1 Individual long turn (5 minutes)

- Compare and contrast the two pictures.
- Describe different forms of anger and different ways of letting off steam. Outline whether men and women normally express their anger in different ways and whether violence has to be a part of expressing one's anger.
- Give a couple of examples of what makes you angry and how you cope with your anger.



2 Paired activity

You and your partner are organising this year's school party, but you have fallen out with each other. Partner A believes that he / she has to do all the legwork and that B is bossing him / her around. Partner B believes that A has shown no initiative whatsoever and only works if he / she is told to and normally is too shy and reluctant to contact sponsors and officials. Sort out the problem and consider the following issues:

- state your complaints
- argue your point of view
- make helpful suggestions
- come up with a workload for each of you and a schedule
- evaluate your final decision

UNIT 8



Fashion

1 Individual long turn (5 minutes)

- Compare and contrast the two pictures.
- Outline the general importance of fashion, trends and fads for both consumers and industry. Assess the difference between *haute couture* (designer fashion) and *prêt-à-porter* (ready-made standardised clothes).
- Describe your attitude towards fashion and highlight what is important for you personally and what you consider bad taste.

2 Pair activity

You and your partner have been asked to arrange a half-hour fashion show at your school's prom which should please the mixed audience there. Discuss your ideas and consider the following:

- models (only from school?)
- type of clothes
- kind of audience and how to meet different tastes
- number of outfits shown
- award ceremony

UNIT 11

This happened to my friend:



Language

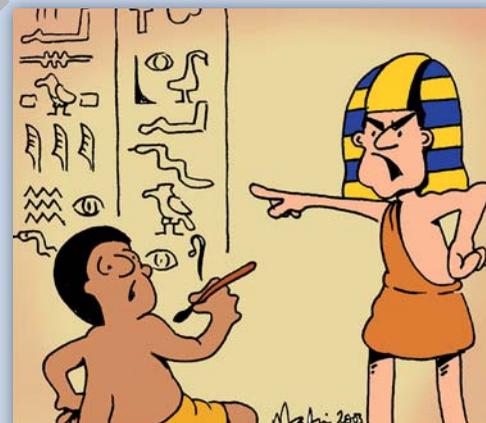
1 Individual long turn (5 minutes)

- Compare, contrast and interpret the two pictures.
- Explain how you feel about learning foreign languages, what you see as the most difficult part and what you think is helpful when learning a new language. Comment upon the fact that English dominates the world of foreign language learning.
- Describe how the language in the world we live in is changing (texting, foreign influences etc.) and evaluate these changes.

2 Paired activity

On behalf of your class, you and your partner have been asked to give feedback to your language teachers. Consider the following aspects.

- grammar and vocabulary
- reading books and watching movies
- atmosphere during lessons
- trips to foreign countries (opportunities, financial matters)
- regular testing



UNIT 12

Poor are the most charitable

Those in the lowest U.S. income group give the largest percentage of their incomes to charity. Figures for 2007:

| Income groups | Lowest | Second | Third | Fourth | Highest | All |
|-----------------------------|----------|----------|----------|----------|-----------|----------|
| Average income* | \$10,531 | \$27,674 | \$46,213 | \$73,460 | \$158,888 | \$63,091 |
| Income group limit | \$19,301 | \$36,070 | \$57,944 | \$91,297 | N.A. | N.A. |
| Giving as percent of income | 4.3% | 2.5% | 2.7% | 2.3% | 2.1% | 2.2% |

*Pretax
© 2009 MCT

Source: McClatchy analysis of U.S. Bureau of Labor Statistics data

Graphic: Judy Treible

Charity

1 Individual long turn (5 minutes)

- Compare, contrast and interpret the two pictures.
- Outline your attitude towards charity events (stars raising money, running to raise money...) and donations from private donors. Briefly illustrate what the state is supposed to contribute.
- When do you personally contribute towards helping others? Would you expect help from other people? Specify both the occasion and the kind of help you would give / expect?



2 Paired activity

You and your partner have decided to raise funds for a private kindergarten in your area that can no longer afford the daily costs, but is very important to the community. Come up with a plan to help the kindergarten and consider the following aspects:

- how exactly you will go about the fund-raising
- who could support you
- what exactly should be done with the funds raised
- how much time / work will be needed to raise enough funds
- a perspective for the future

Wordlist

Key: Comm = Into Communication, ICo = Into Competencies, IL = Into Literature, IM = Into Music, IC = Into Culture, IF = Into Film, LiU = Language in use, WW = Wordwise

Unit 1

| | | | |
|------|--|---|--|
| 01a | confirm diagnose [daɪ.əg.nəʊz] extraordinary [ɪk'strɔː.dɪn.ər.i] hire in common social relationship special ability | bestätigen diagnostizieren außergewöhnlich einstellen gemeinsam gesellschaftliche Beziehung spezielle Begabung | <i>The plane leaves an hour later than planned. Can you confirm that, please?</i> <i>He was diagnosed with diabetes.</i> <i>They both crashed into the same tree? That's an extraordinary coincidence!</i> <i>I've been to five companies, but no one has hired me yet.</i> <i>The two sisters had nothing in common with their brother.</i> <i>Our social relationship is only professional.</i> <i>She teaches a class of children with special abilities.</i> |
| 03c | exhibition rare | Ausstellung selten | <i>There's a wonderful exhibition at the museum next week!</i> <i>The cougar has now become a very rare animal.</i> |
| 03d | exhibit | ausstellen | <i>They exhibit his photographs in the gallery all the time.</i> |
| 05b | calculation invasion | Berechnung Invasion, Einmarsch | <i>The calculations you made are wrong.</i> <i>There's been an invasion of the north of the country.</i> |
| 06a | representative | charakteristisch, typisch | <i>His views are not representative of the company.</i> |
| 06b | by the time | als, wenn | <i>By the time you read this, I'll be in Italy.</i> |
| 07a | make up one's mind read someone's mind | sich entscheiden Gedanken lesen | <i>don't know who to call – Annie – Alyssa. I can't make up my mind!</i> <i>I will have to tell you what you want. I can't read your mind.</i> |
| 08 | take your mind off the problem | sich ablenken (von einem Problem) | <i>Let's watch a movie. It will take your mind off the problem.</i> |
| 09c | divide | trennen | <i>We can work faster if we divide the work between us.</i> |
| 09d | calculate exceptional exclusively hesitation multiply | berechnen außergewöhnlich, bemerkenswert ausschließlich Zögern vervielfachen | <i>I'm calculating how much our holidays will cost.</i> <i>Sandra really is an exceptional student.</i> <i>We deliver exclusively to Germany.</i> <i>I have no hesitation in accepting your very kind offer.</i> <i>The number of Internet users has multiplied in the past decade.</i> |
| 09e | ratio [ˈreɪ.ʃioʊ] significant | Verhältnis Bedeutung, Wichtigkeit | <i>You're supposed to mix the drink with a ratio of sirup to water 1:6.</i> <i>Don't attach too much significance to this result.</i> |
| 10a | brainchild brainwave pouring with rain | Idiot, Geniesprodukt Einsichtsblick in Strömen regnen | <i>The project was the brainchild of one of my students.</i> <i>He couldn't figure the problem out until he finally had a brainwave.</i> <i>Take this umbrella. It's pouring with rain outside.</i> |
| 10c | out of one's mind slip one's mind | den Verstand verlieren entfallen (aus dem Gedächtnis) | <i>I'd go out of my mind working in front of a computer all day.</i> <i>I forgot about the party last weekend – it totally slipped my mind.</i> |
| 10d | pick brains | jemanden ausfragen | <i>Sam was picking Jonas' brains about which computer to buy.</i> |
| 11a | at the back of one's mind net wrong get off get out of one's mind no sign of tight | im Hinterkopf alles falsch verstehen aussteigen Gedanken vertreiben, aus dem Kopf kriegen keine Spur von eng | <i>It's been at the back of my mind to call you for days.</i> <i>I spent hours on my homework and I still got the answers wrong.</i> <i>When you get off the train, we'll be there to meet you.</i> <i>I can't get our argument out of my mind.</i> <i>Where is my cat, Tiger? There's no sign of him anywhere in the garden!</i> <i>These shoes are much too tight. I can't walk in them.</i> |
| 11c | fight over | kämpfen (um) | <i>The birds were fighting over the bread.</i> |
| IL a | brake bunch district | bremsen Haufen, Bündel Bezirk | <i>You're going too fast, you need to brake now!</i> <i>You're a bunch of idiots, do you know that?</i> <i>There are many districts in London.</i> |

| | | | |
|--------|------------------------------|--|--|
| IL a | internal | innere | <i>She suffered internal bleeding after the accident.</i> |
| | nasty | gemein, fies | <i>That's a nasty scratch on your car. Did you hit another car?</i> |
| | scientific | wissenschaftlich | <i>It's a scientific fact that the earth is in orbit around the sun.</i> |
| | stranger | Fremde/r | <i>Didn't your parents and teachers tell you never to talk to strangers?</i> |
| I Co | apology | Entschuldigung | <i>I owe you an apology – I'm afraid I forgot to feed your cat at the weekend.</i> |
| | register | Sprachebene | <i>When you go for a job interview, think carefully about the register of your language.</i> |
| | salutation | Begrüßung | <i>The salutations at the dinner party were very formal.</i> |
| | suggestion | Vorschlag | <i>Where should we go on holiday? Any suggestions?</i> |
| I Co a | delighted | erfreut, begeistert | <i>Thank you for inviting us to your wedding. We'd be delighted to come.</i> |
| | on one's own | auf sich gestellt | <i>She sailed the Atlantic on her own.</i> |
| | pick somebody up | jemanden abholen | <i>Mum, can you pick me up after football practice, please?</i> |
| | rave about | von etwas schwärmen | <i>She raved about the fashion show.</i> |
| I Co b | explore | erforschen | <i>They explored the island on a rainy day.</i> |
| | flavour | Geschmack | <i>I don't like that sauce, it has a strange flavour.</i> |
| | performing arts | darstellende Kunst | <i>She works at the theatre; she's in the performing arts.</i> |
| IM b | ever since | seitdem | <i>He had to leave this country two weeks ago and has been living in Canada ever since.</i> |
| | score | bewerten, punkten | <i>They scored a goal in the 10th minute and won the match.</i> |
| LiU | awareness | Bewusstsein | <i>We need more public awareness of the problem.</i> |
| | button | Knopf | <i>If you want that to work you'll have to push the button.</i> |
| | extensively | ausgiebig | <i>The hospital was extensively rebuilt after the bombing.</i> |
| | insist | bestehen, beharren | <i>You must let me pay for lunch. I insist!</i> |
| | inspiration | Inspiration, Erleuchtung | <i>I really admire her – she's such an inspiration.</i> |
| | motor skill | Motorik, motorische Fertigkeit | <i>I'm really bad at ball games – my motor skills aren't the greatest.</i> |
| | self-confident | selbstbewusst | <i>He was always self-confident at school, no wonder he's successful now.</i> |
| | shoe lace | Schuhband | <i>Someone had tied his shoe laces together as a joke.</i> |
| | social skill | soziale Kompetenz | <i>She's a great professor, but her social skills aren't great.</i> |
| | technique [tek'ni:k] | Technik, Methode | <i>With the help of this technique you can create characters on the screen.</i> |
| WW a | come to mind | einfallen | <i>Thinking of the UK, usually the Queen comes to mind.</i> |
| | have in mind | im Sinn haben | <i>What do you have in mind for Mum's birthday?</i> |
| | keep an open mind | aufgeschlossen/offen bleiben | <i>Don't judge him. Try to keep an open mind.</i> |
| | narrow-minded | borniert, kleinkariert | <i>My cousin hates foreign food – she's so narrow-minded!</i> |
| | mind the gap | Achten Sie auf den Lufthaken. (am Bahnsteig) | <i>This is Piccadilly Circus. Doors open left. Please mind the gap.</i> |
| | Mind your own business! | Kümmere dich um deine eigenen Angelegenheiten! | <i>I'm not going to tell you – mind your own business!</i> |
| | put (someone's) mind at ease | jemanden beruhigen | <i>I tried to put his mind at ease, but he was too nervous.</i> |
| | to have a mind of one's own | jemand hat seinen eigenen Willen | <i>She's not stubborn, she's just got a mind of her own.</i> |

Unit 2

| | | | |
|-----|---------------|----------------------|--|
| 01a | astonish | erstaunen | <i>The moon landing still astonishes me.</i> |
| | belief | Glaube | <i>She has a strong belief in the strength of Europe.</i> |
| | breakthrough | Krebs | <i>Everyone hopes for a breakthrough in cancer research.</i> |
| | chemical | chemisch; Chemikalie | <i>Some say love is just a chemical reaction, caused by chemicals in our body.</i> |
| | historian | Historiker/in | <i>My brother studied History and Greek, he's the only historian I know.</i> |
| | ingredient | Zutat | <i>Next, mix the ingredients in a large bowl.</i> |
| | inject | spritzen, injizieren | <i>Do you inject insulin every day?</i> |
| | injection | Spritze, Injektion | <i>Do you need injections for your diabetes?</i> |
| | old-fashioned | altmodisch | <i>His grandfather's old jacket makes him look old-fashioned.</i> |

| | | | |
|--------|--|---|--|
| 02b | herbal (medicine) native tribe remedy | Kräuter- (Medizin) Eingeborenenstamm Heilmittel | <i>This medicine is herbal – it's made only from herbs.</i> <i>The rainforest is home to many native tribes.</i> <i>Have you heard of cardamom as a remedy for headaches?</i> |
| 03a | anaesthetic [ˌæ.nəs'ti:t.ɪk] carry out state of health surgeon [ˈsɜː.dʒən] | Betäubungsmittel ausführen Befinden, Gesundheitszustand Chirurg/in | <i>The operation was done under anaesthetic, so I didn't feel a thing.</i> <i>You came up with the plan, but I had to carry it out.</i> <i>Get a check-up at your doctor's, she'll tell you what state of health you're in.</i> <i>When he's done studying medicine, he wants to become a surgeon.</i> |
| 03b | flu sore throat thorough [ˈθɒr.ə] | Grippe Halsweh gründlich, sorgfältig | <i>He was sick with flu several times last year.</i> <i>If you drink too many cold drinks, you'll get a sore throat.</i> <i>I did a thorough search on the Internet and now I know everything about him.</i> |
| 03c | tablet | Tablette | <i>Her doctor gave her some sleeping tablets to help her sleep better.</i> |
| 04a | addictive ageing harmoniously healer herbs increasingly indigenous tribe [ɪn'dɪdʒɪ.nəs traɪb] painkiller pass down potentially prevent treat | suchterzeugend alternd harmonisch Heiler/in Kräuter zunehmend Eingeborenenstamm Schmerzmittel überliefern, weiterreichen möglicherweise verhindern behandeln | <i>Tobacco is highly addictive.</i> <i>Dad's really starting to show signs of ageing.</i> <i>Our neighbours all live together harmoniously.</i> <i>Corbin has tried everything but nothing's worked; now he wants to see a healer.</i> <i>Basil, oregano, thyme and rosemary are my favourite herbs.</i> <i>She's the only one left so she's become increasingly important.</i> <i>They reached the indigenous tribe on the third day of their journey.</i> <i>How many of these painkillers should you take?</i> <i>My older brother always passed down his clothes to me.</i> <i>He could potentially become our most valuable player.</i> <i>The teacher stopped the train in time to prevent a serious accident.</i> <i>Which doctor is treating you now?</i> |
| 06a | envy jealous | Neid eifersüchtig | <i>When I saw my neighbour's new car, I was filled with envy.</i> <i>When she dated with me, her boyfriend got very jealous.</i> |
| 06b | cure | heilen | <i>Scientists still haven't been able to cure cancer.</i> |
| 08a | absent-minded homesick inattentive nostalgic over-anxious [ˈəʊ.vər-æŋˌɪəs] | geistesabwesend, unaufmerksam Heimweh haben aufmerksam nostalgisch, wehmütig überaus ängstlich | <i>Since she was absent-minded she sent the message to Jake instead of James.</i> <i>When you travel for a long time, you start to become homesick.</i> <i>Sara was inattentive and drove past her exit.</i> <i>My mum always becomes nostalgic when she sees her childhood friend.</i> <i>It's okay to feel a bit worried about the exam but don't get over-anxious.</i> |
| 09a | envious [ˈen.jəs] | neidisch | <i>It's not good to be envious of what other people have.</i> |
| Comm | clarification | Aufklärung | <i>No, I can't sign the contract yet. It needs further clarification.</i> |
| Comm b | behaviour digest draw conclusion(s) fend for oneself health conscious observe sharpen wear off | verhalten verdauen Schlussfolgerung(en) ziehen sich alleine durchschlagen gesundheitsbewusst beobachten schärfen, anspitzen nachlassen | <i>Do you really think his behaviour is normal for a teenager?</i> <i>I'm so full from lunch, my stomach is still digesting that pizza.</i> <i>There were eight people on a boat that fits four. Draw your own conclusions as to why it sunk.</i> <i>Baby crocodiles have to fend for themselves right after they are born.</i> <i>Xavier is very fit and only eats healthy foods; he's pretty health conscious.</i> <i>On our safari we were able to observe wild animals in their natural habitat.</i> <i>This pencil doesn't write well, it needs to be sharpened.</i> <i>You drank four energy drinks? It'll take a while for that rush to wear off.</i> |
| Comm | imply | andeuten | <i>Are you trying to imply that Sandra took the money?</i> |
| Comm e | reading matter | Lesestoff, Lektüre | <i>There's no good reading matter in the library any more, just reference books.</i> |
| IC 1a | basil [ˈbæz.əl] chiropractor [ˈkaɪ.rəʊ.præk.tər] first and foremost for sure | Basilikum Chiropraktiker/in in erster Linie gewiss, sicher | <i>Basil is my favourite herb.</i> <i>My back hurts, I need to go to a chiropractor.</i> <i>First and foremost, you should get some exercise.</i> <i>I know for sure that I won't be able to go on holiday this year.</i> |

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|-------|--|---|--|
| IC 1a | mint | Minze | <i>The mint in this summer drink makes it taste really fresh.</i> |
| | prescribe | verschreiben | <i>Her doctor prescribed some strong painkillers.</i> |
| | prescription drug | verschreibungspflichtiges Medikament | <i>My doctor gave me that prescription drug for my headaches.</i> |
| | responsible | verantwortlich | <i>I'm not responsible for what happened. It's not my fault.</i> |
| | scroll | Schriftrolle | <i>They found old scrolls in the cave.</i> |
| | seek | suchen | <i>During the war in Eritrea, lots of people came to seek asylum in Britain.</i> |
| | supplement | Beilage, Zusatz | <i>You really should take vitamin supplements.</i> |
| | synthesize | künstlich herstellen | <i>Synthesized drugs are really bad for your nervous system.</i> |
| | systematize | systematisieren | <i>This list makes no sense, it needs to be systematized.</i> |
| | trial and error | praktisches Herumprobieren | <i>Really the only way to find out if you're good at this is trial and error.</i> |
| IC 2a | miracle | Wunder- | <i>Thanks for those last-minute tickets, you're a miracle worker!</i> |
| | synopsis | Zusammenfassung, Übersicht | <i>I didn't have time to read the book so I just read the synopsis online.</i> |
| | analysis | Analyse | <i>According to Jennifer's analysis, we need more money for this project.</i> |
| | assistance | Unterstützung | <i>I thanked the taxi driver for his assistance in carrying my bags.</i> |
| | evaluate | bewerten, evaluieren | <i>My sister's teacher really doesn't know how to evaluate her student.</i> |
| | relocation | Standortwechsel | <i>The relocation of our school took longer than we thought.</i> |
| | duplicate | vervielfältigen | <i>You can duplicate the photo on your computer and then send it.</i> |
| | get rid of | beseitigen, abschaffen | <i>I need to get rid of all my old books.</i> |
| | laboratory | Labor | <i>Scientists do experiments in a laboratory.</i> |
| IC 2b | factual | sachlich | <i>We need a fact to support our argument, not something from your imagination.</i> |
| ICo b | failure ['feɪ.ljər] | Misserfolg, Versagen | <i>She doesn't know what she wants because of her failure.</i> |
| | lack of | Mangel an | <i>The lack of goals made the game really uninteresting.</i> |
| | misery | Kummer | <i>After her dog died, she felt like she would drown in misery.</i> |
| IF a | acknowledge | anerkennen | <i>I acknowledge all your hard work in the past.</i> |
| LiU a | anxiety disorder [æŋ'zai.ə.ti dɪ'sɔː.dər] | Angststörung | <i>She's really afraid of being embarrassed. Her anxiety disorder makes her stay home a lot.</i> |
| | dependent | abhängig | <i>Those twins are really dependent on each other – they do everything together!</i> |
| | effectiveness | Wirksamkeit | <i>I'm not sure about the effectiveness of this medicine.</i> |
| | generalize | verallgemeinern | <i>You can't say that about everyone, you're generalizing.</i> |
| | heartbeat | Herzschlag | <i>I could feel his heartbeat so I knew he wasn't dead.</i> |
| | implant | Implantat | <i>Some people say in the future we'll all have a computer chip implant.</i> |
| | incapable [ɪn'keɪ.pə.bəl] | unfähig | <i>I'm incapable of walking past the pizza place without going in and eating one.</i> |
| | indigestion [ɪn.dɪ.dʒes.tʃən] | Magenverstimmung | <i>I think I ate the wrong thing yesterday, I have terrible indigestion this morning.</i> |
| | insomnia [ɪn'sɒ.ni.ə] | Schlaflosigkeit | <i>I haven't been sleeping well. The doctor says it's insomnia because of stress.</i> |
| | jaw | Kiefer | <i>Biting into that hard, dry bread really hurt my jaw.</i> |
| | resemble | ähneln | <i>Alyssa and Andrea are sisters? Really? They don't resemble each other at all.</i> |
| | restlessness | Unruhe, Unruhe, Unruhe | <i>My restlessness at night keeps me from falling asleep.</i> |
| | side effect | Nebenwirkung | <i>He didn't want to take the medicine because of the negative side effects.</i> |
| | sweat | schwitzen | <i>It was so hot in the classroom that everybody was sweating.</i> |
| LiU b | adopt | annehmen | <i>We could adopt his idea and see if it works out better.</i> |
| | encouragement | Ermutigung | <i>Don't be so negative. What she needs at the moment is encouragement.</i> |
| | fast (v) | fasten | <i>I've been fasting on nothing but water for a week. I'm not even hungry any more.</i> |
| | revitalise [rɪ'vaɪ.təl.aɪz] | neu beleben | <i>Practising with my brother has really revitalised my drumming skills.</i> |
| | satisfy | befriedigen | <i>That burger didn't satisfy my appetite – I need a shake, too.</i> |
| WW a | (feel) down | sich niedergeschlagen fühlen | <i>He is feeling down because his girlfriend left him.</i> |
| | in high spirits | ausgelassen sein, in bester Stimmung sein | <i>Everybody at the party was in high spirits.</i> |
| | irritable | gereizt, reizbar | <i>Be careful when you talk to him – he's very irritable today.</i> |
| | on top of the world | überglücklich sein | <i>They were on top of the world when they got the good news.</i> |
| | over the moon | überglücklich sein | <i>I was over the moon when I won the race.</i> |

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|------|---------|-------------------|--|
| WW a | uneasy | unsicher, unruhig | <i>I felt uneasy talking to her because I knew she was angry.</i> |
| | uptight | nervös, aufgeregt | <i>She was so uptight about the test that she hardly slept the night before.</i> |

Unit 3

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|-------|------------------------|-------------------------------------|---|
| 01b | flow | Ablauf, Durchfluss | <i>Just go with the flow and relax.</i> |
| | fulfill | erfüllen | <i>The genie will fulfill your every need.</i> |
| | surround | umgeben | <i>The atmosphere surrounds the earth.</i> |
| | well-defined | gut definiert | <i>His shoulders and stomach are well-defined, he must be an athlete.</i> |
| 04b | wherever | wo auch immer | <i>Wherever you go, they will find you.</i> |
| 05b | primary school | Volksschule | <i>Children in primary school are between six and ten years old.</i> |
| | to be honest | um ehrlich zu sein | <i>She doesn't like me very much. To be honest, I don't like her either.</i> |
| 05c | stare | starren | <i>I couldn't help staring at the next table – the guy there looked just like Will Smith!</i> |
| 06a | the other day | neulich | <i>Didn't I see you in the youth club the other day?</i> |
| 6d | put up with | ertragen | <i>Their dog has been barking every night this week. I can't put up with it any longer.</i> |
| | take after | jemandem nachschlagen, geraten nach | <i>She takes after her father more than her mother.</i> |
| 07a | on the up and up | auf dem aufsteigenden Ast | <i>Her career has been on the up and up since she joined that company.</i> |
| | up and about | wieder auf den Beinen sein | <i>I was sick with flu yesterday but I'm up and about again today.</i> |
| 09a | beauty | Schönheit | <i>That model has natural beauty – she needs no make-up at all.</i> |
| IL c | checkout counter | Kasse | <i>The queue at the checkout counter was so long I had to wait for ten minutes.</i> |
| | permit | Genehmigung | <i>The police officer said, "If we had a permit to park there."</i> |
| | pile | Stapel, Haufen | <i>There's a huge pile of papers on my desk that I need to organise.</i> |
| | quit | kündigen, aufgeben | <i>He quit his job at the bank and bought a small farm in Wales.</i> |
| | recipe | Rezept | <i>For real Greek food, follow these recipes.</i> |
| | sincerely | aufrichtig | <i>She apologised sincerely for what she had said.</i> |
| ICo | progression | Entwicklung | <i>Nowadays, drugs can slow down the progression of HIV.</i> |
| ICo a | admit | zugeben | <i>OK, I'll admit it's not the best driver in the world, but at least he's never had an accident.</i> |
| | financial | finanziell | <i>My brother doesn't have any financial difficulties because he works full time.</i> |
| | on balance | unter dem Strich | <i>I wouldn't say that, on balance, it hasn't been a bad semester.</i> |
| | personally | persönlich | <i>Personally, I love the artwork in this book.</i> |
| | tidy up | aufräumen | <i>Tidy up these papers before you leave the classroom.</i> |
| | warmth | Wärme | <i>I'm wearing two sweaters for extra warmth.</i> |
| IM | homeland | Heimatland | <i>I live in Germany now but I was born in Brasil, that's my homeland.</i> |
| IM b | get soaked | durchnässt werden | <i>It only rained for five minutes but I still got soaked.</i> |
| | mood | Stimmung | <i>If I were you, I wouldn't talk to him at the moment. He's in a very bad mood.</i> |
| IM c | finish | enden | <i>I've finished the PowerPoint presentation at last!</i> |
| | cloud up | stark bewölken | <i>The sky is clouding up – I don't think we should go for a hike, it might rain soon.</i> |
| LiU a | advise [əd'vaɪz] | beraten | <i>Shark experts advise against swimming with sharks.</i> |
| | literary agent | Literaturagent/in | <i>If you really want to be an author, you'll need a literary agent.</i> |
| LiU b | fetch | einfangen, holen | <i>Could you fetch the mail for me please?</i> |
| | saucepan | Stielkasserolle | <i>Where have you put the saucepan? I'd like to make hot cocoa.</i> |
| WW a | (n't) feel a thing | nichts spüren | <i>I didn't feel a thing when he gave me the injection.</i> |
| | feel at home | sich wie daheim fühlen | <i>The hotel was so comfortable – I felt at home right away.</i> |
| | feel bad / awful | ein schlechtes Gewissen haben | <i>We had a fight and now I feel awful.</i> |
| | feel free | nicht zögern etwas zu tun | <i>Feel free to call me any time.</i> |
| | feel out of place | sich fehl am Platz fühlen | <i>I felt out of place because I didn't know anybody.</i> |
| | feel under the weather | angeschlagen sein | <i>It's not bad – I'm just feeling a bit under the weather.</i> |
| | feel (one's) way | sich langsam vortasten | <i>I had to feel my way along the wall because it was dark.</i> |
| | get the feel | ein Gefühl für etwas bekommen | <i>It's easy as soon as you get the feel for it.</i> |

Unit 4

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|---------|---|--|---|
| 01b | dozen ['dʌz.ən] | Dutzend | <i>Did you buy a dozen eggs or just ten?</i> |
| 01c | angel companion | Engel Begleiter/in | <i>She collects figures of angels. They're all over her house.</i> <i>A dog is a loyal companion in life.</i> |
| 02b | kingdom stay away | (König)Reich fernbleiben | <i>One day this kingdom will be yours, dear prince.</i> <i>Stay away from me!</i> |
| 02c | next door | nebenan, benachbart | <i>She's lived next door to me since we were both two years old.</i> |
| 03 | separated by ['sep.ər.eɪt baɪ] | getrennt durch | <i>That sentence should be separated by a semi-colon.</i> |
| 04a | madness | Wahnsinn | <i>Johnny Depp did a great job showing the madness of his character in "Alice in Wonderland."</i> |
| 04b | blood and gore creepy | blutrünstig gruselig | <i>She loves movies with blood and gore.</i> <i>That guy is really creepy. He keeps looking over here.</i> |
| 05a | destiny publicise | Schicksal publizieren, herausbringen | <i>Saving whales is my destiny – I have to go onto that ship!</i> <i>The event was well publicised all over town.</i> |
| 05b | box office rumour | Abendkasse Gerücht | <i>"The Avengers" was one of the biggest films at the box office in 2011.</i> <i>Did you hear the rumour about James and Natasha breaking up?</i> |
| 06d | irregularity | Unregelmäßigkeit | <i>The island is famous for the irregularity of its coastline.</i> |
| 08a | applaud camera angle cold sweat consume countless disturbing down the drain grip intensively nephew overshadow passage of time remain repeatedly skeptical stab to death struggle undoubtedly unrivaled utmost weaken | applaudieren, Beifall klatschen Einstellungsperspektive Angstschweiß konsumieren, verbrauchen zahllos störend, beunruhigend futsch; flöten gehen Griff intensiv Neffe überschatten Zeitablauf (ver)bleiben mehrfach skeptisch erdolchen Kampf zweifeln konkurrenzlos, unerreicht äußerste schwächen | <i>You should have heard the audience applaud after the speech.</i> <i>Hitchcock used some interesting camera angles to help build up suspense.</i> <i>When I think about the presentation I break out in a cold sweat.</i> <i>We really shouldn't consume more than we need.</i> <i>There are countless reasons why we should go to South Africa on holiday.</i> <i>That film was really disturbing. I found it difficult to sleep last night.</i> <i>I let go against Rick and lost; all my pocket money went down the drain.</i> <i>He walked next to me with a tight grip on my arm.</i> <i>We really need to look at the problem intensively.</i> <i>He's my nephew. You know, my brother's son.</i> <i>His death overshadowed her birthday party.</i> <i>Evidence becomes difficult to find with the passage of time.</i> <i>Now no one knows what really happened. It remains a mystery.</i> <i>He wrote messages repeatedly, but she never replied.</i> <i>Sophie is sure this experiment will work, but I'm still skeptical.</i> <i>There were two crimes: a man was shot, and a woman was stabbed to death.</i> <i>It's going to be a real struggle to work and have a baby at home.</i> <i>You are undoubtedly the best person I can imagine for the role.</i> <i>The company is unrivaled in the field of energy drinks.</i> <i>This case has utmost priority, is that clear?</i> <i>The illness really weakened him.</i> |
| Comm 1a | deposit employer put off tempted | einzahlen Arbeitgeber/in aufschieben verleitet, versucht | <i>I deposited money in my account this morning.</i> <i>My new employer is a big computer company.</i> <i>We have to make the decision this week. We can't put it off any longer.</i> <i>Michelle wants to go to the movies with me. I'm tempted, but I have to study.</i> |
| Comm 1b | recommendation | Empfehlung | <i>My recommendation would be to buy a cheaper car.</i> |
| IC b | accountant apparently approach bathtub beetle bloodlust cellar | Buchhalter/in anscheinend annähern Badewanne Käfer Blutrausch Keller | <i>My sister deals with all our finances. She's a qualified accountant.</i> <i>Apparently, he really thinks he'll win.</i> <i>We could see the plane approaching in the distance.</i> <i>I'm going to go lie in the bathtub for a while.</i> <i>I don't like beetles or insects, but spiders are okay.</i> <i>That murderer really showed bloodlust, killing all those people at once.</i> <i>Where did you put the apples? – In a box in the cellar.</i> |

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|------|---|---|---|
| IC b | closed-in collection deformity disappointment dismiss an idea farseeing fortunately in need junkyard moderately seemingly moss overt puzzlement scream squishy tone visionary volume | eingeschlossen Sammlung Missbildung Enttäuschung eine Idee aufgeben umsichtig glücklicherweise in Not Schrottplatz gemäßigt anscheinend Moos offenkundig Verwirrung Schrei schwammig, matschig Ton, Klang fantastisch, visionär Lautstärke | <i>Some people are claustrophobic; they don't like closed-in spaces.</i> There's a great collection of modern art there. <i>That boy has a funny way of walking because he has a deformity of his right leg.</i> His exam marks were such a disappointment. <i>We should dismiss the idea of going swimming – it's pouring with rain!</i> <i>Luckily my dad is farseeing and he took all his money out of the stock market before the crash.</i> Fortunately, we had good weather. <i>Richer countries should help out countries in need.</i> <i>My car doesn't work any more and I can't sell it, so I'll have to take it to the junkyard.</i> <i>This bag isn't moderately priced – it's way too expensive.</i> <i>He's seemingly confident about winning.</i> <i>Look, there's moss all over this tree trunk.</i> <i>He shows overt signs of abuse – look at his arms – black and blue.</i> <i>Jimmy knew what was going on, but no one else was left standing in amazement.</i> She let out a loud scream when Patrick surprised her. <i>Alexis doesn't eat bananas, not that they're squishy.</i> <i>I didn't like his tone of voice at all. He sounded very unpleasant.</i> <i>Bill Gates had visionary ideas for his company early on.</i> I told them to turn the volume down but they couldn't hear me. |
| ICo | fairy tale keep calm specific | Märchen Ruhe bewahren speziell | <i>He's teaching a class on myths and fairy tales.</i> <i>Keep calm and nothing's going to happen.</i> <i>There's nothing specific I want from the shops, I just want to go shopping.</i> |
| IF | existing | existierend | <i>Existing laws aren't enough, we need some new ones.</i> |
| IF a | irritating prefer swearword | irritierend, lästig bevorzugen Schimpfwort | <i>I can't stand her, she's really irritating.</i> That's not my preferred soda, but I'll drink it anyway. <i>You shouldn't use swearwords around children, they repeat everything.</i> |
| WW a | illiterate immature immodest impersonal inadequate incomplete insincere irrational unattractive | analphabe kindisch selbstgefällig unpersönlich ungenügend, mangelhaft unvollständig unaufricht unlogisch, absurd unattraktiv, reizlos | <i>It's very hard to live in the modern world if you're illiterate.</i> <i>Stop crying – that's so immature!</i> <i>She's always talking about her good looks. She's so immodest.</i> <i>I think hospitals are quite impersonal.</i> <i>They rejected the offer of £100 as inadequate.</i> <i>Our report is still incomplete. We'll finish it tomorrow.</i> <i>He was insincere when he told me he was sorry, I didn't believe him.</i> <i>He yelled so loudly, his behaviour was quite irrational.</i> <i>Their new flat is really unattractive.</i> |
| WW d | promise | versprechen | Don't make a promise you can't keep. |

Unit 5

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| 01a | encourage | ermutigen | He looks tired, but I think we should encourage him to carry on. |
| 01b | athletic only social worker take the shot | sportlich wenn auch (nur) Sozialpädagoge/ Sozialpädagogin die Chance nutzen, den Versuch wagen | <i>She looked very athletic, running along the river.</i> If only I knew her phone number, I would call her. <i>She's a social worker who helps people when they have problems.</i> <i>I think you should take the shot at that job.</i> |
| 01c | regret | bereuen | I really regret not having invited Lara to the party. |
| 04b | coin freezer | Münze Tiefkühltruhe | Come and have a look at this old coin that I found in the garden. What shall we make for dinner? I don't know, but there's plenty of food in the freezer. |

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| 04b | hit repair man stuck tool box | schlagen, Schlag Techniker/in stecken geblieben Werkzeugkiste | <i>A rock hit him on the head, but he's OK. It wasn't too hard of a hit.</i> <i>The repair man came to fix the TV.</i> They tried to cross the desert by car but got stuck in the sand. <i>Where's the screwdriver? It's not in the tool box.</i> |
| 06d | pavement | Gehsteig | Walk on the pavement, not on the street. |
| 07a | bite someone's head off display get cross with hot-headed tantrum ['tæn.trəm] | den Kopf abbeißen Zurschaustellung sich über jemanden ärgern hitzköpfig Wutanfall | <i>I only asked if you knew where my sweater was – you don't have to bite my head off!</i> There's a firework display tonight. <i>My mum got cross with me when I came home late for the second time.</i> <i>I don't know if he makes the best decisions, he's so hot-headed.</i> <i>I get so embarrassed when my three-year-old brother throws a tantrum in public.</i> |
| 07b | cool down lose one's temper ring up | abkühlen wütend werden anrufen, durchklingeln | It's not such a big deal, you need to cool down! <i>I tried not to get angry, but then I lost my temper and yelled at him.</i> She rang up the Chinese restaurant and ordered some food. |
| 08a | ruin | ruinieren | I spilled coffee on my shirt, now it's ruined. |
| 08b | annoyance as though blood pressure brochure ['brəʊ.ʃər] common sense constructive defeat defend external frustrating fury get back at get one's own way grumpy heart rate in turn intend intensity inward ought to outward overall rage rational redirect replace respectful social norm traffic jam | Belästigung als ob Blutdruck Prospekt Hausverstand konstruktiv, aufbauend Niederlage verteidigen extern, äußerlich frustrierend Wut, Zorn es jemandem heimzahlen den eigenen Willen durchsetzen mürrisch Herzfrequenz wiederum vorhaben Intensität, Ausmaß nach innen mühsam äußerlich gesamt Zorn, Rage vernünftig umleiten ersetzen respektvoll sozialer Standard Stau | <i>Smoking can cause annoyance to other people.</i> <i>You look as though you didn't sleep much.</i> <i>My best friend has low blood pressure and is always tired.</i> Let's hand out the brochures against the new office building this afternoon. It's a matter of common sense not to turn on the oven and fall asleep. <i>I got constructive criticism at university, now I write better stories.</i> He had two speeches: one for victory and one for defeat. Shanika had to defend their territory. <i>The external walls are much thicker than those between apartments.</i> <i>Jasmine won't pick up the phone, it's really frustrating!</i> <i>He couldn't hide his tears.</i> <i>I'll get back at you for this, you'll see!</i> <i>She's so annoying, she always gets her own way.</i> <i>He's such a grumpy old man.</i> <i>Your heart rate is much too quick. Calm down!</i> <i>Smiling makes you happy, and that in turn will make others happy – so smile!</i> I intend to leave for Paris in the morning. <i>The explosion was of such intensity that it was heard five miles away.</i> <i>The wind blew the curtains inward.</i> If you feel ill, you really ought to see a doctor. <i>There is no outward sign of the pain he must have.</i> <i>The overall situation is good, there are only a few small problems.</i> <i>He suddenly got very angry and left the room in a rage.</i> <i>It's not a rational explanation. In fact, it makes no sense at all.</i> <i>Traffic was redirected this morning.</i> Don't worry about the bike, it can be replaced. Are you OK? <i>Be respectful towards animals and nature.</i> <i>He's not one for following the social norms. That's what makes him so interesting.</i> Listening to music in a traffic jam helps me relax. |
| IL 1a | sun | (sich) sonnen | Don't sun yourself too long or you'll turn bright red. |
| IL 1d | beat poet frequently | Schriftsteller/in der „Beat“ Bewegung häufig | <i>Jack Kerouac was a beat poet.</i> For more information, read our FAQs – our frequently asked questions. |
| IL 2a | tramp | Flittchen | <i>She kisses every boy she meets, she's such a tramp.</i> |

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|-------|-------------------------------|-------------------------------------|--|
| IL 2a | what comes around goes around | was man sät, wird man ernten | <i>It's important to treat others the way you want to be treated. What comes around goes around.</i> |
| ICo a | remote control | Fernbedienung | <i>We watched your show, now let's watch mine. Give me the remote control.</i> |
| | reception | Rezeption | <i>He called reception and asked for breakfast in bed.</i> |
| | switch on | einschalten | <i>The dishwasher won't work unless you switch it on.</i> |
| IM a | softly | leise | <i>You can hardly hear what he says on the phone because he speaks so softly.</i> |
| IM c | quietly | leise, ruhig | <i>The baby's asleep – speak quietly please.</i> |
| | recovery | Erholung, Genesung | <i>Steve's recovery is coming along fine. He'll be back at work next week.</i> |
| LiU | worry about | sich sorgen um | <i>I'm worried about the kids being home alone.</i> |
| WW a | bitter | verbittert | <i>She is still bitter because she wasn't allowed to go to the party.</i> |
| | give somebody a black look | jemandem einen bösen Blick zuwerfen | <i>I think he's still mad – he gave them a really black look.</i> |
| | heated argument | hitze Auseinandersetzung, Streit | <i>We've had a heated argument about who was responsible.</i> |
| | in a foul mood | schlecht gelaunt | <i>I wouldn't call him – he's in a foul mood today.</i> |
| | indignant | empört, aufgebracht | <i>We got quite indignant when we heard the news.</i> |
| | irritated | genervt | <i>I got irritated because they wouldn't stop talking.</i> |
| | mad (AE) | wütend, zornig | <i>Don't get mad at me. I didn't do anything.</i> |
| | outraged | aufgebracht | <i>They were outraged when the concert was cancelled.</i> |
| | upset | verärgert | <i>Tom was upset because he couldn't answer his calls.</i> |

Unit 6

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|-----|------------------------|-----------------------------|--|
| 01a | charismatic | charismatisch | <i>Many people think Barack Obama is a charismatic president.</i> |
| 01b | fabulous [ˈfæb.jʊ.ləs] | fabelhaft | <i>You're absolutely fabulous in that dress!</i> |
| | fancy | schick, ausgefallen | <i>Her dress is really fancy. How much did it cost?</i> |
| | get about | herumkommen | <i>My boss really gets about these days, he's in a different country every week.</i> |
| | preview | Vorschau | <i>I go to the cinema to see the previews of other films.</i> |
| | transcendental | übersinnlich | <i>Carrie says she had a transcendental experience in the haunted forest.</i> |
| | transform | verwandeln | <i>Her new girlfriend transformed him into a really nice guy.</i> |
| | wound [wu:nd] | verwunden | <i>When the bomb exploded, two soldiers were wounded.</i> |
| 04a | convince | überzeugen | <i>She convinced me that the plan would work.</i> |
| | get down to | ins Geschäft nehmen | <i>There's almost no time left. We really need to get down to business.</i> |
| | interruption | Unterbrechung | <i>Sorry for the interruption, my brother called.</i> |
| | lose one's cool | die Fassung verlieren | <i>When my teacher started criticising my essay, I lost my cool and told him he had no idea.</i> |
| | revision | Wiederholung, Überarbeitung | <i>Your essay needs some revision. Go over it again.</i> |
| 05a | warn | warnen | <i>Scientists warned about the danger.</i> |
| 05c | warning | Warnung | <i>There's a warning not to go into the mountains in this storm.</i> |
| 05e | gym [dʒɪm] | Fitnessstudio | <i>To keep fit we go to the gym twice a week.</i> |
| 06b | cautiously | vorsichtig | <i>She opened the door cautiously so as not to wake her parents.</i> |
| | cheroot [tʃəˈru:t] | Stumpfen | <i>Who do you think smoked that cheroot?</i> |
| | consult | befragen | <i>I need to consult my boss about this problem.</i> |
| | glimmer | schimmern | <i>The sky glimmered with stars.</i> |
| | hiss | zischen | <i>The tea pot was hissing because it was hot.</i> |
| | ice cube | Eiswürfel | <i>I'd like a soda, but no ice cubes please.</i> |
| | maniacally | wahnsinnig | <i>He laughed maniacally.</i> |
| | moderate | gemäßigt | <i>I like spring when there are moderate temperatures – not too hot, not too cold.</i> |
| | procure | beschaffen | <i>Somehow, he managed to procure the girl's phone number last night.</i> |
| | ration | einteilen | <i>There's not enough food for the rest of the trip, we need to ration what we have.</i> |
| | shrug | mit der Schulter zucken | <i>She wasn't sure of the answer and just shrugged.</i> |
| | shudder | schauern | <i>The sound of that girl screaming made me shudder.</i> |
| | steady | beständig, ruhig | <i>In a steady voice, he told Alex to get lost.</i> |

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| 06b | sunset thunderous | Sonnenuntergang donnernd | <i>Sunset tomorrow is around 8.30 p.m.</i> <i>That man is really big and he has a thunderous voice.</i> |
| 06d | continuation | Fortsetzung | <i>There will be no continuation of the play this season.</i> |
| 07a | convenient | praktisch, bequem | <i>It's not really convenient today. I'm very busy.</i> |
| 07c | acceptable | akzeptabel, annehmbar | <i>That behaviour is not acceptable here at Dartmoore Academy.</i> |
| Comm a | emphatic to tell you the truth | mitfühlend um die Wahrheit zu sagen | <i>We won 6 – 0. It was an emphatic victory.</i> <i>I don't really like her. To tell you the truth, I can't stand her.</i> |
| IC a | no matter perception (of time) | ganz gleich (Zeit-)Wahrnehmung | <i>I really like you no matter what my parents think.</i> <i>Coming from a different country, his perception of time is a bit different.</i> |
| IC b | characterise correlation estimation fever gender heart disease imprecise [ˌɪm.priˈsaɪs] interval keep track of lengthen measure nonetheless [ˌnɒn.ðəˈles] organise pace of life regulate regulation slow-paced subsequent variable | charakterisieren, beschreiben Zusammenhang Schätzung Fieber Geschlecht Herzerkrankung ungenau Zeitspanne, Abstand den Überblick behalten über verlängern Abmessung nichtsdestotrotz organisieren Rhythmus des Lebens regulieren Regelung gemütlich, langsam anschließend unterschiedlich | <i>How would you characterise Peter Pan?</i> <i>There's no correlation between the two murders.</i> <i>In my estimation, you've done a good job.</i> <i>He went to Africa and caught dengue fever.</i> <i>Does this test show the gender of the baby?</i> <i>Eating too much salt leads to heart disease.</i> <i>These figures are imprecise, we need some more exact numbers.</i> <i>We see each other at regular intervals.</i> <i>I just can't keep track of how much money I spend.</i> <i>Laryssa decided to lengthen her stay because she still had time and money left.</i> <i>How friendly she is to others is a measure of her personal happiness.</i> <i>They didn't win, but they had fun nonetheless.</i> <i>We have to get organised.</i> <i>The pace of life is so fast nowadays, there's hardly any time to relax.</i> <i>Internet networks regulate the number of adverts a day.</i> <i>There's a regulation on how many people can go swimming at once.</i> <i>Life is slow-paced in the countryside.</i> <i>I take no responsibility for any subsequent problems.</i> <i>British weather is the most variable in the spring.</i> |
| IC c | accurately | genau, sorgfältig | <i>The plans should be written as accurately as possible.</i> |
| ICo a | assume backwards dolphin misinterpret precisely species [ˈspiː.ʃi.əs] whilst | annehmen rückwärts, verkehrt Delfin missinterpretieren genau, präzise Art, Gattung während | <i>You can't just assume they're not happy together.</i> <i>The car drove backwards out of the parking space and almost ran me over.</i> <i>We were amazed to see a dolphin swimming next to her.</i> <i>That interviewer really misinterpreted my answers.</i> <i>The party will end precisely at one o'clock.</i> <i>New species are discovered every day.</i> <i>I read it whilst you were on holiday.</i> |
| LiU a | get in touch overtake stressed out undertake | Sich melden überholen stressgeplagt, genervt sein unternehmen | <i>I've been trying to get in touch with her all week.</i> <i>The tractor's going so slow – let's overtake it.</i> <i>She's been studying all week and she's really stressed out.</i> <i>Students are required to undertake an intelligence test.</i> |
| LiU b | packet | Packung | <i>I'd like a packet of chewing gum, please.</i> |
| WW a | at all times from time to time no time to lose at all time time's up time to kill at the time a matter of time | jederzeit, ständig ab und zu, gelegentlich keine Zeit zu verlieren aller Zeiten die Zeit ist um Zeit totschiessen damals eine Frage der Zeit | <i>Keep your medicine with you at all times.</i> <i>I like going to the movies from time to time.</i> <i>Let's go, there's no time to lose!</i> <i>I think Brad Pitt's the best actor of all time.</i> <i>Time's up – pencils down!</i> <i>We've got some time to kill before the film starts.</i> <i>Everybody was wearing hats at the time.</i> <i>One day there'll be a woman president of the USA – it's only a matter of time.</i> |

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| WWa | to have a lot of / no time for somebody | jemanden gerne mögen / für jemanden nichts übrig haben | <i>He's so annoying – I've no time for him.</i> |
| | to have the time of one's life | sich großartig amüsieren, eine tolle Zeit haben | <i>The trip was amazing – I had the time of my life!</i> |

Unit 7

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|-------|---|--|---|
| 01a | embarrassed get involved in politely | verlegen sich einbringen höflich | <i>I didn't have enough money to pay the bill. I felt very embarrassed.</i> <i>The whole team got involved in working out a solution.</i> <i>The audience clapped politely.</i> |
| 02c | forgive burst out | verzeihen hervorbrechen | <i>Forgive me for asking, but where did you buy that coat?</i> <i>Jason fell down the stairs and Brittany burst out laughing!</i> |
| 02e | essential | wesentlich | <i>It's essential for all of you to come to practice on time.</i> |
| 03a | bubbly energetic hypocritical [ˌhɪp.əʊˈkrɪt.i.kəl] intellectual pretentious scatty smug witty | lebendig, quirlig dynamisch, tatkräftig scheinheilig gebildet angeberisch, überheblich schusselig, zerstreut eingebildet geistreich | <i>Dawn has a bubbly personality and is great fun to talk to.</i> <i>She gets a lot done every day, she's really energetic.</i> <i>You are so hypocritical, Mum! I'm sure you also stayed out late when you were a teenager.</i> <i>At weekends I like watching TV – nothing too intellectual.</i> <i>He's so pretentious, talking about art and he's never even been to an art gallery once!</i> <i>She's so scatty, she's always forgetting things.</i> <i>He walked by with a smug expression when he heard he had won.</i> <i>He was witty and charming.</i> |
| 05b | acceptance speech in advance rude succeed | Dankesrede im Voraus unhöflich gelingen | <i>Her acceptance speech was touching.</i> <i>Book your ticket in advance.</i> <i>You won't make friends if you are rude to other people.</i> <i>The thieves attempted to break into the safe, but they didn't succeed.</i> |
| 06a | give in to | nachgeben | <i>I gave in to his demands, now, he'll never give me what I want.</i> |
| 07b | almond confused insurance number picker unplug walnut | Mandel verwirrt Versicherungsnummer Pflücken ausstecken Walnuss | <i>Her eyes are shaped like almonds.</i> <i>I'm a little confused, can you explain that again, please?</i> <i>She went to the doctor's but had forgotten her insurance number.</i> <i>I worked as a cherry picker one summer. It was great!</i> <i>Do you unplug your TV at night or leave it on standby?</i> <i>The squirrels in my garden love walnuts.</i> |
| 08a | cheerful | fröhlich | <i>You're in a cheerful mood today!</i> |
| 08c | catch someone's attention exaggerate gorgeous toward | jemanden auf sich aufmerksam machen übertreiben unterwegs, prachtvoll gegenüber | <i>We waved and shouted but we couldn't catch her attention.</i> <i>I have to leave school! – There's no need to exaggerate like that, I'm sure you passed the test just fine.</i> <i>The weather is gorgeous today. Blue skies and lots of sun.</i> <i>He really has feelings toward her.</i> |
| IL 1b | affection | Zuneigung | <i>She loves her daughter and feels a lot of affection towards her.</i> |
| IL 2a | authority fond of misfortune possess tendency | Autorität -lieb, -freudig Unglück besitzen Tendenz | <i>The police has the authority to write you a speeding ticket.</i> <i>She was very fond of horses so she began horse riding.</i> <i>She's suffered a good deal of misfortune over the years.</i> <i>How many bags do you possess?</i> <i>My brother has a tendency to exaggerate when he's telling a story.</i> |
| ICo a | bookshelf, bookshelves cosy ['kəʊ.zi] | Bücherregal gemütlich | <i>I put the novel back on the bookshelf when I was done.</i> <i>That lodge is nice and cosy.</i> |
| ICo b | descriptive | beschreibend | <i>That text is descriptive, but boring.</i> |
| ICo c | hold your breath pick something up | den Atem anhalten etwas aufheben | <i>I can hold my breath under water for more than a minute.</i> <i>I picked up the money.</i> |
| IM a | haunt [haʊnt] tail | spuken, heimsuchen Schwanz | <i>That ghost has been haunting this house for 200 years, they say.</i> <i>The dog has been chasing its tail for an hour.</i> |
| LiU a | observation | Beobachtung | <i>I've made the observation that lots of people like Fridays best.</i> |
| LiU b | bone | Knochen | <i>I've broken ten bones in my life.</i> |

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|-------|-----------------------|---------------------------|---|
| LiU b | grave | Grab | <i>She put flowers on her grandmother's grave.</i> |
| WW a | approachable | zugänglich | <i>Just go and talk to her! She's very approachable.</i> |
| | bright | intelligent | <i>My sister is very bright and learns easily.</i> |
| | calm | ruhig, gelassen | <i>She's a calm person – she won't get angry at you.</i> |
| | decisive [di'sai.siv] | entscheidungsfreudig | <i>I'm not very decisive – it takes me forever to decide what to wear in the morning.</i> |
| | excitable | erregbar, reizbar | <i>Small children can be very excitable.</i> |
| | eccentric | exzentrisch | <i>This designer is known for his eccentric designs.</i> |
| | inconsiderate | rücksichtslos | <i>It's so inconsiderate of you to smoke here.</i> |
| | unselfish | selbstlos | <i>Donating that money was very unselfish of you.</i> |
| | upbeat | optimistisch, gut gelaunt | <i>Talking to her always gets me in an upbeat mood.</i> |

Unit 8

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|-----|----------------------|------------------------------------|---|
| 01 | all the rage | ganz in Mode sein | <i>Clogs were all the rage when my grandmother was a teenager.</i> |
| | determine | bestimmen | <i>The government has determined new rules for our final exams.</i> |
| 01b | ban | verbieten | <i>The government has now banned smoking in public places.</i> |
| | catch by surprise | überrumpeln, überraschen | <i>That question really caught me by surprise and I didn't know what to say.</i> |
| | colourful | farbenfroh | <i>She always wears colourful dresses.</i> |
| | emptiness | Leere | <i>It was an interesting question, but the emptiness of his answer was typical of a politician.</i> |
| | excitedly | aufgeregt, gespannt | <i>She ran out of the building excitedly after her job interview.</i> |
| | extend | erweitern | <i>The desert extends for kilometers.</i> |
| | lay hands on | etwas zwischen die Finger bekommen | <i>If you lay hands on my laptop, you'll be in big trouble.</i> |
| | mass production | Massenerzeugung | <i>Someone says "Made in China," most likely mass production and not hand-made.</i> |
| | mug | ausrauben | <i>They got mugged for their expensive sunglasses.</i> |
| | overseas | in Übersee | <i>The U.S. has military bases overseas.</i> |
| | patiently | geduldig | <i>I waited patiently for him to answer, but he didn't say anything.</i> |
| 01e | heavily | schwer, stark | <i>She's heavily involved in the campaign.</i> |
| 02a | appeal to | (attraktiv) wirken | <i>That movie doesn't appeal to me. Can't we go bowling?</i> |
| 04a | catch on | sich durchsetzen | <i>I never thought that idea would really catch on.</i> |
| | inhale | einatmen | <i>Go to the woods and inhale the fresh air.</i> |
| | tube | Rohr, Schlauch | <i>He can't eat so the doctors are feeding him through a tube.</i> |
| 04c | candle | Kerze | <i>How many candles are on the birthday cake?</i> |
| | carriage | Kutsche | <i>He stepped out of the carriage and walked towards his town house.</i> |
| 05b | divulge | enthüllen | <i>My colleagues never divulge how much money they make.</i> |
| | pointless | sinnlos | <i>It's pointless to argue with Simon; he always knows best.</i> |
| | succession | Reihfolge | <i>His career has been a succession of scandals.</i> |
| | track down | aufspüren | <i>Criminals need to know that wherever they go the police will track them down.</i> |
| 05c | rug | Teppich | <i>My cat is lying on the rug so I can't vacuum there right now.</i> |
| 05f | anonymous | anonym | <i>An anonymous caller told the police about the dead body.</i> |
| | show up | erscheinen | <i>Where were you? You never showed up!</i> |
| 08a | by accident | unabsichtlich | <i>Oh no! I deleted his number by accident.</i> |
| | in a row | hintereinander | <i>She's won the tournament four years in a row.</i> |
| | on purpose | absichtlich | <i>I don't understand the purpose of this exercise.</i> |
| 08b | personal life | Privatleben | <i>That's part of my personal life and is none of your business.</i> |
| 09a | riot | Aufstand | <i>Riots happen almost every day in the suburbs of Paris.</i> |
| | shopkeeper | Ladenbesitzer/in | <i>We always use our local shop because the shopkeeper's really friendly.</i> |
| 09b | beware of | Vorsicht vor | <i>Beware of falling asleep while sunning yourself – you'll get sunburn.</i> |
| | biased ['bi:əst] | voreingenommen | <i>I think it's great but I'm biased because my best friend made it.</i> |
| | grateful | dankbar | <i>Thanks everybody, I'm really grateful you showed up to my party.</i> |
| | playfulness | Verspieltheit | <i>One of the cutest things about puppies is their playfulness.</i> |

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|--------|-------------------------|-------------------------------------|---|
| 09c | saddening | betrübend | <i>It's saddening to see people in the world die of hunger.</i> |
| Comm a | advertising, ad | Werbung, Anzeige | <i>I really don't like watching films on TV because of all the ads.</i> |
| Comm b | hold up | hochhalten | <i>Over there, where that girl is holding up that sign.</i> |
| | spin | Drehung | <i>Did you see that girl dance at the audition? Her spins were perfect!</i> |
| IC a | balance | ausgleichen, balancieren | <i>Look at that cat balancing on that tiny branch.</i> |
| | era ['ɪr.ə] | Ära | <i>My mum grew up in the hippy era. She even went to Woodstock.</i> |
| | gay | homosexuell, schwul | <i>Yesterday he told his parents he was gay.</i> |
| | innovation | Innovation, Erneuerung | <i>A good computer company offers the latest innovations in technology.</i> |
| | spread across the world | sich auf der ganzen Welt verbreiten | <i>AIDS began in Africa and quickly spread across the world.</i> |
| | spread out | (sich) ausbreiten | <i>The eagle spread out its wings to fly.</i> |
| | spring up | aus dem Boden schießen | <i>Dances sprang up everywhere at the time.</i> |
| IC c | precise | genau | <i>The precise location of the military base is unknown.</i> |
| ICo a | curiosity | Neugierde | <i>Cats get themselves into trouble a lot, which is why you say "Curiosity killed the cat."</i> |
| | trainee ['treɪ'ni:] | Auszubildende/r | <i>I started in a big company in Berlin as a trainee.</i> |
| | up-to-date | aktuell, auf dem neuesten Stand | <i>The pictures in this magazine aren't up-to-date!</i> |
| | youth [ju:θ] | Jugend | <i>Pay attention to the youth – they are our future!</i> |
| | sociable ['səʊ.ʃə.bl] | kontaktfreudig, gesellig | <i>Ron is so sociable, he's at every party.</i> |
| IF | historical | historisch | <i>The Old State House is an important historical building.</i> |
| | occur | geschehen | <i>Strange things occur in that forest at night.</i> |
| | recognisable | (wieder)erkennbar | <i>You should be on the radio, you have a very recognisable voice.</i> |
| | trot out | auftischen | <i>They trotted out the same story every year.</i> |
| LiU a | bargain price | Schnäppchen | <i>Buy now at bargain price – only £20.</i> |
| | barn | Scheune | <i>The animals went into the barn as it was raining.</i> |
| | get into perspective | relativieren | <i>You must get things into perspective – the overall situation isn't bad at all.</i> |
| | get the best of | jemanden überwinden | <i>That company really got the best of him.</i> |
| | ribbon | Schleife | <i>These presents are wrapped, but there's no ribbon on them.</i> |
| | season | Jahreszeit, Saison | <i>It's not the right season to go swimming in the lake. It's too cold!</i> |
| | sick and tired | die Nase voll haben | <i>Cassie, I'm sick and tired of you borrowing my clothes without asking.</i> |
| | soybean | Soyabohne | <i>I don't like soybeans in Chinese food at all.</i> |
| LiU b | profitable | profitabel, gewinnbringend | <i>He'll only work on the project if it's profitable for the city.</i> |
| | reasonably | vernünftigerweise | <i>Let's sit down and discuss our plans reasonably – no shouting!</i> |
| WW a | back to front | verkehrt herum | <i>She put her jacket on back to front.</i> |
| | from head to foot | von Kopf bis Fuß | <i>He was covered with dirt from head to foot.</i> |
| | from top to bottom | von oben bis unten | <i>We've cleaned the house from top to bottom.</i> |
| | inside out | verkehrt (herum) | <i>You've got your T-shirt on inside out.</i> |
| | inside out | answendig (kennen) | <i>I know this place inside out.</i> |
| | the wrong way round | verkehrt / falsch herum | <i>He was holding the book the wrong way round.</i> |
| | upside down | umgedreht, auf dem Kopf stehend | <i>The plane was flying upside down.</i> |
| | upside down | durcheinander | <i>I've turned my bag upside down, but I still can't find my keys.</i> |

Unit 9

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|-----|------------------------|--|---|
| 01a | at this rate | bei diesem Tempo, unter diesen Umständen | <i>Slow down! At this rate you'll have an accident.</i> |
| | cod | Dorsch, Kabeljau | <i>I think I'll eat cod and chips today.</i> |
| | colonise ['kɒl.ə.naɪz] | kolonisieren, besiedeln | <i>The United States were colonised by Pilgrims.</i> |
| | draw attention to | auf etwas aufmerksam machen | <i>I'd like to draw your attention to this photograph.</i> |
| | ecological | ökologisch | <i>Cutting down the rain forests is an ecological disaster.</i> |
| | football pitch | Fußballplatz | <i>We all met at the football pitch for the school picnic.</i> |

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|-------|---|---|--|
| 01a | run out use up | zu Ende gehen aufbrauchen | We need to go shopping, we're running out of milk. <i>Don't use up all the milk, we need some for breakfast.</i> |
| 02a | specified | festgelegt | <i>He said we should meet but there is no specified time.</i> |
| 02d | completion | Vervollständigung | <i>You'll be paid on completion of the project.</i> |
| 03a | bring about | bewirken | <i>Your ideas will bring about new business.</i> |
| 03d | electrical foul up | elektrisch versauen | That car is so quiet! It's because it's electrical. <i>There are just too many cars on the road fouling up our air.</i> |
| 04b | guzzle ['gʌz.l] manufacturer manure [mæ'njuə] not by any means shortage sugar cane ventilation | saufen Hersteller/in Dünger durchaus nicht Knappheit, Mangel Zuckerrohr Belüftung | <i>I'm not surprised you feel sick after guzzling three sodas!</i> <i>Drug manufacturers are always looking for more effective medicines.</i> <i>Our neighbour has a big field and he always uses manure – it stinks!</i> <i>This isn't the last you'll hear of me by any means.</i> <i>If the drought continues, there will soon be water shortages everywhere.</i> <i>Sugar cane grows in warm places, like Jamaica.</i> <i>Sorry it's so hot in my car – the ventilation isn't working.</i> |
| 04c | conventional | herkömmlich | <i>She dreamt of a conventional wedding, but he wanted something different.</i> |
| 05a | conserve swap | erhalten tauschen | <i>I'm not being lazy – I'm just conserving my energy for later.</i> <i>I'd like to sit by the window. Do you mind I've swap seats?</i> |
| 05b | switch off | abschalten | If you're not using your iron, please switch it off and save energy. |
| 06a | take the place | an die Stelle treten von | <i>Tim Cook took the place of Steve Jobs as president of Apple in 2011.</i> |
| 07a | commitment grit habit irresponsible light switch live up to nag nagger security undemanding | Hingabe, Bindung, Verpflichtung zusammenbeißen Angewohnheit verantwortungslos Lichtschalter den Erwartungen gerecht werden nörgeln Nervensäge, nageln Sicherheit anspruchslos | <i>I have a teaching commitment at the local art college now.</i> <i>Pete was so annoyed our teacher answered his questions through gritted teeth.</i> It's a bad habit to keep your TV on when you're not watching it. <i>It would be irresponsible to go swimming in the ocean in such a storm.</i> The light is fine, but the light switch seems to be broken. <i>I don't think I'll ever live up to my father's expectations.</i> <i>Yesterday my dad nagged me all day to clean the garage.</i> <i>Gina is such a nagger – she's never happy with anything.</i> The station was closed because of a security alert. <i>I'm bored in school. The lessons are so undemanding!</i> |
| 08a | bin chuck out / in efficient [ɪ'fɪ.ənt] | Abfalleimer auswerfen, entsorgen energieeffizient, energieeffizient | Now it's in the bin, I don't need it any more. <i>If there is food left, they just chuck it in the bin.</i> The way you drive your car is not very energy efficient. |
| 09 | final draft | Schlussentwurf | <i>It's taken me forever, but here's the final draft of my paper.</i> |
| 09a | carry on exploit flood mass destruction | fortfahren ausnützen Überschwemmung, Hochwasser Massenvernichtung | Sorry to interrupt – carry on with what you were doing, please. <i>Workers in Asia are exploited – they work too much and get hardly any pay.</i> Twenty thousand people had to leave because of the flood. <i>The US went to war with Iraq because it was believed they had weapons of mass destruction.</i> |
| IL b | pass through underneath | durchfahren, durchlaufen darunter, unterhalb | Sometimes you just have to wait for the storm to pass through. Get underneath the kitchen table in the event of an earthquake. |
| ICo a | elderly get used to irrevocable much-needed open-minded under-used | älter, betagt; die Alten sich gewöhnen Laster dringend benötigt aufgeschlossen brachliegend, unausgelastet | <i>Do you help elderly people cross the street? I do.</i> <i>You should get used to me being here, I live here now too.</i> That lorry has been parking there for days. I wonder where the driver is. <i>Your advice is much-needed for the presentation. Please help!</i> <i>My doctor is very open-minded towards Chinese medicine.</i> <i>That farm is under-used – the owners live in the city and only come in summer.</i> |
| LiU | replant | umpflanzen | <i>That tree is dying in the shade – you should replant it in a sunny spot.</i> |
| WW a | cost the earth do someone the world of good down-to-earth | eine Stange Geld kosten, sehr viel kosten jemandem gut tun bodenständig, unkompliziert | <i>I can't afford it – it costs the earth!</i> <i>Taking some time off will do him the world of good.</i> <i>Despite her success she's remained quite down-to-earth.</i> |

| | | | |
|------|------------------------------|---|---|
| WW a | earth-shattering | weltbewegend | <i>They made an earth-shattering discovery.</i> |
| | out of this world | himmlisch, fantastisch | <i>The soup was out of this world.</i> |
| | the best of both worlds | das Beste von beidem | <i>He's talented and good-looking – he's got the best of both worlds.</i> |
| | the world of | im Bereich / Milieu von, in der Welt | <i>She's well-known in the world of movies.</i> |
| | think the world (of someone) | viel von jemandem halten / große Stücke auf jemanden halten | <i>Her parents think the world of her.</i> |

Unit 10

| | | | |
|--------|----------------------------|-------------------------------|--|
| 01a | act of kindness | Gefallen | <i>An act of kindness a day will make you happy. Try it!</i> |
| | good deed | gute Tat | <i>Did you do a good deed today?</i> |
| | go to great lengths | sich bemühen | <i>Tamara is really going to great lengths to make you happy.</i> |
| | half-heartedly | halbherzig | <i>She played the last few games half-heartedly because she had already lost the tournament.</i> |
| | inch | Zoll (2,54 cm) | <i>How many centimeters are in an inch?</i> |
| | social barrier | soziale Grenze | <i>Sometimes you just need to ignore social barriers.</i> |
| 02b | technician | Techniker/in | <i>I had no idea what I was doing so I called a technician.</i> |
| 03b | knife, knives | Messer | <i>This isn't cutting properly, I need a better knife.</i> |
| | sparkling | prickelnd | <i>Would you like still water or sparkling?</i> |
| | washer-up | Abwäscher/in | <i>He worked as a washer-up in a hotel kitchen during his studies.</i> |
| 04a | do it up | verschönern | <i>We should really do up the living room for our party.</i> |
| 04b | get divorced | sich scheiden lassen | <i>My parents told me yesterday they're getting divorced.</i> |
| | organist | Orgelspieler/in | <i>There's only one organist in town and he's sick.</i> |
| | reminder | Mahnung, Erinnerung | <i>Send me a reminder please, I'll forget.</i> |
| | transfixed | gelähmt vor etwas sein | <i>There was an elephant right in front of me – I was completely transfixed.</i> |
| 04c | approve | zustimmen, gutheißen | <i>I must say, I don't approve of Tim having a girlfriend at all.</i> |
| 09a | commercialism | Handelsgeist | <i>Commercialism is all about making a profit.</i> |
| | day-care | Kindertagesbetreuung | <i>She works now and her children are in day-care all day.</i> |
| | economist | Wirtschaftswissenschaftler/in | <i>Economists say everything will get more expensive.</i> |
| | gift giving | Geschenkaktion | <i>Gift giving will make you happy and help others.</i> |
| | interaction | Zusammenenspiel | <i>There's not enough interaction between the rich and the poor.</i> |
| | loved one | geliebter Mensch | <i>He keeps a photo of his loved ones on his office desk.</i> |
| | meanwhile | inzwischen | <i>School starts next month. Meanwhile, I'll make the most of my holidays.</i> |
| | price-conscious | preisbewusst | <i>I don't shop everywhere. I look at the prices and then decide; I'm very price-conscious.</i> |
| | receive | erhalten | <i>So you didn't receive my last message? I wonder why not.</i> |
| | strengthen | stärken | <i>The news always talks about strengthening the euro.</i> |
| | wrap | (e)wickeln | <i>He wrapped his shirt around her wound.</i> |
| Comm d | hand over | aushändigen | <i>Hand over that gun – now!</i> |
| | interact | interagieren | <i>It's interesting to see how people interact at parties.</i> |
| | self-centredness | Egoismus | <i>Robert's self-centredness is the reason why he only talks about himself.</i> |
| IC 1a | congratulate | gratulieren | <i>Peter congratulated Sara on an amazing performance.</i> |
| | corresponding | entsprechend | <i>We made more money in these three months than in the corresponding months last year.</i> |
| | give out | ausgeben, verteilen | <i>We gave out leaflets to everyone in the street.</i> |
| | hollow | hohl | <i>I came across a fox living in a hollow log.</i> |
| | pay respect to | Respekt zollen | <i>I only pay respect to those who deserve it.</i> |
| | shrine | Schrein | <i>We visited a huge shrine to Buddha on holiday.</i> |
| IC 1b | worn (wear) | getragen | <i>He's worn those jeans all week.</i> |
| IC 2a | celebration | Fest, Feier | <i>She's won some money in the lottery. They're having a celebration.</i> |
| | colonel ['kɔː.nəl] | Oberst | <i>Colonel is the military rank between lieutenant-colonel and brigadier.</i> |

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|-------|-------------------------|-----------------------------|--|
| ICo | casual | leger, lässig | <i>Don't be too casual during an interview for a new job.</i> |
| ICo a | even so | allerdings, trotzdem | <i>I had a stomach ache, but even so I went to the concert.</i> |
| | jump in | hineinspringen | <i>As soon as he saw the pool, he jumped in.</i> |
| | lean out of | herauslehnen | <i>The cat leaned out of the window and almost fell.</i> |
| | steer | lenken | <i>No one knows why he steered the car off the road.</i> |
| IF | thus [ðʌs] | dadurch, folglich | <i>They planned to work together and thus spent less time on the project.</i> |
| IF b | dress code | Kleidervorschrift | <i>There's a dress code for this club – girls need high heels and boys need ties.</i> |
| LiU a | straw | Stroh | <i>The huts are made of straw.</i> |
| LiU b | profound | tiefgründig | <i>His poetry is so profound.</i> |
| | selfishness | Egoismus | <i>There are two things I can't stand in a girlfriend: selfishness and being late.</i> |
| WW a | bother | sich Mühe machen | <i>He didn't bother to read the book.</i> |
| | can't be bothered | keine Lust haben | <i>I can't be bothered to clean my room.</i> |
| | endeavour [en'dev.ə] | sich bemühen | <i>We endeavour to make all our guests feel at home.</i> |
| | make an / no attempt to | versuchen / nicht versuchen | <i>He really made an attempt to be friendly.</i> |
| | no sweat | kein Problem | <i>Can you help me? – Sure, no sweat.</i> |
| | put everything into | alles geben für | <i>She put everything into that competition.</i> |
| | sweat over | sich (mit etwas) abrackern | <i>I've been sweating over this problem for days.</i> |
| | worth the effort | die Mühe wert sein | <i>Going there is just not worth the effort.</i> |

Unit 11

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|-----|-------------------------------|------------------------------------|---|
| 01 | fortnight | vierzehn Tage | <i>We haven't spoken in a fortnight.</i> |
| 01b | extinction | Aussterben | <i>Many species of animals are facing extinction.</i> |
| | mountainous [ˈmaʊn.tɪ.nəs] | gebirgig | <i>It's very mountainous where we live.</i> |
| | near extinct | fast ausgestorben | <i>The near extinct panda needs to be protected.</i> |
| | vowel [vaʊəl] | Selbstlaut, Vokal | <i>Some people leave out vowels when they write texts.</i> |
| 03a | furry | pelzig | <i>Hamsters are small furry animals.</i> |
| | identically | gleich | <i>The two sisters were always dressed identically.</i> |
| 03c | attitude | Gesinnung | <i>I'm sorry, but I don't think that attitude will help us solve the problem at all.</i> |
| 04a | get the gist | das Wesentliche erfassen | <i>I didn't understand everything, but I got the gist of what he was saying.</i> |
| 04b | pick out | auswählen | <i>Have a look at my DVD collection and pick out the ones you like best.</i> |
| 06b | bald [bɔːld] | kahl, karg | <i>He's already bald, even though he's only 30!</i> |
| | dyslexia [drɪ'sleksi.ə] | Legasthenie | <i>James suffers from dyslexia, he always mixes up letters when he writes.</i> |
| | dyslexic [drɪ'sleksi:k] | legasthenisch | <i>Sandra is dyslexic, she mixes up words when she reads.</i> |
| | fluency | Flüssigkeit (des Sprechens) | <i>You need to work on your fluency, but your pronunciation is good.</i> |
| | initiate | einleiten | <i>We can't initiate the construction until the bank says yes.</i> |
| | label | benennen | <i>I hate it when people label me as a communist.</i> |
| | licence plate | Kennzeichen | <i>They had no idea where that car was from; they had never seen that type of licence plate before.</i> |
| | lingo | Fachjargon | <i>You won't understand Internet lingo unless you use it a lot.</i> |
| | mentally | geistig | <i>Ron is preparing himself mentally for his ski run.</i> |
| | outlandish | seltsam, absonderlich | <i>He's wearing a really outlandish outfit.</i> |
| 06e | personalise | personalisieren | <i>Don't you want to personalise your CV a bit?</i> |
| | shorthand | stichwortartig; Kurzschrift | <i>Please write full sentences, shorthand isn't enough.</i> |
| | affectation | Getue | <i>She has so many little affectations.</i> |
| | condemn [kən'dem] | verurteilen | <i>The film was condemned for its sexism.</i> |
| | doubtless [daʊt.ləs] | zweifellos | <i>Doubtless you will have heard the news already.</i> |
| | non-standard | nicht dem Standard entsprechend | <i>These door fittings are non-standard, so it will be difficult to get replacements.</i> |
| | thereby | dabei | <i>She drove too fast, thereby hitting a fence post.</i> |
| | usage | Verwendung | <i>It seems like you are familiar with lots of words, but you don't know their proper usage.</i> |

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| 08a | canteen seaside thrown together | Kantine, Mensa am Meer zusammengeworfen | <i>I never eat in the canteen, that food just doesn't taste fresh.</i> <i>Can we go to the seaside on holiday?</i> <i>That outfit looks like it was just thrown together.</i> |
| IL c | clarify drag icy overnight | aufklären schleppen, schleifen eisig über Nacht | <i>It needs to be clarified who will take care of this project.</i> <i>She dragged me to the store to go shopping, but I had wanted to stay home.</i> <i>The roads are very icy in winter.</i> <i>The situation has changed overnight.</i> |
| ICo a | brand new greet simplicity | funkelnagelneu begrüßen Einfachheit | <i>We have a brand new theatre and art gallery in our town.</i> <i>When we greet people, we say "Hi" or "Hello".</i> <i>I love the simplicity of life in the country.</i> |
| LiU a | mimic owe | nachahmen schulden | <i>She always mimics her older brother.</i> <i>She owes me 20 pounds and I really need the money.</i> |
| WW a | bad language cliché ['kli:.ʃeɪ] idiom jargon slang slogan speak the same language swear terminology | Schimpfwörter Floskel, Klischee Redewendung Jargon, Fachsprache Umgangssprache Slogan, Werbespruch auf einer Wellenlänge sein, sich gut verstehen fluchen Fachausdrücke | <i>Don't use bad language in the classroom!</i> <i>I know it's a cliché but I hope my wedding day will be the happiest day of my life!</i> <i>Idioms can be difficult for foreigners to understand.</i> <i>I don't understand all that computer jargon.</i> <i>Teenagers create their own slang.</i> <i>I really like that company, new slogan, it's quite catchy.</i> <i>We get along well – it feels like we speak the same language.</i> <i>He got detention for swearing in class.</i> <i>I don't quite understand the legal terminology in the contract.</i> |

Unit 12

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| | step in | einschreiten | <i>I really need to step in and do something.</i> |
| 01a | agency ['eɪ.dʒənt.si] appoint goodwill ambassador household name icon ['aɪ.kɒn] likewise make it big photocall promote recruit spread the word vulnerable | Agentur jemanden einsetzen Sonderbotschafter, allgemein bekannter Begriff Ikone ebenfalls groß herauskommen Phototermin fördern anwerben, einstellen erschweigen verwundbar | <i>She works in a travel agency.</i> <i>Aurelia has been appointed class president.</i> <i>Angelina Jolie is a goodwill ambassador to the UN.</i> <i>He was a household name in the 1950s.</i> <i>Marilyn Monroe is a film icon.</i> <i>Likewise, Humphrey Bogart is an icon of classic Hollywood film.</i> <i>I really think he's going to make it big. He'll be a big star.</i> <i>Models get photocalls and then they are in magazines.</i> <i>Greenpeace promotes awareness of the dangers to our environment.</i> <i>Soldiers are no longer recruited, they join the army themselves.</i> <i>Party on Saturday at John's – spread the word!</i> <i>Her heart is broken, and she's very vulnerable right now.</i> |
| 01c | take into consideration | bedenken | <i>The car is cheap, but you should take into consideration the money you'll spend on repairs.</i> |
| 02c | conservatory identify prestigious prestigious ['preʃ.əs] | Musikhochschule identifizieren, ausweisen angesehen | <i>He studies the guitar at the conservatory now.</i> <i>Can you identify that tree?</i> <i>It's a very prestigious school – one of the best.</i> |
| 02d | announcement | Ankündigung | <i>Students, I have an announcement to make. Please listen!</i> |
| 02 | assist bring up (raise) fund-raising rally | assistieren, helfen erziehen Spendensammlung Zusammenkunft | <i>I need someone to assist me with this box, please.</i> <i>Where were you brought up? In the city or in the country?</i> <i>We should do some fund-raising to get the money to clean up the lake.</i> <i>They organised the rally in support of the doctors and nurses in the health service.</i> |
| 03c | opponent retire umpire ['ʌm.paɪə] | Gegner/in in Ruhestand gehen Schiedsrichter/in | <i>Our opponents were stronger than we expected. We lost three nil.</i> <i>My father is going to retire next year.</i> <i>The umpire made three unfair calls in the game, and we ended up losing.</i> |

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| 04a | in favour of to my mind | zu Gunsten von für mein Gefühl | <i>I decide in favour of Jim. Sorry Timothy. To my mind, there are too many people in this class.</i> |
| 04b | either way frankly let's face it on the whole | so oder so freiheraus sein wir doch ehrlich im Großen und Ganzen | <i>You can go or you can stay. Either way, you need to tell me by tomorrow.</i> <i>She says what she thinks and she says it frankly.</i> <i>Let's face it – his best days are over.</i> <i>On the whole, it was an okay evening.</i> |
| 04c | stick to | dabeibleiben | <i>I think we should stick to our original plan.</i> |
| 05b | all for it couldn't care less | für etwas einstehen, für etwas sein etwas ist einem völlig egal | <i>Bowling tonight? I'm all for it!</i> <i>I couldn't care less about football.</i> |
| 05d | keep out of publicity | sich fernhalten von Werbung, Öffentlichkeit | <i>Keep out of my room when I'm gone.</i> <i>Stars need publicity nowadays.</i> |
| 07a | secretary general tribute | Generalsekretär/in Anerkennung, Hommage | <i>Kofi Annan was the secretary general of the UN from 1997–2006.</i> <i>Every year, there is a tribute to Princess Diana.</i> |
| 08a | glossy political party superficial [.su:.pə'fi:.əl] | glänzend politische Partei oberflächlich | <i>I prefer glossy book covers to matt ones.</i> <i>Which political party would you join?</i> <i>We didn't learn much from the report. It was very superficial.</i> |
| Comm a | alternatively assign at random | beziehungsweise beauftragen aufs Geratewohl | <i>We could go to the Italian restaurant, or alternatively, we could eat Indian.</i> <i>Who was the interview assigned to?</i> <i>The winner will be the first ticket drawn at random.</i> |
| Comm b | morally self esteem | moralisch Selbstachtung | <i>Morally, you're right, but in practice it's a problem.</i> <i>He suffers from low self esteem. I don't know why, he's really smart.</i> |
| Comm c | considerably firm regardless of wage | beträchtlich fest, standhaft ungeachtet Lohn, Gehalt | <i>She's considerably thinner than a year ago.</i> <i>My mattress is really firm. Can I sleep on a soft one.</i> <i>We'll have a picnic regardless of the weather.</i> <i>My cousin works in a fast food restaurant for minimum wage.</i> |
| IC 1a | coincide [kəʊ.m'saɪd] continually debt donate instigator massively over time simultaneously [.sɪm.əl'teɪ.ni.əs.li] | übereinstimmen andauern Schuld(en) spenden Anstifter/in massiv mit der Zeit gleichzeitig | <i>If our schedules coincide, we'll go on holiday together.</i> <i>The fight continually.</i> <i>If I buy that car, I'll be in debt for a while.</i> <i>Last year he donated ten thousand pounds to UNICEF.</i> <i>He's almost always the instigator of the fight.</i> <i>The series is massively overrated. I don't understand its success.</i> <i>Over time, it will get better, you'll see.</i> <i>I can't do two things simultaneously, I'm really bad at that.</i> |
| IC 2a | accessory clothing label mink non-leather | Accessoire Kleidung Marke, Bezeichnung Nerz nicht Leder | <i>A nice ring is the best accessory.</i> <i>That's the wrong type of clothing for this weather.</i> <i>My favourite label is Adidas.</i> <i>My aunt has this horrible mink coat.</i> <i>I even wear non-leather shoes because I'm vegan.</i> |
| ICo a | get attention have access to immunise improve qualify | Aufmerksamkeit erhaschen Zugang haben zu etwas immunisieren verbessern, aufbessern qualifizieren | <i>My teacher yelled, but she just couldn't get our attention.</i> <i>I have no access to those files. I don't know the password.</i> <i>My little sister had to go to the doctor to get immunised against polio.</i> <i>I need to improve my English and get better marks.</i> <i>You're great, but you just don't qualify for this job.</i> |
| IF | generally speaking | allgemein gesehen | <i>Generally speaking, we should spend more money on education.</i> |
| LiU a | mining shore time out | Bergbau Küste Auszeit | <i>I found out my grandfather had worked in mining in his 20s.</i> <i>You can walk for miles along the shore.</i> <i>There was a time out in the game so I went to the toilet quickly.</i> |
| WW a | (someone's) considered opinion | ernsthafte Überzeugung | <i>It's his considered opinion that we need to do everything we can to save the whales.</i> |

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|------|-------------------------|--|---|
| WW a | a difference of opinion | Meinungsverschiedenheit, Unstimmigkeit | <i>It's not bad to have a difference of opinion.</i> |
| | express an opinion | sich äußern, seine Meinung zum Ausdruck bringen | <i>She didn't express an opinion.</i> |
| | high opinion | gute Meinung (von jemandem) | <i>He's got such a high opinion of himself but I don't think he's that great.</i> |
| | a matter of opinion | Ansichtssache | <i>They're both good. Which one is better is a matter of opinion.</i> |
| | opinion poll | Meinungsumfrage | <i>According to the latest opinion poll, he will win the election again.</i> |
| | public opinion | öffentliche / allgemeine Meinung | <i>The media has a strong influence on public opinion.</i> |
| | second opinion | (ärztliche) Zweitmeinung | <i>You should get a second opinion before having the operation.</i> |

Nur zu Prüfzwecken –
Eigentum des Helbling Verlags

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