

face2face

Upper Intermediate Spanish Speakers Handbook with Audio CD

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crime stories; missing words in informal speech	Restorative Justice	word stress
saving water; repetition and listening for key words	The big turn off	consonant clusters
working as a flight attendant	Alcock and Brown over the Atlantic; descriptive language	intonation in questions
the theatre experience; disagreeing politely	The History Boys	silent <i>r</i>
preparing a job interview	Most satisfying jobs; comparing statistical information	contrastive stress




Reading	Writing	Review
personal messages	thank-you messages: text features; appropriate level of formality	codes of conduct
a detailed personal email	a personal email about events and experiences: connecting words and phrases	work collocations; colloquial words/phrases
holiday accommodation reviews	a website review of holiday accommodation: useful words and phrases	feelings and opinions
information about a product from different sources	an informal product review: organisation, useful phrases	opinions; comparatives and superlatives



Speaking and Listening

1 Work in pairs. Discuss these questions.

- 1 What kind of school did/do you go to?
- 2 What did/do you like most about your school?
- 3 What annoyed/annoys you about your school?

2 a  1.1 Listen to two colleagues, Mark and Emma, talking about single-sex schools. Did Emma have a positive experience at her school?



b Listen again. Tick the true sentences and correct the false ones.

- 1 Mark asks Emma about single-sex schools because he wants to send his son to one. *No, he wants to send his daughter to one.*
- 2 Emma had some problems moving from her primary school to a single-sex school.
- 3 Mark's daughter currently goes to a single-sex primary school.
- 4 Students at Emma's school had to study a lot.
- 5 Emma thought she was taught well at her school.
- 6 She felt that the male teachers didn't understand the girls' social needs.
- 7 She admits that she now finds some social situations difficult.
- 8 She thinks Mark should send Jennifer to a good single-sex school.
- 9 She believes she would not have had to play so much sport at a co-educational school.

Reading and Speaking

3 a Read the article. Choose the best answer.

The article is ...

- 1 a personal account of an experiment in single-sex education.
- 2 a report on an experiment in single-sex education.
- 3 a discussion about the results of an experiment in single-sex education.

TIP Sometimes it is not necessary to read every word in an article. It is possible to read through an article to look for specific pieces of information, for example, numbers.

Challenge to gender theory

by Andrew Maurant

The headteacher of a school in Wales came up with the idea of a trial experiment to see if single-sex classes would improve the overall performance of boys. He said this week it had failed to deliver better results. And he claimed it had led to worse behaviour. Frank Ciccotti, of Pembroke Comprehensive School, said the results could prove a lesson to other schools thinking of using the same technique.

The school split up 12- and 13-year-old boys and girls three years ago when the so-called gender gap was starting to reach worrying levels in Wales. Staff believed it might improve exam results after an all-girl physics group had proved successful in state exams.

But when the boys were put together their behaviour soon deteriorated, particularly in lower-ability groups. It didn't lead to a noticeable drop in performance, but neither did it improve things.

"There were slight variations in performance, but nothing major. It was surprising because I'd expected a fairly significant change. But one of the most noticeable differences was in the predictably poor behaviour of the boys," said Mr Ciccotti.

The head's experiment began in 2004 involving 120 pupils studying English, history, maths and science. Meanwhile, a control group the same size remained in mixed classes.

He was hoping to improve the performance of both sexes. Unusually at the time, boys in his area were doing better, going

b Read the article again. What does it say about these things?

- 1 Who took part in the experiment? *12- and 13-year-old boys and girls*
- 2 How many people took part?
- 3 How many were in the control group?
- 4 What subjects were they studying?
- 5 When did the experiment start?

c Read the article again. Find the answers to these questions.

- 1 What happened to the boys' behaviour in the experiment?
- 2 What prediction did they make about the boys' future prospects?
- 3 What actions is the government taking?
- 4 Why are they launching the inquiry?

against the national trend of girls out-performing boys. He has now abandoned the experiment.

Mr Ciccotti said that the school kept a record of the test and exam results of the trial group. Using these results, they were able to predict how well the students would perform in the future. Mr Ciccotti commented that the results did not indicate that the boys' academic performance would improve.

He now believes the presence of an enthusiastic classroom teacher can make all the difference to achievement levels, regardless of whether the sexes are divided. "I think it's a literacy issue with boys, particularly in English where there's a significant margin between them and the girls," said Mr Ciccotti.

The girl-boy gap is now so noticeable that the education minister has launched an inquiry. The government has asked the schools inspectorate to study schools where there is a small difference in ability between boys and girls. The government would like to know how these schools achieve such a small gap and they have asked inspectors to collect examples of good practice in co-ed schooling. This year's exam results showed that while 66.5 percent of girls in Wales obtained five or more A*-C grades, the figure was just 59.3 percent for boys.

Adapted from the *Times Educational Supplement* 12/10/07

4 Work in pairs. What other kinds of information, apart from numbers, can you look for in an article without having to read every word?

5 Work in groups. Discuss these questions.

- 1 What are most common in your country, single-sex or co-educational schools?
- 2 In general, do you think people prefer single-sex or co-educational schools?
- 3 What do you think are the benefits of this kind of school? What are the drawbacks?

HELP WITH PRONUNCIATION

Silent letters

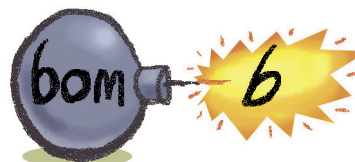
TIP

- Many words in English contain silent letters – letters that are not pronounced. Some common silent letters are:
 - *l* is often silent between a vowel and an *m*, a *k* or a *d*: *calm* /kɑ:m/, *walk* /wɔ:k/, *would* /wud/.
 - *g* is often silent between a vowel and an *n*: *sign* /saɪn/.
 - *h* is always silent after *w*: *what* /wɒt/. It is sometimes silent at the beginning of words when followed by an *o*: *hour* /aʊə/.
 - When *g* and *h* are together before a *t*, they are silent: *thought* /θɔ:t/.
 - *r* is usually silent at the end of words ending *-ar*, *-er*, *-ir*, *-or* and *-ur*: *footballer* /'fʊtbɔ:lə/.
 - *k* is silent before an *n*: *know* /nəʊ/.
 - *b* is silent after an *m*: *climb* /klaɪm/.



1 1.2 Listen to these words. Notice the letters in **bold** are silent.

- 1 talk
- 2 **n**ight
- 3 **w**hy
- 4 ear
- 5 **k**nife
- 6 **b**omb



2 1.3 Listen and circle the silent letters.

- | | |
|-----------------|------------|
| 1 wa l k | 6 what |
| 2 caught | 7 hour |
| 3 could | 8 salmon |
| 4 their | 9 sandwich |
| 5 knew | 10 comb |

3 a 1.4 Listen and fill in the gaps.

- 1 Our teacher often _____ and no one _____.
- 2 Who _____ what we are doing on _____?
- 3 You _____ order a _____ – it _____ be nice.
- 4 Is my _____ in the _____?
- 5 I spent a _____.
- 6 I went _____ in the rain and _____ a cold.

b PRONUNCIATION Listen again and practise.



Speaking and Reading

1 Work in groups. Discuss these questions.

A 14-year-old boy breaks into your home and destroys all your electronic equipment (MP3 player, TV, home cinema, etc.).

- What do you think is the right kind of punishment for him?
- What would you like to say directly to the young criminal?

2 a Read the article. Choose the correct definitions.

- Restorative Justice
 - A system that makes offenders meet their victims face-to-face.
 - A system that makes offenders learn about their victims' lives.
- Family Group Conference
 - A meeting between young offenders, their families and judges.
 - A meeting between victims of crime, young offenders and their families.

b Read the article again. Answer these questions.

- What caused the disagreement at the Crime and Justice UK meeting? *A speech about Restorative Justice given by the Youth Crime Co-ordinator from New Zealand.*
- What are the implications of Restorative Justice for young criminals?
- In what way does Greg Wilkinson think New Zealand is a world leader?
- Why do victims like the Family Group Conferences?
- Why are the conferences likely to be useful for offenders?
- How did the CJUK meeting end?

Listening and Speaking

TIP In informal spoken English we sometimes miss out words if the meaning is clear. For example, we can miss out the verb *be*, subject pronouns, auxiliaries and some main verbs. We can usually understand the sentence from the context.

Restorative Justice: an idea worth exploring?

By Owen Reid

Lock them up and forget about them or let them have their say? That was the hot topic discussed at last night's meeting of the local branch of Crime and Justice UK (CJUK).

The evening ended in a heated debate between different factions of CJUK, an organisation wanting to change the way criminals are dealt with. The trigger for this debate was a speech given by Greg Wilkinson, Youth Crime Co-ordinator from New Zealand, who was guest speaker at this month's CJUK meeting.

Most of the members were in favour of Mr Wilkinson's ideas, while a very vocal minority dismissed what he had to say.

In his speech, Mr Wilkinson explained the special role that families play in New Zealand's approach to Restorative Justice. Like many countries around the world, New Zealand has adopted the system in which young offenders are required to meet their victims so they can fully understand the consequences of the crime they committed. They also get to hear what impact the crime has had on the victims' lives.

Mr Wilkinson said that New Zealand leads the world in one particular aspect of Restorative Justice. It has established a system of Family Group Conferences in which offenders have to bring family members with them to meet their victim.

"What happens is that the offender brings along their parents or perhaps another family member who is like a guardian for them," Greg explained. "They can also bring other people to support them and the court may appoint some kind of expert on youth crime. The police also

come to the conference and there's usually a social worker. And obviously the victim attends the conference with a support person or support people that they choose to bring. But it doesn't have to be their family."

Some CJUK members took exception to these ideas. They argued that it is better to give young criminals a hard lesson early in life. They felt this would be a more successful way of dealing with them and preventing them from committing more crimes.

However, Mr Wilkinson indicated that the family conferences have been very successful. "Victims find Family Group Conferences a very positive experience and there's a very high approval rating – close to 90%. They feel this works better for them than the normal legal system of going to court. They feel their views are taken into consideration a lot more."

Mr Wilkinson believes that a key aspect of the success of Family Group Conferences is the fact that offenders are more likely to provide an honest admission of guilt and regret. He also said offenders are more likely to agree to follow any plan or programme resulting from the conference. He puts this down to the fact that offenders have a much greater awareness of the impact that the crime has had on victims. "Offenders rate the system highly and there's a far greater chance they will fit back into society and won't re-offend."

At the end of the evening both sides agreed to differ in their opinions. However, many of those who attended admitted that the New Zealand idea is worth exploring.

3 a **3.1** Listen to a radio programme about crime stories. Answer these questions.

- 1 How many stories are told?
- 2 Which countries are they from?
- 3 Are all the stories true?
- 4 What do listeners to the radio programme have to do?

b Listen again. Choose the correct answer.

- 1 The young couple got a fine because ...
 - a they were speeding.
 - b they were driving dangerously.
 - c their cat was driving the car.
- 2 The woman driver was sitting ...
 - a in the driver's seat.
 - b in the passenger's seat.
 - c in the back seat.
- 3 The traffic police ...
 - a took the cat away.
 - b thought the cat wasn't very good at driving.
 - c told the couple not to do it again.
- 4 When Giorgio shot at his neighbour's underwear, she ...
 - a was wearing it
 - b had hung it out to dry.
 - c was throwing it at Giorgio.
- 5 Giorgio shot his neighbour's underwear because ...
 - a they'd had an argument.
 - b he's a member of the mafia.
 - c she insulted him in public.
- 6 Giorgio's neighbour decided ...
 - a to move to a new home.
 - b to call the police.
 - c to buy her own gun.

c Which story do you think is not true?

4 Look at R3.1, p30 and underline examples of incomplete sentences and questions.

5 Work in pairs. Role-play the stories in 3. Take turns to be a police officer or one of the characters in the stories.

HELP WITH PRONUNCIATION

Word stress

TIP

- In English, when we build words, the stressed syllable sometimes changes as we add suffixes to make nouns or verbs into adjectives and adverbs: *e*nergy → *e*nergetic → *e*nergetically. It is a good idea to write these stress changes in your vocabulary notebooks.
- Remember that stressed syllables are more prominent (longer, higher in pitch and louder) than unstressed syllables.

1 **3.2** Listen to these words. Notice the stressed syllables.

- 1 prefer
- 2 preference
- 3 preferable
- 4 preferably

2 a **3.3** Listen and mark the stressed syllable in each word.

	Thing	Person	Adjective	Adverb
1	music	musician	musical	musically
2	politics	politician	political	politically
3	history	historian	historical	historically
4	economics	economist	economical	economically
5	art	artist	artistic	artistically

b Work in pairs. Compare answers.

3 a Are these words things (T), people (P), adjectives (Adj) or adverbs (Adv)?

- 1 a T photograph b _____ photographer
- 2 a _____ applicant b _____ application
- 3 a _____ biologist b _____ biological
- 4 a _____ original b _____ originality
- 5 a _____ perfect b _____ perfectly

b Work in pairs. Mark the stressed syllables in each word.

c **3.4** Listen and check your answers.

d **PRONUNCIATION** Listen again and practise.



Speaking and Reading

- 1 a Do the quiz.

On average, how many litres of water does ...



- 1 a British person use every day?
a) 25 b) 75 c) 155
- 2 a person living in sub-Saharan Africa use every day?
a) 20 b) 55 c) 80
- 3 a washing machine use?
a) 25 b) 65 c) 90
- 4 a shower take?
a) 35 b) 40 c) 45
- 5 a toilet flush use?
a) 2 b) 6 c) 8

- b Work in pairs. Compare answers.

- 2 a Read the article about saving water. Check your answers to 1. Did the writer manage to use only 20 litres of water?
- b Read the article again. Tick the true sentences. Correct the false ones.
- Insufficient water and food will cause problems in Europe in the future. *No, It will cause problems globally.*
 - Water shortages could be the cause of wars in the near future.
 - Britain is likely to suffer from water shortages.
 - Sophie, the writer, used only one litre of water in the morning.
 - Her lunch increased her water use very little.
 - Using cotton wool at the end of the day put her consumption above 20 litres.
 - Since the 1970s, water use has increased at the same rate as the growth of food production.
 - It can take ten times more water to grow rice compared to potatoes.

The big turn off: how little water can you consume?

By Sophie Morris

At the World Economic Forum in January 2008, the UN secretary general, Ban Ki-moon, warned that water and food shortages would be the next big global crises. In the next few years, we may well witness serious conflicts not over oil, but water shortages, provoked by climate change, population growth and poor water management.

The average Brit uses about 155 litres of water each day, compared with 20 litres for most people living in sub-Saharan Africa. Water might flow freely from our taps, but our small island is not immune to global shortages. Water is a limited commodity and is becoming more expensive as its supply grows more difficult to guarantee.

How do we get through almost nine times more water each day than someone living in Africa? Thirsty Planet, a bottled water brand, challenged me to survive on 20 litres for 24 hours to find out.

I discovered pretty quickly that we waste the larger part of those 155 litres. When I wake up, I fill a measuring jug with one litre of water, which I use to wash in and clean my teeth. I boil about 250ml for a cup of tea and drink a glass of water. As the morning continues I need to go to the toilet. A single flush of a toilet sends between six and ten litres of clean water to the sewers. Because I buy my lunch from the office canteen, I don't use any of my water allowance for cooking. But I count a couple of litres, hoping the salad I eat has been washed. I'm feeling rather good about the challenge as the day ends, but at the last minute, the toilet flush gets the better of me, taking my consumption way above the prescribed 20 litres.

Before going to bed I clean my face with cleanser and cotton wool to avoid using any more water. Doing this is somewhat pointless considering that irrigating cotton crops is one of the most water-intensive processes in farming.

We produce twice as much food as we did in the 1970s, to keep up with population growth, but we use three times more water to do this. Growing a bag of mixed salad in Kenya, where a good proportion of the UK's vegetables come from, uses about 300 litres of water. It takes between 2,000 and 5,000 litres of water to grow just 1 kilo of rice, 1,000 litres for 1 kilo of wheat and 500 litres for 1 kilo of potatoes.

Water is neither free nor unlimited. If we rethink our attitudes to it now, we should be able to avoid every day turning into a 20-litre challenge.

Draining away: where does it all go?


- Average washing machine cycle – 65 litres
- Dishwasher cycle – 25 litres
- Flushing the toilet – about 8 litres
- Bath – 80 litres
- Shower – 35 litres

Figures from www.USwitch.com.

Adapted from the *Independent* 24/04/08

Listening and Speaking

TIP When we have a lively discussion with several people, our language is often less organised. It contains repetitions and unnecessary words. It is important to listen for the key content words to help us understand what people are saying.

- 3 a**  **5.1** Listen to three flatmates, Graham, Nadine and Connor, talking about saving water. Tick the things they talk about.

- having baths
- using the washing machine
- having long showers
- washing the car
- watering the garden
- washing the dishes
- dripping taps
- buying bottled water

b Listen again. Answer these questions.

- 1 Graham gives two reasons for suggesting his flatmates save water. What are they?
Water shortages and expensive water bills.
- 2 Why does Connor spend a long time in the shower?
- 3 What doesn't Nadine want to do with her flatmates' clothes?
- 4 What does Connor suggest they do with their clothes?
- 5 What bad habit did Nadine use to have?
- 6 Who will call the landlord to get a plumber?

- 4** Look at these sentences spoken by Graham. Underline the repetitions and unnecessary words.


OK. Fair enough – yeah, well, that's probably an improvement. That's better – saving a little bit of water.

- 5** Work in groups. Make a list of things you can do to save water. Tell the class some of your ideas.

HELP WITH PRONUNCIATION


Consonant clusters

- TIP**
- In English some words have two or three consonants together with no vowel between them. These 'consonant clusters' can come anywhere in the word: **Spain, destructive, lasts**.
 - One common group of clusters is /sps/, /sks/ and /sts/: **crisps, asks, lists**. They only appear at the end of words.
 - To practise these clusters try saying the words very slowly, letter by letter, in front of a mirror so you can see if your mouth is moving correctly. Then gradually say them more quickly.

- 1**  **5.2** Listen to these words. Notice the consonant clusters at the end of each word.

- 1 lists
- 2 nests
- 3 crisps
- 4 wasps
- 5 asks
- 6 discs



- 2 a**  **5.3** Listen to these words. Which word do you hear twice, a or b?

- | | |
|-------------|------------|
| 1 a crisp | b crisps |
| 2 a goats | b ghosts |
| 3 a boats | b boasts |
| 4 a Mark's | b masks |
| 5 a text | b texts |
| 6 a suggest | b suggests |

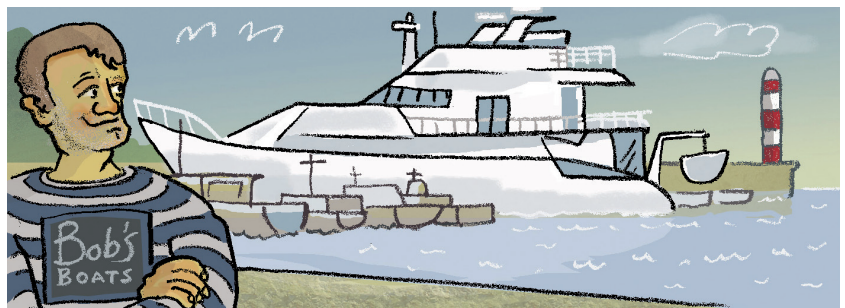


b **PRONUNCIATION** Listen again and practise.


- 3 a**  **5.4** Listen and fill in the gaps.

- 1 Bob _____ that his boats are the _____.
- 2 Insects like _____ live in _____.
- 3 Have you seen _____ anywhere?
- 4 _____ put _____ on the shopping _____.
- 5 There's a series of _____ on _____ in the coming _____.
- 6 Steve always _____ Stan if he _____ his new _____.

b **PRONUNCIATION** Listen again and practise.



Speaking and Listening

- 1 Work in groups. What are the positive and negative points of working as cabin crew on an aircraft?
- 2 a  Listen to Eileen talking about her experience working as a flight attendant in the early 1960s. Tick the things she talks about.
- discipline
 - staying in hotels
 - having fun
 - the uniform
 - serving passengers
 - getting airsick



b Work in pairs. Compare your answers. Did Eileen enjoy working as a flight attendant?

c Listen again. Choose the correct words/phrases.

- 1 Eileen decided to become a flight attendant because it was *easy/difficult* to be selected.
- 2 She enjoyed flying in DC3 Dakotas because it felt *real/comfortable*.
- 3 She hated having to be *on time/disciplined*.
- 4 She couldn't have her hair *the way she wanted/too short*.
- 5 Flight attendants were encouraged to *be/not to be* friendly with male passengers.
- 6 Eileen felt her *beauty/intelligence* wasn't appreciated.
- 7 She found the uniform *attractive/impractical*.
- 8 She often visited *different/the same* places in her time as a flight attendant.

Reading and Speaking

TIP Narrative texts usually include a lot of descriptive language. It is not necessary to understand every descriptive phrase in order to follow and understand the story.

- 3 a Read an extract from a book describing part of the first non-stop flight across the Atlantic in June 1919. Which of these things does the writer describe?
- 1 How to land a plane.
 - 2 The excitement and the beauty of flying.
 - 3 A danger not long before landing.

Alcock and Brown over the Atlantic

By Graham Wallace



British aviators John Alcock and Arthur Brown flew in a Vickers Vimy plane from Canada to Ireland.

It was 3 a.m., Alcock and Brown had been in the air for almost eleven hours and everything was going well. Ireland was only 600 miles away. The sun would soon be rising in front of them; the boredom and tiredness of the night would soon be in the past.

The *Vimy* was flying in and out of clouds. All of a sudden they entered a clear space and right in front of them Alcock and Brown saw a huge mass of clouds. It was like an enormous range of black mountains and it was blocking their flight path.

There was no time to change direction and the *Vimy* flew straight into the centre of this massive storm. Violent turbulence took hold of the aircraft and threw it around like an autumn leaf in a strong wind. The terrible suddenness of the storm caused Alcock and Brown to lose all sense of direction and balance. The *Vimy* was completely out of control and went into a dramatic dive, throwing the two men around with only their safety belts to hold them in place. Alcock fought to take control of the machine again and keep it level.

But it was impossible. There was no horizon that he could see and his sense of balance had been upset by the violence of the *Vimy's* dive. The instruments he used to fly the plane were completely useless. The only reason the two men knew that they were not hanging upside down in space was because they could feel the pressure of their seats against their backs.

4,000 ... 3,000 ... 2,000 feet ... the *Vimy* was still in a dive, completely out of control and with both engines making a terrible noise. It felt like the wings were going to be pulled off the plane. It was then that Alcock showed what a supremely good pilot he was under these extreme conditions. He managed to get control of the engines again by reducing speed. But he could still not stop the imminent dive of the *Vimy* into the vast Atlantic Ocean.

1,000 ... 500 ... 250 ... 100 feet. It looked like they were about to hit the water when they left the storm as quickly as they had entered it. The *Vimy* fell out of the cloud only 60 feet above the ocean.

Alcock managed to control the airplane, using all his strength to hold the controls. The *Vimy* responded at once. Alcock increased the speed of the engines and they roared out and returned to a normal flying speed. They were so close to the ocean waves, the spray hit the underside of the wings. The danger was past. Sixteen and a half hours after taking off from Newfoundland, they crash-landed in a field on the west coast of Ireland.

Adapted from *The Wild Blue Yonder*

b Read the extract again. Put these events in order.

- The plane suddenly started heading down towards the ocean.
- They came out of the storm.
- Alcock made the plane go faster to return to a safe flying speed.
- The plane flew into an enormous black cloud.
- They were 60 feet above the water.
- They had 600 more miles to travel before getting to Ireland. **1**
- Alcock found it impossible to get control of the plane.
- The plane fell down to 2,000 feet.
- The plane was thrown around a lot.
- Alcock and Brown had an uncomfortable landing in Ireland.
- Alcock made the plane go slower to get control.

4 Read the sentence in **bold** in the extract. Underline the words that help you understand what happened. Circle the descriptive phrases.

5 a Work in two groups. Follow these instructions.

Student As: You are John Alcock. You are going to talk to a journalist about the flight in general and about flying through the storm. Think about how you can describe it using some of the words from the extract together with your own words.

Student Bs: You are journalists. You are going to interview John Alcock about his flight across the Atlantic. You are very interested in finding out about a very exciting or dangerous part of the journey. Think of questions you can ask him.

b Work with your partner. Role-play the interview.

HELP WITH PRONUNCIATION

Intonation in questions

TIP

- Remember that intonation is the way our voice goes up and down when we speak. We use different patterns to express different meanings.
- Questions have two basic intonation patterns:
 - In 'finding out' questions, if the speaker doesn't know the information he/she is asking for, the voice usually goes down at the end.
 - In 'making sure' questions, if the speaker thinks he/she knows the information, but wants to check it, the voice usually goes down and then up at the end.
- We often use Wh- questions to 'find out' and 'Yes/No' questions to 'make sure'.

1 **7.2** Listen to these questions. Notice the intonation.

- Where would you like to go for dinner? = I want to know where you would like to go.
 - Where would you like to go for dinner? = I can't remember where you said. Can you remind me?
- Have you been to Salamanca before? = I don't know if you have or not.
 - Have you been to Salamanca before? = I think you have, but I'm just checking.

2 **7.3** Listen to these questions. Are they 'finding out' or 'making sure' questions?

- Do you want coffee?
 - Do you want coffee?
- What time is Jane arriving?
 - What time is Jane arriving?
- Did you see Harry last night?
 - Did you see Harry last night?

3 a Work in pairs. Will the intonation in these questions go up or down?

- Is this your first time in London? (finding out)
- Is this your book? (making sure)
- How long has the flight been delayed? (finding out)
- What time does the flight leave? (making sure)
- Are you going away this weekend? (making sure)
- Did you go away last weekend? (finding out)

b **7.4** Listen and check your answers.

c **PRONUNCIATION** Listen again and practise.



Speaking and Reading

- 1 a** Work in pairs. Discuss these questions.
- Which are the most important universities in your country? Why are they important?
 - Is it difficult to get into one of these universities?
 - Did/Do you go to one of these universities? If so, what was/is it like? If not, would you like to have gone/to go? Why?/Why not?
- b** Work with another pair. Compare your answers.

- 2 a** Read the scene from the early part of *The History Boys* between the school headmaster and a teacher, Mrs Lintott. Choose the correct answer, a or b.

- Mrs Lintott wants her students to ...
 - get into Oxford or Cambridge without scholarships.
 - get into a good university, but it doesn't matter which one.
- The Headmaster wants Mrs Lintott's students to ...
 - get into Oxford or Cambridge so he can impress other people.
 - create a good impression with people outside the school by improving their social skills.

- b** What are Mrs Lintott and the headmaster like? Choose two words/phrases to describe each person.

common sense worried optimistic a bit arrogant
very arrogant defensive aggressively ambitious naïve

- c** Look at the phrases in **blue**. Choose the best definition, a or b.

- factually tip-top*
 - tells us the students are very good at knowing facts
 - tells us there is no doubt that the students are all tall
- overtones of the monkey house*
 - suggests the boys have bad manners and should be in a zoo
 - suggests the boys are similar to monkeys who put on a show for spectators in a zoo
- The facts serving suggestion.*
 - indicates that knowing information is only useful if you can present it in an interesting and attractive way
 - indicates that you have to know all the facts about a situation before you can make any kind of suggestion to another person




The History Boys by Alan Bennett is about a group of intelligent and fun-loving secondary school students and their teachers. The boys are studying for a university entrance exam. The play was first produced at the National Theatre in London in 2004 and then made into a film.

Staff room

- HEADMASTER Mrs Lintott, Dorothy.
MRS LINTOTT Headmaster?
HEADMASTER These Oxbridge boys. Your historians. Any special plans?
MRS LINTOTT Their A-levels are very good.
HEADMASTER Their A-levels are very good. And that is thanks to you, Dorothy. We've never had so many. Remarkable! But what now – in teaching terms?
MRS LINTOTT More of the same?
HEADMASTER Oh. Do you think so?
MRS LINTOTT It's what we've done before.
HEADMASTER Quite. Without much success. No one last year. None the year before. When did we last have anyone in history at Oxford or Cambridge?
MRS LINTOTT I tend not to distinguish.
HEADMASTER Between Oxford and Cambridge?
MRS LINTOTT Between centres of higher learning. Last year two at Bristol, one at York. The year before ...
HEADMASTER Yes, yes. I know that, Dorothy. But I am thinking league tables. Open scholarships. Reports to the Governors. I want them to do themselves justice. I want them to do you justice. **Factually tip-top** as your boys always are, something more is required. More?
MRS LINTOTT Different. I would call it grooming if that did not have **overtones of the monkey house**.
HEADMASTER 'Presentation' might be the word.
MRS LINTOTT They know their stuff. Plainly stated and properly organised facts need no presentation, surely.
HEADMASTER Oh, Dorothy. I think they do. **The facts serving suggestion.**
MRS LINTOTT A sprig of parsley, you mean? Or an umbrella in the cocktail? Are dons so naïve?
HEADMASTER Naïve, Dorothy? Or human? I am thinking of the boys. Clever, yes, remarkably so. Well taught, indubitably. But a little ... *ordinaire*? Think charm. Think polish. Think Renaissance Man.
MRS LINTOTT Yes, Headmaster.

Listening and Speaking

TIP In English we often use particular expressions to disagree with someone politely. We can listen out for these expressions to make sure we understand the other person's viewpoint.

3 a  Listen to Ruth talking to Justin about going to see a production of *The History Boys*. Tick the things they talk about.

- camera shots
- lighting
- staging
- costumes
- acting
- music

b Work in pairs. Compare answers. Who likes the theatre? Who doesn't like the theatre?

c Listen again. Make notes on each speaker's opinions about the theatre.

- acting
- overall impression
- key adjective to describe theatre

4 Look at R9.1, p31 and underline expressions that introduce an opposite opinion politely.

to be honest

5 a Put these entertainment choices in order from the one you prefer the most (1) to the least (7).

- cinema
- dance
- TV
- DVDs
- opera
- theatre
- video games

b Work in groups. Compare answers. Do you like the same things?


HELP WITH PRONUNCIATION

Silent r

TIP

- In British English the letter *r* is silent when it comes in the long vowel sounds /ɔ:/, /ɜ:/ and /ɑ:/ before a consonant sound: *morning, bird, part*.
- Remember also that the *r* is often silent when it comes at the end of a word: *war, her, car*.




1  Listen to these pairs of words. Notice the long vowels and the silent *r*.

/ɔ:/		/ɜ:/		/ɑ:/	
war	warn	her	heard	car	card
more	morning	were	work	far	farm

2 a Complete the table with these words.

pour her bar start four work father
hurt star pork forty far were bark

/ɔ:/	/ɜ:/	/ɑ:/
<i>pour</i>		

b  Listen and check your answers.

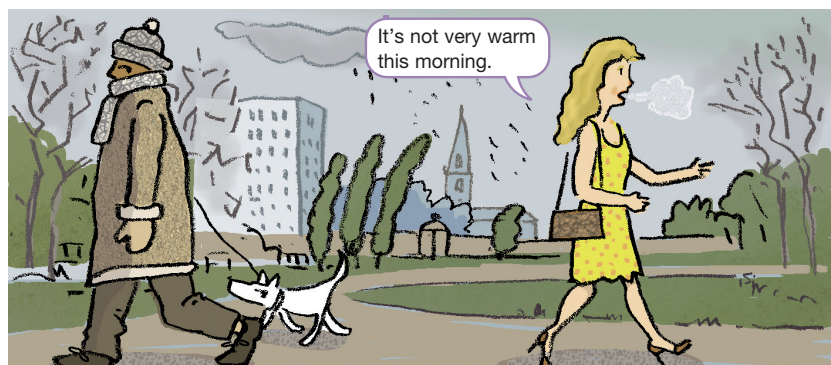
c **PRONUNCIATION** Listen again and practise.

3 a Read the sentences. Circle the words with a silent *r*.

- 1 Shirley lives in the old part of Cardiff.
- 2 It's not very warm this morning.
- 3 My girlfriend thinks George Clooney is weird.
- 4 I heard Bert used to live on a farm.
- 5 I took the car to work this morning.

b  Listen and check your answers.


c **PRONUNCIATION** Listen again and practise.



Speaking and Listening

1 Work in pairs. Discuss these questions.

- 1 What job do you do/would you like to do?
- 2 What personal qualities do you think are important for the job?

2 a  11.1 Listen to Brian, a young manager, and Anita, an HR consultant, talking about interviewing job applicants. Answer these questions.

- 1 What aspect of job interviewing does Brian ask about?
- 2 What kind of questions does Anita suggest that he asks?
- 3 What does Anita say Brian should do after the job interview?

b Listen again and choose the best answers.

- 1 Anita says the questions that Brian asks should ...
 - a give an idea of how flexible people are in different situations.
 - b** make applicants explain how they behave in certain situations.
 - c show what rules of behaviour are important for the company.
- 2 The belief systems of job applicants should match the personal qualities that ...
 - a the company thinks are important.
 - b Brian thinks are important for his team.
 - c Anita believes will help the company change.
- 3 Anita suggests that Brian ask open-ended questions because they ...
 - a can show how a job applicant performs under stress.
 - b provide clear answers beginning with the words 'yes' and 'no'.
 - c mean job applicants provide more descriptive answers.
- 4 Anita suggests that job applicants who ...
 - a are prepared to work late will be the most productive.
 - b spend time with their families perform better.
 - c worry about their family will be less productive.
- 5 Anita recommends asking ...
 - a applicants if they're telling the truth.
 - b about how the applicant dealt with conflict at work.
 - c if the applicant is afraid of dealing with conflict or not.

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Survey Reveals Most Satisfying Jobs

By Jeanna Bryner

Firefighters, the clergy and other people with professional jobs that involve helping or serving people are more satisfied with their work and overall are happier than those in other professions, according to results from a survey done in the United States.

"The most satisfying jobs are mostly professions, especially those involving caring for, teaching and protecting others together with jobs that involve creativity," said Tom Smith, from the National Opinion Research Centre.

The survey is based on interviews with randomly selected people who collectively represent a cross-section of Americans. In the current study, interviewers asked more than 27,000 people questions about job satisfaction and general happiness. Individuals' level of contentment affects their overall sense of happiness, Smith said.

"Work occupies a large part of each worker's day. It also helps to define who a person is and affects their health both physically and mentally," Smith states in a report on the study. "Because of work's central role in many people's lives, satisfaction with a job is an important component in overall well-being."

Job satisfaction

Across all occupations, on average 47 percent of those surveyed said they were satisfied with their jobs and 33 percent reported being very happy. Here are the top five most satisfying jobs and the percentage of subjects who said they got a lot out of their job:

- 1 Clergy: 87 percent
- 2 Firefighters: 80 percent
- 3 Physical therapists: 78 percent
- 4 Authors: 74 percent
- 5 Special education teachers: 70 percent

The prestige associated with an occupation also had an effect on job satisfaction and general happiness. However, not all jobs linked with prestige came top in these results. For example, doctors and lawyers had a lower satisfaction score. Smith attributes this to the high degree of responsibility and stress associated with such jobs.

"The least satisfying jobs are mostly low-skill, manual and service occupations, especially involving customer service and food/drink preparation and serving," Smith said.

Happiness scores

Three occupations – clergy, firefighters and special education teachers – topped both the job-satisfaction and overall happiness lists. Roofers made it on the bottom of both charts, with just 14 percent of roofers surveyed reporting they were very happy.

People who scored high on the happiness scale had the following jobs:

- 1 Clergy
- 2 Firefighters
- 3 Travel agents
- 4 Housekeepers and butlers
- 5 Hardware/Building supplies salespersons

Smith said the results could be useful for job-seekers as "psychological reward" is another factor, in addition to salary and employment security, that can be considered when choosing a profession.

Adapted from *livescience.com* 17/04/2007

Reading and Speaking

TIP

When we read an article that contains statistical information it can be useful to make comparisons. In an article containing the results of a survey, we can find and compare information from different parts of the text.

- 3 a** Work in pairs. Look at the pictures. Which jobs are the most and the least satisfying, do you think?



firefighter

clergyman



barmaid

doctor

- b** Read the article. Check your ideas.

- 4** Read the article again. Answer these questions.

- How did the researchers choose people for the survey?
- Why did Tom Smith believe it was important to conduct the survey?
- What creative job is in the top five most satisfying jobs?
- Why are some prestige jobs not considered satisfying?
- Who are the least happy workers in the USA?
- How are the results of the survey useful for people who are looking for a job?

- 5** Work in pairs. Think of other kinds of articles that contain statistical information.

- 6** Work in pairs. What things should you consider when looking for a job? Make a list. Put the things in order from the most important to the least important.

HELP WITH PRONUNCIATION

Contrastive stress

TIP

- In English we usually stress content words (nouns, verbs, adjectives, adverbs) rather than function words (articles, prepositions, auxiliary verbs, pronouns, quantifiers, etc.).
- However, sometimes we stress words that we want to emphasise, especially when correcting or contradicting someone. Our voice goes up on the word(s) we want to correct or contradict and then goes down again.
- Remember stressed syllables are more prominent.

- 1** 11.2 Listen to these sentences. Notice how the speaker's voice goes up on the underlined words.

1 LAURA You told me John had five children.

DAN No, I said he had four children.

2 SALLY Isabel insisted Jane go to the meeting.

MIKE Well, I think you should go, Sally.

- 2 a** 11.3 Listen to these sentences. Underline the information that is corrected.

- Ken told Sam that the meeting was on the fourth floor at four o'clock.
- Jane told Bob that were having dinner at Valentino's at seven o'clock.
- Mary told Fred that the film was on at the Empire Cinema.
- Marcus invited Sue to a party on 4th April.
- Claire suggested to Ronnie they have a drink on Friday night.

- b** Listen again and write the correct information.

- 3 a** Read the conversation. Which words in sentences 1–5 are corrections?

DES Stan told me that he had set up a business.

CAROL ¹No, Stan told you he had taken over a business.

DES Oh, yeah. He said he was importing cheese.

CAROL ²No, he said he was exporting trees.

DES Really? Oh! He's doing business with Ireland.

CAROL ³No, he's doing business with Thailand.

DES Thailand? Didn't he say he'd been in business for three months?

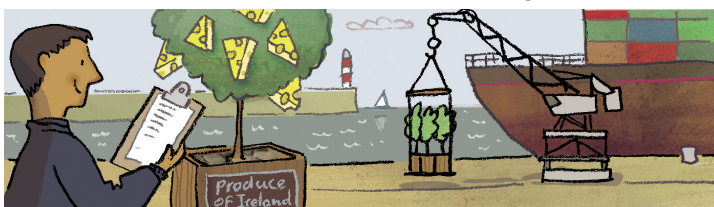
CAROL ⁴No, he said he'd been in business for three weeks.

DES I couldn't really hear him properly. Anyway, he said he'd give me a job.

CAROL ⁵Actually, he said he'd give me a job. Sorry. Have another cup of coffee, dear!

- b** 11.4 Listen and check your answers.

- c** **PRONUNCIATION** Work in pairs. Practise the conversation. Use contrastive stress to correct the information that is wrong.





Auxiliary verbs: avoiding repetition

TIP

- We use modal and auxiliary verbs to avoid repeating the same verb in a sentence: *I haven't spoken to the boss yet whereas John **has**. I didn't like the film and John **didn't** either.*
- We **don't** use *yes* in the place of the verb: *I couldn't go but my wife **yes could**.*

1 Rewrite sentences 1–6 to make one sentence using the words in brackets.

- The potatoes were cooked. The other vegetables weren't cooked. (whereas)
The potatoes were cooked whereas the other vegetables weren't.
- All my friends wanted to go home. I wanted to go home. (too)
- John will be at the station at 2.30 p.m. I won't be at the station at 2.30 p.m. (but)
- I don't like watching football on TV. My husband doesn't like watching football on TV. (either)
- Pete can speak Spanish fluently. Paul can't speak Spanish at all. (whereas)
- I'm going to the party tonight. Jane and Rose are going to the party. (too)

Verb patterns

2 Fill in the gaps with the correct form of these verbs.

admit miss mention enjoy not mind suggest

- When the police arrested him, he *admitted* stealing the money.
- I want to travel because I _____ always _____ meeting new people.
- I _____ having a dog in the house so long as it's clean.

- I really _____ talking to Jason now that he's moved to Australia.
- Tim's had a great idea. He _____ going to Scotland for the New Year.
- That's funny. You _____ (not) meeting Phil yesterday. When was that?

Confusing words: education

TIP

- A **career** is the job or a series of jobs you do in your life. A **course** is a set of classes or a plan of study on a particular subject, usually resulting in a qualification.
- A **teacher** is someone who teaches at a school. A **professor** is a teacher at a university.
- **School** is a place where children go to be educated. **College** is any place for specialised education after the age of 16 where people study or train to get knowledge and/or skills.

3 Complete the sentences with the correct words.

1 career / course

- What *course* did you study at university?
- Joe began his _____ as a primary school teacher in Ohio.

2 teacher / professor

- When I was five, my first _____ was called Mrs Brown.
- He's the new _____ of Quantum Physics at the University of Cambridge.

3 school / college

- It's important to find the right _____ for your child.
- Jane wants to go to _____ to study drama.

Spelling: double consonants

4 Fill in the gaps with the letters in brackets.

- | | |
|----------------|---------------------|
| 1 bo_r_ing (r) | 4 acco__odation (m) |
| 2 lu__age (g) | 5 usua__y (l) |
| 3 te__ible (r) | 6 su__enly (d) |



Countable and uncountable nouns

1 a Complete the table with these words.

figure proof test advice jewellery
knowledge fact information

countable	uncountable
figure	

b Read the news reports. Fill in the gaps with words from 1a in the correct form.

¹ *Figures* released by the police show an increase in crime. A government spokesman accepted the ² _____ that there had been an increase, but he pointed out there had been a fall in violent crime. He claimed this was the result of the government listening to ³ _____ from the police. The reduction in mugging and assaults was further ⁴ _____ of the effectiveness of government.

There has been a bank robbery in the City of London this afternoon. Robbers opened private safety deposit boxes. Only the owners have any ⁵ _____ of what is in these boxes. Experts suggest that there would be unique pieces of ⁶ _____ and other valuables. Police suspect that the robbers had inside ⁷ _____. The police are continuing their enquiries and carrying out forensic ⁸ _____.

Verbs and prepositions: about

- TIP**
- When you learn a verb, learn the preposition that goes with it. After the preposition we can use:
 - a noun *I know a lot **about** art.*
 - verb+*-ing* *I was worried **about** arriving late.*
 - a clause *I told my friend **about** when I first met my wife.*
 - We **don't** use an infinitive after prepositions: *I dreamed **about** go on holiday.*

2 Complete these sentences about you.

- I often dream about having _____ *an enormous house with a big garden.*
- The last book I read was about _____

- People should think about _____ more.
- I'm worried about _____.
- I'm happy about _____.

Confusing words: crime

- TIP**
- Rob** means to take money or property from a person, a place or an organisation: *Have you heard? The bank has been **robbed**.*
 - Steal** means to take something without permission. We say what is taken: *My car has been **stolen**.*
 - Murder** is the crime of intentionally killing a person: *The man was accused of the **murder** of his business partner.*
 - Assassination** is the murder of someone famous or important: *The **assassination** of Martin Luther King Jr. shocked the world.*

3 Choose the correct words.

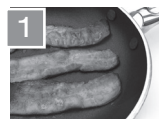
- The gang who robbed stole the bank were all wearing black.
- They escaped in a car that had been *robbed/ stolen* that morning.
- The *assassination/murder* of President Kennedy is surrounded by mystery.
- Police are investigating the *assassination/murder* of two security guards.



Oh no! Someone's stolen our house!

Spelling: the sound /k/

4 The sound /k/ is usually spelled c, cc, k or ck. Fill in the gaps in these words.



ba_c_on



___ey



co__tail



toba__o



a__ommodation



ro__



__arrots



Future meaning after *when, before, after* and *by the time*

TIP We use the Present Simple or Present Perfect after *when, before, after, until* and *by the time* to refer to the future: *I'll finish this letter before I go out.* not *I'll finish this letter before I'll go out.* *I won't go out until I've finished this letter.* not *I won't go out until I'll have finished this letter.*

1 Fill in the gaps with the verbs in brackets in the correct form.

- We need to start looking after the planet before it _____ too late. (need / be)
- I _____ you after the meeting _____. (call / finish)
- You _____ out until you _____ your homework. (not go / finish)
- Let's wait for Jenny. When she _____ home, we _____ dinner. (get / have)
- By the time the politicians _____ to do anything, the economic crisis _____ over. (decide / be)

Adverb or adjective?

2 Complete the sentences with the correct form of the words in brackets.

- The roses smelled absolutely beautiful. (beauty)
- He tasted the food _____ because he wasn't very keen on spicy food. (care)
- Before email was invented, you couldn't keep in touch as _____ as you can now. (ease)
- In the eighteenth century, roses became so _____ that many people used them as currency. (value)
- I went there because Dom said it was really _____. (interest)
- The latest news about climate change is very _____. (disturb)
- In some countries you are _____ obliged to recycle. (legal)

Verbs and prepositions: *for* and *of*

3 Choose the correct preposition.

- I'd like to pay (for) of all the phone calls I made.
- We were thinking *for/of* going to New York for Christmas.
- I'll be waiting *for/of* your answer.
- The police accused him *for/of* the crime.
- I'm writing to ask *for/of* a refund.
- I'm applying *for/of* a new job.

Confusing words: nature

4 Fill in the gaps with a word in the box.

environment nature countryside field land pitch

- I'm worried about the effect of biofuel production on the environment.
- The _____ in northern Spain is beautiful.
- I think cloning animals and humans is unnatural. It goes against _____.
- I love Van Gogh's painting of flowers in a _____ in Arles.
- The football stadium looks great, but the _____ is in a terrible condition.
- My dad bought some _____ by the river and he's thinking of building a summer house there.

Spelling: *ie* and *ei*

i before *e*, except after *c* when the sound is *ee*

TIP

- We can sometimes work out how to spell a word by the way it sounds.
 - piece* – the vowel sound before the *c* is long, /i:/, so we write *ie*.
 - receive* – the vowel sound is long, /i:/, but it comes after the *c*, so we write *ei*.
 - science* – the vowel sound is not /i:/, so we write *ie*.
- There are some exceptions, for example, *either* /'aɪðə/.



5 Fill in the gaps in these words with *ie* or *ei*.

- rel i e f
- rec ___ pt
- c ___ ling
- bel ___ f
- fr ___ ndship
- n ___ ther



Confusing words: *still*, *yet* and *already*



1 a Look at the picture and choose the correct word.

yet still already

In English we use ...

- _____ for an ongoing situation.
- _____ for something that has happened earlier than we expected. We don't usually use it in negative sentences.
- _____ for something that hasn't happened, but we expect it will.

a Fill in the gaps in the postcard with *still*, *yet* and *already*.

Dear Mum,

I've ¹ already been here in Córdoba for five days, but I ² _____ haven't seen everything - there's so much to do. Classes haven't started ³ _____, but I'm ⁴ _____ learning a lot of Spanish. I ⁵ _____ find it difficult to understand people, but I think my Spanish has ⁶ _____ improved so I'm sure when I start studying things will get a lot easier. I haven't written to Grandma ⁷ _____, but I'll do it tomorrow, I promise. The weather here is great - not like England. Is it ⁸ _____ raining there?!

Love,

Richard

usually, *used to* and *be/get used to*

TIP

- We use **usually** with the Present Simple to talk about present habits and typical behaviour: *I usually meet my friends for a drink on Friday nights.*
- We use **used to** to talk about a past habit or state that we no longer have: *I used to smoke 20 cigarettes a day before I gave up.*
- We use **be/get used to** when something has become or is becoming a habit: *There's a lot of noise from the bar downstairs, but I'm used to it. I'm getting used to the noise from the bar downstairs.*

2 Choose the correct phrases.

- Anne's good at sailing because she used to go's *used to going* with her father when she was young.
- I *usually/use to* chat with my friends online.
- Paul's getting *use/used to* living in London, but it's still difficult.
- Chris and Lynn *are not used/don't use to* cycling home every day. They still get tired.
- I'm *used to/usually* eating lunch at my desk, so I don't mind.
- Do you *usually/use to* research your homework on the Internet?

Spelling: the sounds /dʒ/ and /tʃ/

TIP

- /dʒ/ is spelled in three ways: **Japan**, **fridge**, **generous**.
- /tʃ/ is usually spelled **ch** or **tch**: **which**, **chair**, **witch**, **catch**. Be careful not to put the *t* and the *c* in the wrong order!

3 Correct the spelling mistakes in these sentences.

- The rich ~~judge~~ ^{judge} often went to Japan.
- He stuck the bage to his jacket.
- He is sutch a gentle old man.
- I liked the flat, but the kicthen was just too small.
- Take the cheese out of the frigde ten minutes before serving it.
- We saw a film wich was really scary, I thought.
- Teachers often try to cach you out.



Confusing words: *so* and *too*

TIP

- **So** means 'very', 'extremely' or 'to such a degree'. We use **so** with adjectives: *This house is **so** beautiful.* not *This house is **too** beautiful.*
- **Too** means 'excessively' or 'more than enough'. We use it to mean there is a problem: *The film was rubbish: the plot was **too** far-fetched.*
- Notice that **too** can mean 'very' when we use it with adjectives in negative sentences: *Dad wasn't **too** happy about the phone bill.*

1 Fill in the gaps with *so* or *too*.

- 1 These shoes are too big. Have you got them in a smaller size?
- 2 Paul was _____ busy to have any lunch.
- 3 You really must see the new play at the Theatre Royal. It's _____ funny.
- 4 The film was _____ interesting. I couldn't stop thinking about it.
- 5 Clara was _____ tired that she fell asleep in front of the television.
- 6 Clara was _____ tired to go out.
- 7 I enjoyed it at first, but then I got bored. It's really _____ long.



Those shoes are so big!

Verbs and prepositions: *at* and *to*

2 Choose *at*, *to* or – (no preposition).

I'd been working all day and when I arrived ¹at/to/- the station, I was very tired. A friend was coming to meet me there. I'd rung him earlier and he'd told ²at/to/- me to be ³at/to/- the information desk at 6 p.m. As it was early, I went ⁴at/to/- a café and started reading a book I'd bought. My friend finally arrived more than an hour late. At first I was really annoyed ⁵at/to/- having had to wait so long, but he explained ⁶at/to/- me that the clocks had gone back the night before. I looked ⁷at/to/- the clock on the wall and saw he was right – it was an hour earlier than I thought!

Confusing words: *hope*, *wish* and *expect*

TIP

- We use **hope** for something we want and we think is possible.
- We use **wish** for something that we want, but we know or think is unlikely or impossible.
- We use **expect** for something we think is possible and anticipate is going to happen.
- We use the Past Simple after **wish** to refer to the present: *I wish John was here: he always knows what to do.*

3 Choose the correct verb.

- 1 I *wish/hope* the new Coen Brothers' film is as good as the last one.
- 2 We *wish/expect* we could go to the concert, but it's sold out.
- 3 The train is leaving in ten minutes. I *expect/hope* Greg arrives soon.
- 4 I *wish/hope* I win the competition.
- 5 I *hope/wish* he didn't shout all the time.
- 6 I *expect/wish* he's gone shopping.

Spelling: common mistakes

4 Correct the spelling mistakes.

- 1 I didn't ^{realise}realiese it was so late.
- 2 I can't belief you said that.
- 3 There's no need to appologise.
- 4 Don't worry! I've already forgotten about it.
- 5 I didn't meen to upset you.
- 6 Sorry about borrowing money off you all the time.
- 7 I'm writting to my aunt Ruth to say thank you for the socks.
- 8 I've always wanted to speak a foreing language.
- 9 I'm happy becouse it's nearly the holidays.
- 10 We went to the cinema whit my cousin.





Reporting verbs

TIP

- Two common patterns when reporting speech are:
 - Reporting verb + verb+*-ing*: *I **suggested trying** a different approach to our marketing.*
 - Other verbs that follow this pattern include: *deny, recommend, admit.*
 - Reporting verb + object + (*not* +) infinitive with *to*: *He **warned me not to trust** Peter.*
 - Other verbs that follow this pattern include: *remind, advise, persuade, invite, recommend.*
- When we use **tell** to report speech, the pattern is: *tell* + object + clause: *He **told me he really enjoyed the film.***
- When we use **tell** to report a command the pattern is: *tell* + object + (*not* +) infinitive with *to*: *He **told us not to shout.***

1 Rewrite the sentences using the verbs in brackets.

1 "We should try a different restaurant," Ann said.
(suggest)

Ann suggested trying a different restaurant. _____

2 "I didn't cheat in the exam," said the young boy. (deny)

3 "I made a mistake," I said. (admit)

4 "Don't forget to ring your mother, Simon!" Carla said.
(remind)

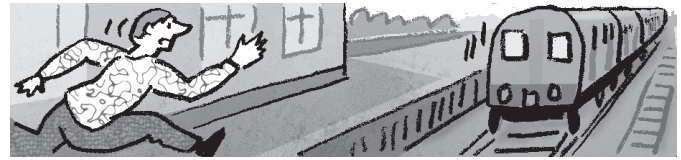
5 "Sit down!" the teacher said to the students. (tell)

6 "You should try the shellfish," the waiter said.
(recommend)

7 "Stay an extra night!" he said to us. (persuade)

8 "Don't get out of the car," the President was told.
(advise)

Verbs and prepositions: review



2 Fill in the gaps with the correct preposition.

- 1 I arrived at the station too late to catch the train.
- 2 He arrived _____ Paris on the eight o'clock plane.
- 3 I'm working _____ IBM as a programmer.
- 4 How long is he going to stay _____ Australia?
- 5 He's going to pay _____ everything.
- 6 I asked _____ any available discounts for groups.

Spelling: prefixes *il-*, *ir-*, *im-* and *in-*

TIP

- We use the prefixes *il-*, *ir-*, *im-* and *in-* with some adjectives to make the opposites.
 - We use *il-* before words starting with *l*.
 - We use *ir-* before words starting with *r*.
 - We use *im-* before words starting with *m* and *p*.
 - We use *in-* before words which don't start with *l*, *r*, *m* or *p*.

3 Fill in the gaps with the opposite form of the adjectives in brackets.

- 1 He behaved in a completely *irresponsible* manner.
(responsible)
- 2 It was an interesting lesson, but totally _____ .
(relevant)
- 3 The President is completely _____ . (effective)
- 4 It was a bit _____ of him to leave in the middle of the meal. (polite)
- 5 It's _____ for me to finish before tomorrow.
(possible)
- 6 I'm sorry, but your son's writing is nearly _____ .
(legible)
- 7 That kind of _____ reaction won't help us to find a solution. (mature)
- 8 That was a completely _____ thing to say.
(appropriate)

Saying thank you

Reading personal messages
 Writing thank-you messages: text features;
 appropriate level of formality
 Review codes of conduct

1 Read thank-you messages A–D. Match them to text types 1–4.

- 1 A card sent to a not-very-close friend A
- 2 An email to a close friend _____
- 3 A letter sent to an acquaintance _____
- 4 An email to a partner

A

Dear Alessandra,

Thank you so much for coming to our wedding. It was a long way for you to travel, but we really appreciated you making the effort to be with us on such a special day.

And many thanks for the wonderful present. How kind of you to remember how much we love Italian wine. Twelve cases of it will keep us supplied for the next year, I think!

We hope to see you again soon.

All the best,

Shona and Jim

B

Thank you, sweetheart! They're absolutely gorgeous! Couldn't believe it when the delivery guy arrived with them this morning. No one's ever sent me anything so lovely before. And they smell amazing – the flat is like a rose garden now! Can't wait to see you tonight to say a proper thank you ... (would have phoned, but I know you're in that meeting all day today).

Lo Specchio at 8.30, OK? Don't be late!

G xxx

C

Hi Sam,

I had a great time on Saturday – thanks a lot. The food was wonderful – wish I could cook like you! Can you give me the recipe for that aubergine dish as I'd like to try making it sometime? Well, that's if it's not too difficult, of course!
 Talk soon. Take care.

Simon x

D

Dear Mrs Green,

I just wanted to let you know that I arrived back home safely in Madrid on Sunday. Everything was fine with the flight and my parents and sisters came to the airport to pick me up. It was lovely to see them again after so long.

I also wanted to thank you for having me to stay at your house and for all the help you gave me while I was there. As you know, it was the first time that I'd been abroad on my own and I'd been quite worried about how I was going to manage, especially with not feeling very confident about my English. But you made me feel so welcome and at home. It was also very kind of you to be so patient with me when I was trying to explain something in English! Thank you, too, for the delicious meals you prepared; I hadn't expected British food to be so good. If I go to the UK to do another course next year, I would really like to stay with you again.

I hope you enjoy your holiday in France.

Thank you again.

Best wishes,

Carmen

2 Read the thank-you messages again and answer the questions.

- 1 Who recently got married?

Shona and Jim

- 2 Who cooked a great meal last weekend?

- 3 Who gave her friends wine as a gift?

- 4 Who got flowers from her boyfriend?

- 5 Who had a foreign student staying with her?

- 6 Who wanted to phone to say thank you?

- 7 Who was worried about a trip to the UK?

- 8 Who was surprised by British food?

HELP WITH WRITING

Thank-you messages: text features; level of formality

- 3 a** Read the thank-you messages again. Complete the first column of the table.

Which message ...	message	formal? informal? both?
1 doesn't include an opening salutation?		
2 refers to the personal significance of a gift or event?		
3 has examples of ellipsis (leaving out) of subject pronouns?		
4 is organised into separate paragraphs?		
5 includes a way of showing affection in written form?		

b Which features 1–5 are used only in informal correspondence? Complete the last column in the table in **3a**.

- 4 a** Fill in the gaps with a word or phrase in the box.

say a proper thank you How kind of you Many Thank Thank you so thanks a lot to thank you
was very kind of you We really appreciated

- 1 I'm looking forward to seeing you so I can say a proper thank you .
- 2 The lunch was fantastic – _____ .
- 3 _____ you, Jill! It's wonderful!
- 4 _____ thanks for the beautiful gift.
- 5 _____ much for coming to our party.
- 6 _____ to remember how much we love Spanish wine.
- 7 _____ you coming all that way to be with us.
- 8 I also wanted _____ for giving me a lift to the airport.
- 9 It _____ to help me with my homework every day.

b Read the sentences in **4a** again. Which sentences are more informal: sentences 1 and 2 or sentences 3–9?

- 5** Match situations a–e to sentences 1–9 in **4a**.

- a You went to a close friend's house for lunch last Sunday. The food and wine were great. You arrived home at 11 p.m. 2 , 6
- b You've just come back from a month's study holiday in New York, where you stayed with Mr and Mrs Johnson. They're in their 50s. They were very kind and helpful to you. _____
- c Your girl/boyfriend has sent you a DVD that you've been wanting for ages. You're seeing her/him at the weekend. _____
- d A colleague came to your baby's birthday last week. She brought him a first edition of a classic children's book as a present. _____
- e A friend gave you a lift to the airport last week. He was late picking you up, but you managed to get to the airport in time to catch your flight. _____

- 6** Choose one of the situations from **5** and write to say thank you.

- Follow the most appropriate model from **1**.
- Use relevant text features from **3a**.
- Use appropriate phrases from **4a**.
- Read and check for mistakes.
- Give your thank-you message to your teacher in the next class.

Reading

I can understand personal messages of thanks.

I can recognise differences in levels of formality.

Writing

I can write a letter, a card or an email to thank someone, using an appropriate level of formality.

Personal events and experiences

Reading a detailed personal email

Writing a personal email about events and experiences: connecting words and phrases

Review work collocations; colloquial words/phrases

From: maria1g@mailcom.net
To: fiona29@connection.com
Subject: My news

Hi Fiona,

It was lovely to get your message and to hear all your news. I'm sorry that I haven't been in touch for so long, but I've been on the go non-stop and haven't had the time to catch up with any of my friends.

¹**So, you asked what's going on with me.** Well, ²**on the work front**, a lot's happened since we last spoke ... Do you remember me telling you last year how fed up I was with my job, what with the long hours and feeling so stressed out all the time? Not to mention Frank, a nightmare of a boss! The worst thing about the job, though, was that I hardly got to see Jo at all during the week – I'd get home at around 10 p.m. and he'd already be in bed.

³**Anyway**, over Christmas, I had some time to think and I decided that I really needed to make some changes. So I decided that I'd leave the job and try working freelance from home. I handed my notice in after Christmas and finished the job at the end of January. And so far – five months into it – it's working out well. I sent the contacts I have some proposals for projects and two were accepted immediately. So I've had a lot of work on since February. It's not completely stress-free, of course – there are still difficult clients to deal with and deadlines to meet, and there's always going to be the worry about finding the next project to work on or of being out of work. But at least now I get to spend lots of time with Jo. So things are pretty good in comparison to a year ago.

And quite a lot's happened ⁴**on the personal front**, too! Did I ever tell you about the guy I met last year at that conference? Well, he finally got in touch back in the spring, so we met up for a drink and we've been seeing each other ever since! Not sure how serious it is, though. We'll see. We're talking about going away together somewhere in August, which will be nice if it happens.

⁵**Talking of holidays**, at Easter, when Jo was with his father, I took a few days off work and escaped to Italy for a long weekend, to Naples, to see an old friend there. It was a real hassle getting there – flight delays, missed connections, etc., but once I finally got there, it was great. I spent most of the time sitting on Giovanna's terrace, chatting and just chilling out, basically.

⁶**What else?** Jo's doing fine, turned 11 in April – almost a teenager now!! How are your two?

Right, ⁷**I think that's it for now!** ⁸**I don't think I've got any more news to tell you.** ⁹**What about you?** ¹⁰**How are you getting on?**

¹¹**Take care.**

Maria xxx



1 Read Maria's email quickly. Tick the topics she mentions.

- 1 her parents
- 2 work
- 3 a relationship
- 4 her son
- 5 holidays
- 6 her house

2 Read the email again. Are these statements true (T) or false (F)?

- 1 T Maria has been out of contact with all of her friends for a few months.
- 2 Maria's previous job was an exciting challenge for her.
- 3 Maria liked her former boss.
- 4 At Christmas, Maria decided that she needed to spend more time with her family and less time working.
- 5 Maria now works independently, for different companies.
- 6 Maria's new job allows her to spend more time with her son.
- 7 Maria is a widow.
- 8 Maria has a serious new relationship.
- 9 At Easter, Maria went abroad for a short holiday.
- 10 Fiona has two children.

HELP WITH WRITING

A personal email about events and experiences: connecting words and phrases

3 Match words and phrases 1–11 in **bold** in the email to functions a–g.

a Referring back to a topic:

5 Talking of (holidays) _____

b Signalling that you are going back to your original topic:

c Introducing news about different aspects of your life (2 examples):

d Introducing a final topic:

e Requesting news (3 examples):

f Saying you haven't got any more news:

g Wishing a close friend or partner well:

4 Complete texts A–C with the words and phrases from **3**.

A

Hi George,

Great to get your message. It was lovely to hear all your news. I was sorry to hear about all the problems you're having with the flat, though – that must be tough.

So, ¹_____ me. Well,

²_____ work _____, nothing much has changed. Still working too much, still hating the boss (she doesn't get any better) – pretty much the same as when I last saw you, really ...

³_____ personal _____, things are much better I'm pleased to say! Have been going

B

with two friends from here, John and Conchita.

⁴_____ friends, I saw Beatrice the other day – remember her? She was on that management course with us a couple of years ago, in Milan? ⁵_____, she said to say hello to you.

⁶_____? Had a great night out for my birthday last month. A group of us went to a Japanese restaurant in town – very expensive, but worth every penny as the food was wonderful. Wish you could

C

It was fun, even though we didn't do very much when we were there.

Right, ⁷_____ ! I can't think of

⁸_____. ⁹_____

you?

¹⁰_____ on?

¹¹_____ .

Love,
Vicky x

5 a Write an email to a friend that you haven't been in touch with for a few months giving him/her all your news. First think about what you are going to say and make notes in the table.

work/studies	
personal life	
what else?	

b Write your email.

- Use your notes from **5a**.
- Start and end the email using the layout of the model email in **1**.
- Use the words and phrases from **3**.
- Read and check for mistakes.
- Give your email to your teacher in the next class.

Reading

I can understand a detailed personal email.

Writing

I can write a detailed email about events and experiences.

I can use informal connecting words and phrases.

Accommodation review

Reading holiday accommodation reviews
Writing a website review of holiday accommodation: useful words and phrases
Review feelings and opinions

- 1 Read the review of the holiday cottage. Is it mainly positive or mainly negative about the accommodation?

HolidayRents

Bed & Breakfast

Contact

Become Owner

4 photos

5 Testimonials

Holiday cottage in Dorset village

2 bedrooms, en-suite bathroom, kitchen, dining room, garden.
Sleeps 2-4, close to local shops and pubs.
£330-£700 (£260-£560) / week - Available from July

- 2 Read the review again. Is the writer's opinion of the things listed positive (P), negative (N) or does he not say (DS)?

- 1 P bathroom facilities
- 2 distance from local facilities
- 3 electrical equipment
- 4 equipment in the kitchen
- 5 quality of the decoration and furnishings
- 6 size of the garden
- 7 size of the accommodation
- 8 suitability for children
- 9 the neighbourhood
- 10 value for money

From: John Carson
Posted: 10/11/13

A

I stayed in the cottage in October and ¹**really enjoyed** my week there. If you're looking for an escape from the city, the location is ideal. The village is quiet and peaceful, but at the same time has everything you need. You can easily manage without a car as the cottage is within walking distance of the local shops — a small supermarket and a very good bakery. There's also a lovely pub about 20 minutes' walk away — The Royal Oak — which serves traditional English food like pies and puddings.

B

²**As for** the accommodation itself, in general ³**I was satisfied with it**. It's nicely decorated and the furnishings are tasteful. The kitchen is well equipped, with everything you could possibly need, including a dishwasher. In the living room, there's a television, a DVD player and a stereo that's MP3-compatible. From the living room, there are French doors to the garden which is a bit small, but very attractive. The bed in the master bedroom is large and comfortable. The bathroom is nice with a bath, a separate shower and plenty of hot water. It is en-suite, though, and there's only one; fine if you're on your own, as I was, or a couple, but ⁴**I'm not sure about** how well this would work with a bigger group.

C

⁵**Apart from** the bathroom, ⁶**the only other downside to the cottage is** that it doesn't have central heating — and I wasn't expecting October in Dorset to be so cold. However, when I mentioned the problem to the owners, they were very helpful and brought several plug-in radiators round. They also said that they're planning to have central heating put in next spring.

D

⁷**All in all**, I would recommend this accommodation, but I would say that until the central heating is installed, it's best in summer.

BACK | REPLY | NEXT

HELP WITH WRITING

A website review of holiday accommodation: useful words and phrases

- 3** The review is organised into four sections. Match paragraphs A–D to functions 1–4.
- Giving mainly positive opinion of various aspects of the accommodation: B
 - Giving a recommendation: _____
 - Making an opening statement about the stay in the accommodation and giving an opinion of location and local facilities: _____
 - Mentioning some negative aspects of the accommodation: _____
- 4** Match phrases 1–7 in **bold** in the review to functions a–d.
- Signalling a change of topic: 2 , _____
 - Introducing a conclusion: _____
 - Giving positive opinions: _____, _____
 - Introducing negative opinions: _____, _____
- 5** Complete these sentences with a word or phrase for describing homes and locations in the review.
- The walls were painted dark brown and the ceilings were orange – in my opinion, it wasn't very **n icely decorated** .
 - The house was in the middle of the countryside, with the nearest neighbours two miles away – it was so p_____ .
 - The kitchen had absolutely everything you need – it was very w_____ .
 - The bed in the smaller bedroom really wasn't c_____ at all – the mattress was very thin and clearly very old.
 - The location was i_____ for us – right on the beach and within walking distance of restaurants, bars and clubs. Just what we wanted!
 - There's a pub at the end of the road that does l_____ food. Really delicious – not the usual kind of pub food at all.

7 Everything about the place is very t_____ , if you like that kind of thing. But trying to stop the children from jumping on the white sofas was a nightmare!

- 6 a** You stayed in this holiday flat in Newquay last month with your partner and your three children. You have written some thoughts on the advert. Make notes for a review in the table.

HolidayRents

Bed & Breakfast
Contact
Become Owner

Holiday flat Cornwall coast
Newquay, Cornwall • 4th floor flat – no lift! • Sleeps 6
3 bedrooms – master bedroom fine, 2nd bedroom OK, 3rd too small
Balcony – not very big, just enough space for 2 chairs and a small table
Sea views – lovely, great views of town, too.
£500–£900 per week – £800 in July: for size of accommodation, overpriced?
– Restaurants, shops, cafés in same street
– No bath, but good shower
– White walls, ceilings, sofas, carpets, sheets, dishes, everything!
Difficult with children.

make opening statement about stay in accommodation and give opinion of location and local facilities

give mainly positive opinion of various aspects of accommodation

mention some negative aspects of accommodation

give recommendation

a Write a review of the holiday flat.

- Use your notes in **6a**.
- Use the organisation of the review in **3**.
- Use the words and phrases from **4** and **5** where appropriate.
- Read and check for mistakes.
- Give your review to your teacher in the next class.

Reading

I can understand a review of holiday accommodation.

Writing

I can write a testimonial reviewing holiday accommodation.

Advantages and disadvantages of a product

Reading information about a product from different sources

Writing an informal product review: organisation, useful phrases

Review opinions; comparatives and superlatives

1 Read product reviews A–D quickly. Answer these questions.

Which review gives ...

- 1 basic product information from an online-shopping site? B
- 2 information in an email to a friend about a product? _____
- 3 a customer review of a product on an online-shopping site? _____

A

Rate it: ★★★★★ From: *Jill Green, London* Posted: 5/9/09

OK, so it might sound a bit complicated, but actually it's very easy to play. You start off by putting your feet on a special board (this comes with the game) which works out how fit you are – I'm not sure exactly how, but it's to do with calculating your centre of gravity, your athletic ability and your Body Mass Index (BMI) – be careful with this with children, though, as BMI measurements might not be accurate for them. As you exercise using the game, it keeps track of your progress, updating your level of fitness – and you can add any other exercise that you've done away from the Wii to your profile. I think it's a fantastic game and would really recommend it to anyone, especially if you're like me and always inventing excuses for not going to the gym ...

C

Rate it: ★★★★★ From: *Geoff Smith, Brighton* Posted: 5/5/09

If you worry about what's in the video games that your children play, this is the game for you. No weapons, no killing – in fact, no violence at all. And, rather than just sitting there clicking on a screen, they will be up and moving around with this game, which is all about sport and keeping fit. There are 40 different exercise routines to do – anything from yoga to snowboarding. My children love it!

2 Read reviews A–C again. Choose the correct words to fill in the gaps in review D in **1**.

- | | | |
|---------------|--------------|----------------|
| 1 a stars | ⓑ year-olds | c players |
| 2 a good | b healthy | c violent |
| 3 a healthier | b thinner | c more relaxed |
| 4 a sit | b lie | c stand |
| 5 a tall | b heavy | c fit |
| 6 a channels | b activities | c games |
| 7 a tracks | b organises | c progresses |
| 8 a on | b off | c with |
| 9 a two | b three | c four |
| 10 a three | b four | c five |
| 11 a children | b adults | c people |
| 12 a average | b expensive | c cheap |

B



Wii Fit (Wii) (2008)
(Nintendo Wii)

BUY £150

★★★★☆ 170

Ages 3 and over

170 reviews:

5 star:	██████████	(131)
4 star:	██	(22)
3 star:		(5)
2 star:		(4)
1 star:		(8)

D

From: angelat@baylormail.net
To: brenmorris@yahoo.co.uk
Subject: Wii Fit

Hi Brendan,

A

OK, so I've managed to do some research about the game and here's what I've found out.

B

^a **The biggest plus point for me** is that they say it's for three-¹ _____ and up. Yes, I know they said the same about that Superteddyterrorland Adventure computer game (has Emily stopped having the nightmares, by the way?), but ^b **from reading the description** and the customer reviews, I think that this time it's true. There really isn't anything ² _____ about this one at all. In fact, it seems to be all about getting children, and adults, to be ³ _____ by keeping fit.

C

The way it works doesn't sound too complicated, ^c **which is another priority for us**. It comes with this special thing that you ⁴ _____ on and then it does all these tests linked to your BMI (Body Mass Index – the ratio between your height and weight or something like that) to work out how ⁵ _____ you are.

D

Then, after that, there are 40 different ⁶ _____ to choose from to improve your level of fitness – that should keep the children (and us) occupied for a while! ^d **And something I think is really good** is that it ⁷ _____ how you're doing – you can even add other exercise that you've done ⁸ _____ the Wii to your profile.

E

^e **Looking at customer reviews** on the GamesDirect site, of the 170 there, 153 give the game ⁹ _____ stars or more, with the majority giving it ¹⁰ _____ stars. ^f **The only thing is, according to one review I read**, using BMI to calculate fitness doesn't work very well with ¹¹ _____, apparently, so we would need to bear that in mind. Also, ^g **something that struck me** is that at over £100, the game is pretty ¹² _____ compared to others on the market.

F

Overall, though, I think the game looks great and seems good value for money. What do you reckon?

Angie x

HELP WITH WRITING

An informal product review: organisation, useful phrases

3 Match headings 1–6 to paragraphs A–F in the email in **1**.

- 1 First advantage and overview of product: B
- 2 Opening line, introducing subject: _____
- 3 Other opinions, including disadvantages: _____
- 4 Second advantage and details: _____
- 5 Summary of opinion: _____
- 6 Two more advantages: _____

4 Look at phrases a–g in **bold** in the email in **1**. Answer these questions.

Which phrases are used ...

- 1 to introduce an advantage? a , _____, _____
- 2 to introduce a disadvantage? _____, _____
- 3 to refer to sources that you are quoting? _____, _____

5 Complete the sentences with these phrases.

According The biggest plus point From reading
Looking Something that Another priority for
 The only thing Something I think that's really good is

- 1 According to one customer, hers was always going wrong.
- 2 _____ the customer reviews, I'd say it's good value for money.
- 3 _____ me is that it's strong – children break things so easily!
- 4 _____ that it's very light and easy to carry around.
- 5 _____ struck me is that it sounds quite complicated to use.
- 6 _____ at customer reviews, some people seem to think it's overrated.
- 7 _____ for me is that you can use it to read emails.
- 8 _____ is, it's really expensive.

6 a Imagine that a friend of yours is thinking about buying one of the following products and has asked for your opinion of it. Choose one of the products that you think you would recommend, then do some research to find out about the advantages and any disadvantages. Make notes in the table.

- an iPhone
- a MacBook laptop
- a Nintendo DS console
- another product that interests you

first advantage and product overview	
second advantage and details	
two more advantages (if there are any more)	
other opinions, including disadvantages	

a Write an email to your friend.

- Use your notes from **6a**.
- Use the organisation of the email in **3**.
- Use the useful phrases from **4** and **5** where possible.
- Read and check for mistakes.
- Give your email to your teacher in the next class.

Reading

I can understand information about a product from different sources.

Writing

I can write an email explaining the advantages and disadvantages of an option.

Student's Book Recording Scripts

1.1

MARK We're trying to decide whether we send our daughter, Jennifer, to an all-girls school or a co-educational school.

EMMA Yes, that can be a tough decision.

M What kind of school did you go to?

E Single-sex.

M OK. So was that right from primary school?

E No, only from the age of 12. My primary school was co-educational.

M Right, so you got a taste of both kinds of school. But how did you find that? Going from one environment to another?

E Well, it didn't really bother me. I mean, at the time I thought it might. I thought I might find it quite difficult, but it wasn't a problem really.

M That's good to hear because Jennifer's in a co-ed primary school now and we're thinking of sending her to an all-girls secondary school.

E OK, I suppose it does depend on how different individuals react. And I was very into studying so I didn't care about the fact that there were no boys around. I didn't even think about it that much, to tell the truth.

M But was it ... um ... I mean, I wonder if going to a single-sex school is a bit ... well, old-fashioned?

E I think that it depends on the school. I mean, my school was quite traditional, but the thing that I remember most clearly is the fact that we all had to work quite hard. Does Jennifer like school?

M Yes, she does and she's been doing well – getting good marks in tests and things.

E Well, you see, that's where single-sex schools can be really good, particularly for girls. A lot of these schools have quite high academic standards and they expect their students to study hard and do really well. And at my school the teachers were great.

That was the thing I liked the most, I think. Right throughout my time there I had very good teachers.

M Yeah, but I guess studying isn't everything, is it?

E No. But even then ... At my school we were encouraged to do well with other things, you know, like sports and cultural activities, playing music, drama that kind of thing.

M So the school wanted a balance?

E Yeah – they encouraged that.

M But was it a bit strange just being with girls?

E Well, we did have some male teachers.

M Oh, OK.

E And ... well, it was what we were used to. Also I think the fact that we were all girls meant that the teachers knew what we were interested in and what our needs were in terms of studying, but also social skills.

M Yeah, well, what about that? I mean one of the arguments against single-sex schools is that students don't develop good social skills because they are cut off from the other sex.

E Yeah ... I'm not so sure about that. Like, I don't think I suffered because ... well, I don't think that I am less able to deal with social situations because I went to a single-sex school. What do you think, Mark?

M Well, no. I think you cope just fine!

E There we go! I mean, I suppose if there'd been boys in the classes ... well, it would have been different. Sure, I mean, some girls were boy-crazy and they would have been more easily distracted, but I just didn't care.

M So going to a single-sex school was a pretty positive experience for you then?

E Yeah, it was, really. So if you know of an all-girls school with a good reputation, I think sending Jennifer there would be fine. I don't think it would hurt her.

M But wasn't there something you didn't like about your school?

E Umm ... not really. Oh well, I hated having to play sport. I'm not really a sporty person as you know.

M No.

E But I'm pretty sure I would have had to play sport at a co-ed school as well.

1.4

1 Our teacher often talks and no one listens.

2 Who knows what we are doing on Wednesday?

3 You should order a salmon sandwich – it might be nice.

4 Is my comb in the cupboard?

5 I spent a whole hour ironing.

6 I went walking in the rain and caught a cold.

3.1

ED OK, OK, OK. Now on *TalkFest Radio* time for Tina's Tall Story. Hi, Tina.

TINA Hi, Ed.

E So what's it all about?

T Today crime – it's all about crime.

E OK, listeners. You know how it goes. Tina's going to tell us two stories. That right?

T Yeah.

E But one of them is not true! It's a lie – it's a porkie – it's a tall story – it's Tina's Tall Story.

T Would I lie to you?

E It's what you're paid to do.

T OK – some crime from the big bad world.

E Let's hear story number 1.

T Well, the first one comes from China.

E Lots of people – so lots of crime. But is the story true?

T This crime is a bit unusual.

E Tina, your stories are always unusual!

T True. Right, so there's this young couple. It's early in the morning – the weather is lovely – the motorway is more or less empty ... and they get a ticket.

E Hmm. Nothing interesting about that!

T Ah-ha! But what did they get a ticket for?

E Speeding?

T No, no. And here's the fun bit. They got a ticket for letting their pet Siamese cat drive their car.

E Their cat?!

T That's right – their little pussy cat.

E Excuse me, but how does a cat drive a car?

T Well, the woman was sitting in the driver's seat and she was controlling the foot pedals. And the Siamese was sitting on her knees with its front legs on the steering wheel.

E I don't believe it!

T It's a true story!

E You always say that. So, who got the ticket – the couple or the cat?

T No, the young couple. A ticket and a warning not to do it again.

E But was the cat any good at driving?

T Well, the article I read didn't say anything about that ...

E There'll be pet driving schools next. All right, then. Story number 2.

T OK, so now let's go to Italy.

E What have the Italians been up to?

T I'm just going to talk about one Italian. Giorgio Antonelli is his name. He was arrested for using a gun.

E Who did he shoot?

T Not who, what.

E OK, so what did he shoot?

T A woman's underwear.

E What?! You mean her knickers and things?

T That's right.

E Hope she wasn't wearing them.

T No, they were on the washing line.

E What on earth did he want to do that for?

T Seems like Giorgio and the woman who owned the underwear had fallen out, they'd had a big row, so he decided to shoot a few holes in her knickers to frighten her.

E Did it work?

T No, course not. She just called the police.

E What madness!

T Not exactly neighbourly.

E So much for having a chat to sort out your problems. That it then?

T Those are my stories.

E OK, so text in now on 98089 and tell us which one is not true. And tell us why. That's 98089. The driving cat or the underwear with holes – which one is Tina's Tall Story?

5.1

GRAHAM OK, guys. We've got this problem with water at the moment. And, you know, there are going to be water shortages ... and our water bill is already expensive. I mean, it's going to get worse ... so I guess it's time to do something about it.

NADINE Yeah. OK, Graham.

C I read something on the Internet the other day.

What was it? Something about long showers.

G Yeah, Nadine, your showers are a bit on the long side.

N I'm not sure that I take ... I mean, I think we're the same, you know? I think Connor stays in the shower longer than me.

C All right, all right. Now I'm the guilty one there. I'll make sure my showers are no more than five or ten minutes long.

N Well, that's still quite a long time.

G Yeah. Do you need to shower for ten minutes? Isn't five enough?

C Better than 20!

N But who takes a shower for 20 minutes? Graham, do you take 20 minutes for a shower?

G No way.

N Maybe when we're not here?

G No, no.

N Because when I wash my hair, the most I would be in the shower would be ten minutes. And ten minutes is really long.

C Now, you see I like long showers. That's how I wake myself up in the morning, it is. But I'll limit myself to ten minutes.

G OK. Fair enough – yeah, well, that's probably an improvement. That's better – saving a little bit of water.

C Nadine, what about all your ... you know, running the washing machine with only half a load.

N When do I do that?

C All the time.

G Yeah, pretty often. Like, when I see you hanging out your washing and you've only got a few T-shirts and stuff.

N Yes, but I'm not going to ... well, you guys are not at home sometimes and I'm not going to check all your clothes and see if they're dirty.

G No, you don't need to do that. But just wait till you've got a full load.

N Well, I suppose ...

G You know, just ... just wait a couple of days and you've got a few more clothes and that'd help a bit.

N Well, I suppose that is true.

G Yeah.

N And, guys, maybe you could ... you know how you leave everything in your rooms ... you could put your dirty clothes out somewhere ...

C What if we put our clothes in the washing basket next to the machine?

N OK ...

G OK.

C And when it's full, you can put on a load.

N Yes, that's a good idea.

G Yeah, that works.

N Yes.

G The other thing I was thinking ... I know I probably use quite a bit of water when I wash the dishes.

C To be sure.

N Yes.

C With the tap running and all.

- N Well, yes, Graham, rinsing is a good idea, I agree. But I think what you ... you should do the washing up and then fill the sink with fresh water and rinse after. It's better than leaving the tap running all the time.
- G Yeah.
- N That's just a bad habit. I know. I used to have this habit.
- G Yeah, OK. I'm going to make an improvement there. That's what I'm going to do.
- C Now the biggest thing that we could do is not just individual ... But look at the bathroom tap – always dripping.
- N Yes.
- C It's just running constantly. We need to talk to the landlord.
- G Yeah that's true. Actually the tap in the kitchen drips a little as well.
- C I think it's a problem with quite a few taps in the house.
- G And we should probably just get them all looked at.
- C Indeed. Ask the landlord to have them fixed – call in a plumber.
- N OK, so I'll give the landlord a call and get him to organise a plumber.
- G And with all these things ... should save water and a whole lot of money too.

5.3

- 1 crisp crisps crisps
- 2 ghosts goats ghosts
- 3 boasts boats boats
- 4 masks masks Mark's
- 5 text texts text
- 6 suggest suggests suggests

5.4

- 1 Bob boasts that his boats are the best.
- 2 Insects like wasps live in nests.
- 3 Have you seen Nick's biscuits anywhere?
- 4 Mark's put crisps on the shopping list.
- 5 There's a series of talks on ghosts in the coming weeks.
- 6 Steve always asks Stan if he likes his new shirts.

7.1

- HARRY Why did you decide to become a flight attendant?
- EILEEN Well, in my day we weren't called "flight attendants", we were "air hostesses". Anyway, umm, well, it was so long ago now – almost 50 years. Why did I decide to become an air hostess? To do something totally different. To do something that at the time was difficult to achieve. Because when I applied there was a huge number of young girls who wanted to become air hostesses and when I applied I was one of only two selected.
- H So, it was very much a prestige job?
- E Oh yes, very much, very much. Oh my goodness, yes.
- H Did you like the sensation of flying?
- E I liked flying the old DC3 Dakotas because it felt as though you were flying. That was wonderful. But the job I didn't really like at all. It was dreadful!
- H Why was that?
- E The first thing that I found out was that life as an air hostess was very disciplined, like being in the army. You had to do what you were told. And I hated that, absolutely hated that. They kept track of you all the time. The lady who was in charge of the group of air hostesses ... she always used to come and check up on you. We even had to wear our hair at a particular length.
- H When you were getting ready for a flight, she'd turn up and inspect you?
- E Oh yes. And she was always interested in your private life and what you did and where you went. And you weren't allowed to be too friendly with the passengers – at least not the male ones. It'd spoil the image, you see.
- H So you felt you were treated badly?
- E Yes. We weren't treated well. We were made to feel a bit like we were just pretty girls with no brains

- "dolly birds" was the term we used to use back then. What I mean is, we were expected to behave like dolly birds with no brains. In a way we were a bit like waitresses. Special kinds of waitresses, I suppose, because we were in the air. But nothing more than waitresses. And to make matters worse, we weren't dressed in clothes that were practical for that kind of work. You had to dress so that you looked a little bit glamorous. But the skirts were so tight that you couldn't work properly. Your heels were so high that you wobbled when the plane suddenly dropped in the air. And you'd pour tea over some poor man instead of in the cup. All that sort of thing. And the hats! You had to be fully dressed when you were coming in to land and you had to have your hat on. And we used to wear hatpins to hold them in place. And I always seemed to be putting mine on at the last minute and I'd always stab myself with the hatpin!
- H Was there nothing positive about it?
- E Well, the travel was interesting, but you often ended up going to all the same places. It was an experience, but I was glad to get out of it.
- H How long did you work as a flight attendant?
- E Two years. When I left, I told them that I'd rather go and pick grapes in France. I wasn't very popular!

7.3

- ANSWERS 1a finding out b making sure
2a making sure b finding out 3a making sure b finding out

7.4

- ANSWERS 1 down 2 up 3 down 4 up
5 up 6 down

9.1

- JUSTIN Hey, Ruth, do you fancy coming along to see *The History Boys* with me?
- RUTH *The History Boys*? What, the film?
- J No, no, no. I've seen the film.
- R I thought you had.
- J No, I mean the play. It's coming to town.
- R The play? Umm ... I'm not that keen, to be honest.
- J Well, why not? Come on, it'll be great.
- R Not sure I want to ... Well, to be honest, I'd rather just see the film or a DVD or something.
- J No. Really? But it was originally written as a stage play. I mean, seeing it in the theatre – it's a totally different experience.
- R Yeah, I know. A boring one.
- J Boring? You're not serious ...
- R I am.
- J You mean the fact that it's a play?
- R The fact that it's a play and it's in the theatre. Sorry, but theatre's just not my thing.
- J I'm surprised. I would have thought ... Why not?
- R It's ... it's, I don't know it's always ... It seems slow. And the visual part of it ... it seems unfocused in some strange way. There's no camera work to show you interesting shots or angles and direct your eye and things like that. When I go to see a play I never quite know who to look at or where to look. I'm always afraid I'll fall asleep.
- J OK, you might have a point there, but that's the thing about cinema – it's always directing your eye. I get annoyed by that sometimes ... always being "told" where to look. I mean, in theatre you've just got this fabulous stage picture and you look where you choose to look. It's far more interesting. The whole thing just feels so much more alive.
- R And there's the acting.
- J What about it?
- R Well, more often than not it's just bad. In theatre, actors always overact and they look a bit ridiculous ...
- J No, no, no. You really must have had some bad experiences in theatre.
- R Oh yes.
- J The acting is one of the things I love. I mean the actors are really there and you can see what they're thinking and the way different characters

interact with others. The whole experience is just so much more alive.

- R Even so ... what you can see is ... you can see them forget their lines. That's just one of the worst things, you know? I mean, you can see the actors standing on the stage looking like complete idiots while they try to remember what they're going to say next. I just want to die with embarrassment.
- J I can see why that might be an issue. But don't you think that adds a ... I don't know ... a sense of danger?
- R Danger? I don't know about danger. For me it just seems a bit ... well, unprofessional. And I guess in the end that's really it. That's what I don't like. Compared to the movies I always feel the theatre looks a bit unprofessional. It lacks a certain polish. And it just doesn't convince me. And, as I said, it's a bit boring.
- J Maybe you've just seen bad productions.
- R Maybe I have.
- J Because when it all comes together ... there's a magic moment in theatre. The lighting, the acting, the staging and it all comes together ... it's a wonderful experience. I don't know, far more meaningful. [Yeah.] It's just a much richer experience than you'll ever get watching something at the cinema or at home on the small screen. It's a living experience – it's really alive.
- R Well, that's probably true for you. And it's great that you've had that kind of experience. I mean, lucky you! But I'm afraid that all the times I've gone to the theatre I've never, ever, ever had that experience. It's just never worked for me. So I'm really sorry, but ... Thank you for the invitation, but I really don't think I want to go and see *The History Boys* in the theatre. I think I'll just hire the DVD and watch it at home.
- J OK then. We'll just agree to differ on this one!

9.3

/ɔ:/	/ɜ:/	/ɑ:/
pour	her	bar
four	work	start
pork	hurt	father
forty	were	star
		far
		bar

11.1

- BRIAN Anita, I just want to check something with you. It's about interviewing applicants for this job. I know what questions I have to ask in terms of skill abilities. But I'm not so sure what questions to ask so that I get a better understanding of the job applicants and their personality.
- ANITA OK, well, what you want to do is ... you want to look at ... You want to ask questions that are going to get them to demonstrate their behaviours in different situations. And you want to ask questions that give you an idea of what their belief systems are.
- B OK.
- A Yeah, you want to make sure that they fit in with the kind of qualities that you're looking for. In other words, you want to make sure that they will fit with this company and the kind of qualities that we think are important.
- B Right.
- A So, try and ask questions that mean they have to give *full* answers – not just yes and no answers.
- B All right. They need to be open-ended questions, then?
- A Uh-huh, yeah, open-ended questions, where they have to answer with some kind of scenario or explanation.
- B Right.
- A So things like ... Well, the job that you're advertising can sometimes be a bit stressful. So you should ask them "Have you ever experienced any stressful situations in the workplace?" Then ask "How did you deal with those situations?" OK, so the answer to the first question is just "yes", but with the second question, they still have to go on and describe what they did to deal with stress.

- B Yes, I can see what you mean. It's the follow-up that's important.
- A Absolutely, that's where you'll find out the most useful information.
- B Hmm. What else?
- A OK. You should try to ask about work-life balance.
- B Uh-huh.
- A How they deal with work-life balance. How they make sure that they maintain a balance between their job and their family commitments. And you want to watch out for someone who promises they'll always stay at work late to get things done at the expense of their family. That usually means they haven't got a good work-life balance and they are likely to get stressed and perform badly.
- B Hmm. Another important aspect of this job is that the person needs to be very much a team player and needs to be able to get on with their colleagues. So what sort of questions should I ask about that?
- A Hmm. Again, that's connected to their

- behaviour. You'll ... you'll need to ask them about an experience of conflict with another colleague and how they dealt with it.
- B So, in most of these questions I'm just asking the applicants to describe situations.
- A Very much so. The description of how the person has dealt with conflict is the important part. Also, you can ask the applicant if they ever worked on a project that required them to work as a member of a team and co-operate with other people.
- B OK ... one last thing. How will I know if they're telling the truth or not?
- A Well, after the interview you'll need to check their references. Just make sure you note down ... When they tell you about these situations, just note down which companies they were working for when they experienced the situations they describe.
- B Right, so after the interview I can go back to those companies and check?
- A Uh-huh. That's right.

11.3

- Hi, Sam. It's Ken. The meeting's now on the third floor at four o'clock. Sorry.
- Hi, Bob. It's Jane. I've got a lot of work on so I'll see you at Valentino's at eight not seven o'clock. OK?
- Fred, it's Mary. Sorry, I made a mistake about the film. It's on at the London Cinema. See you there.
- Hi, Sue. It's Marcus. I got the date of the party wrong. It's on the fourteenth of April not the 4th. Hope this is still OK.
- Hi, Ronnie. It's Claire. I'm really sorry, but can we have a drink on Thursday? I've got to go to Germany on Friday.

Workbook Answer Key

1E Get it Right!

- 2 ... and I did too. 3 ... but I won't be.
4 ... and my husband doesn't either.
5 ... whereas Paul can't at all. 6 ... and Jane and Rose are too.
- 2 have always enjoyed 3 don't mind 4 miss
5 has suggested/suggested
6 didn't mention
- 1b career 2a teacher b professor
3a school b college
- 2 luggage 3 terrible 4 accommodation
5 usually 6 suddenly

3E Get it Right!

- 1a** countable: test, fact uncountable: proof, advice, jewellery, knowledge, information
- b** 2 fact 3 advice 4 proof 5 knowledge
6 jewellery 7 information 8 tests
- 3** 2 stolen 3 assassination 4 murder
- 4** 2 key 3 cocktail 4 tobacco
5 accommodation 6 rock 7 carrots

5E Get it Right!

- 1 is 2 'll call; finishes 3 can't go;
've finished 4 gets; 'll have 5 decide; will be
- 2 carefully 3 easily 4 valuable
5 interesting 6 disturbing 7 legally
- 2 of 3 for 4 of 5 for 6 for
- 2 countryside 3 nature 4 field
5 pitch 6 land
- 2 receipt 3 ceiling 4 belief
5 friendship 6 neither

7E Get it Right!

- 1a** 1 still 2 already 3 yet
- b** 2 still 3 yet 4 already 5 still
6 already 7 yet 8 still
- 2** 2 usually 3 used 4 are not used
5 used to 6 usually
- 3** 2 badge 3 such 4 kitchen 5 fridge
6 which 7 catch

9E Get it Right!

- 2 too 3 so 4 so 5 so 6 too 7 too
- 2 - 3 at 4 to 5 at 6 to 7 at
- 2 wish 3 hope 4 hope 5 wish 6 expect
- 2 believe 3 apologise 4 forgotten 5 mean
6 borrowing 7 writing 8 foreign 9 because
10 with

11E Get it Right!

- 2 The young boy denied cheating in the exam. 3 I admitted making a mistake.
4 Carla reminded Simon to phone his mother. 5 The teacher told the students to sit down. 6 The waiter recommended trying us to try the shellfish. 7 He persuaded us to stay an extra night. 8 The President was advised not to get out of the car.
- 2 in 3 for 4 in 5 for 6 about
- 2 irrelevant 3 ineffective 4 impolite
5 impossible 6 illegible 7 immature
8 inappropriate

Reading and Writing Portfolio Plus 1 Saying thank you

- 2C 3D 4B
- 2 Sam 3 Alessandra 4 G 5 Mrs Green 6 G
7 Carmen 8 Carmen
- 3a** 2A, B, D 3B, C 4A, D 5A, B, C, D
b 2 Both 3 Informal 4 Formal 5 Both
- 4a** 2 thanks a lot 3 Thank 4 Many
5 Thank you so 6 How kind of you
7 We really appreciated 8 to thank you
9 was very kind of you
b Sentences 1 and 2 are more informal than sentences 3-9.
- b8, 9 c1, 3 d4, 5, 7 e8

Reading and Writing Portfolio Plus 2 Personal events and experiences

- 2, 3, 4, 5
- 2F 3F 4T 5T 6T 7F 8F 9T 10T
- b** 3 Anyway, ... **c** 2 on the work front, ... ;
4 on the personal front, ... **d** 6 What else?
e 1 So, you asked what's going on with me;
9 What about you?; 10 How are you getting on?
f 7 I think that's it for now!; 8 I don't think I've got any more news to tell you.
g 11 Take care.
- 1 you asked what's going on with
2 on the ... front 3 on the ... front
4 Talking of 5 Anyway 6 What else
7 I think that's it for now 8 any more news
to tell you 9 What about
10 How are you getting 11 Take care

Reading and Writing Portfolio Plus 3 Accommodation review

- Mainly positive
- 2 P 3 P 4 P 5 P 6 N 7 N 8 DS 9 P
10 DS
- 2D 3A 4C
- a2, 5 b7 c1, 3 d4, 6
- 2 peaceful 3 well equipped
4 comfortable 5 ideal 6 lovely
7 tasteful

Reading and Writing Portfolio Plus 4 Advantages and disadvantages of a product

- 2D 3A, C
- 2c 3a 4c 5c 6b 7a 8b 9c 10c 11a 12b
- 2A 3E 4C 5F 6D
- 1a, c, d 2f, g 3b, e
- 2 From reading 3 Another priority for
4 Something I think that's really good is
5 Something that 6 Looking 7 The biggest
plus point 8 The only thing