IDEAS & ISSUES
Intermediate

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Ideas & Issues Intermediate

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Workbook contents

Wordlist

Tapescripts
Today, as part of a new advertising campaign from the sportswear giant, Nike, Peter Hull will appear on billboard posters all over London, alongside the slogan: “Peter is not like ordinary people...”. Indeed he is not. Peter has no forearms and no legs and, we are told, he’s done the London Marathon.

Peter hopes that his image will help to promote disabled sport. The cynical might say it will simply promote Nike. “I did wonder whether this ad was going to be in good taste,” he admits. “But when they explained the idea to me, I quite liked it. It portrays me as an athlete, not a victim, and I think it's a positive message. “The fact is, I've always been like this. I was born like this and you don't miss what you've never had. I dream of having limbs. Of course I do. But I'm happy the way I am and I get on.”

2. Find the answers in the text to these questions.
   a. Which company is using Peter Hull in their advertisements?
   b. In what ways is Peter “not like ordinary people”?
   c. What does Peter hope the advertisement will promote?
   d. Why does he like the ad?
   e. How long has Peter been disabled? Does he seem depressed?
Key Language

Read this sentence from the article.

The cynical might say it will simply promote Nike.

We use **might** to say that something is a possibility. The negative is **might not** or **mightn't**.

Examples:

- You might be right. = Perhaps you are right.
- They might be lying. = Perhaps they are lying.
- It mightn't work. = Perhaps it won't work.

3 Imagine you work at Nike's advertising agency. The Peter Hull advert is still at planning stage. Discuss it, using the prompts + **might/might not**.
   - a the campaign / not work
     The campaign might not work.
   - b a less shocking slogan / give a more positive message
   - c the message / not be very clear
   - d the ad / be exploiting his disability
   - e the ad / shock the public too much
   - f people / say the ad is not in good taste
   - g the ad / offend disabled people

4 Fill each gap with a word or phrase from the glossary.
   - a I don't like that ad because it ***women as passive sex objects.***
   - b Their ***Real Juice For Real People***, is easy to remember.
   - c ***can be more effective than TV commercials because so many people drive past them every day.***
   - d An advertising agency looks at new ways to ***the product.***
   - e Then it launches an ***in the press and on TV.***

Now turn to page 97 for more practice!

Talk about it

5 How do you know the Peter Hull photo is an advertisement for Nike?

6 What does the slogan *Just Do It* mean?

7 The advert does not tell us to buy Nike products. Why not?

8 Which three adjectives from this box best describe the ad? Discuss your choice with a partner.

- absurd
- clear
- dishonest
- humorous
- interesting
- modern
- offensive
- pointless
- shocking
- dramatic
- striking
- stylish
- thought-provoking
- ugly
- touching

9 What do you think of the Nike ad? Give reasons for your opinion. These notes may help you:
   - in good taste? / in bad taste?
   - promotes disabled sport? / pretends to promote disabled sport?
   - makes you admire Peter? / makes you feel sorry for him?
   - good for Nike's image?
   - will make people buy Nike products?

10 What do you think of advertising in general? Choose from the suggestions below or give your own ideas.

- entertaining?
- dishonest?
- a type of art?
- a waste of money?
- a useful way of finding out about products?
1. Before you listen, name one good thing and one bad thing about advertising.

2. Now listen to a radio discussion about advertising and note down the four opinions. Did you give any of these opinions in your answer to Question 1?

3. Listen again and complete the speakers’ actual words.
   a. Angela: “ads make you buy things you don’t need and can’t afford.”
   b. Dave: “the best ads are works ___.”
   c. Diane: “too many ads exploit ___.”
   d. Angela: “a lot of ads make people feel ___.”

4. In your opinion, which of these adverts, best illustrate(s) the opinions in Question 3?

---

**Key Language**

Here are some ways of giving or asking opinions.

**Giving opinions**
- It seems to me...
- In my opinion...
- Personally, I think...
- My feeling is that...
- As I see it...
- If you ask me...

**Asking opinions**
- Do you agree that...
- We want your views on...
- How do you feel about...
- Where do you stand on...
- What do you feel about...
- What’s your view on...

5. Listen to the tape again and tick (√) the phrases opposite, as you hear them.

6. In pairs, ask and answer opinions about:
   - the adverts on this page
   - any recent adverts that you can remember
   - advertising in general
7. How successful is this advertisement? Give your views in a one-minute speech. Consider these points:
- What is the ad for and how do you know?
- Why are the jeans made of concrete? (The message?)
- How is colour used?
- Who is the advertisement aimed at: men, women or both?
- Will people remember the ad? Why/why not?

8. Guess the ending of the slogan which normally accompanies the ad:
LEVI'S* 505 ZIPFLY JEANS
a) Make you feel like a statue!
b) Worn by Construction Workers since the 1960s.
c) Heavier than concrete.
Check with your teacher for the correct slogan. Which one do you think is best and why? Write another slogan to go with the picture.

9. Give a name to one of the following products and write a radio commercial for it, for two actors. Then act out the commercial to the rest of the class.

- shampoo
- paint
- perfume
- a chocolate bar
- trainers
- sports shoes
- make-up
- hi-fi
- mobile phone

10. In Britain, the ASA (Advertising Standards Authority) controls advertising. Here are some of its rules:
- Advertisements must be “legal, decent, honest and truthful”.
- There can be no TV or cinema advertising of cigarettes.
- Advertisements for alcoholic drinks should not be aimed at under-18s. They should not suggest that a drink will make a person more popular.
- Advertisements should not make children feel unpopular for not buying a product.
What do you think of the ASA rules? Is there an advertising authority in your country? Have you seen any adverts that break any of these rules? Make up two more rules.

11. Describe in detail an advert you like very much. Explain why you like it. Write 50–100 words. Start like this:
I really like the ad for __________ which features...

12. Write a letter to the advertising standards authority in your country complaining about a recent ad which you found offensive. Describe the ad, say where you saw it and explain why you found it offensive. Write 50–100 words. Start:
Dear Sir or Madam,
I recently saw an advertisement for __________, which I found offensive. The advertisement was in/on __________. It showed __________. I found it offensive/shocking because...
Man has bred animals for research for decades, but their use in the laboratory is increasing. In 1994 the total number of experiments on animals rose by 15,000 to 2.8 million. Genetic manipulation of animals is now the fastest-growing area of vivisection. The number of creatures whose genes were tinkered with as part of an experiment, rose by 22 per cent to 256,000.

Brothers Charles and Jay Vacanti hope the technique they are pioneering, growing an ear from human cells on the back of a genetically-engineered mouse, could be used to reconstruct ears lost in accidents or to give normal hearing to children born without ears.

There are plenty of protesters queuing up to oppose these developments. “It’s obscene,” declared a spokeswoman for Compassion in World Farming. “Shocking and bizarre,” added a senior researcher for the British Union for the Abolition of Vivisection.

Some organizations have taken their concern to the European Courts. The focus of this legal challenge is the so-called “onco-mouse”, a rodent bred specifically to contract cancer so that the disease, and potential treatments, can be better understood. To animal rights activists, onco-mouse is an animal designed to suffer and die prematurely.

2 Find the answers in the text to these questions.
   a How many experiments on animals were done in 1994?
   b What does the Vacanti brothers’ research consist of?
   c What is the aim of the research?
   d List three adjectives used by protesters about this type of activity?
   e What do scientists hope to learn from the “onco-mouse”?

bred animals: kept animals (so that they produce baby animals)

vivisection: operating on living animals for research

tinkered with: changed, altered

pioneering: developing for the first time

queuing up: ready immediately

concern: worry, anxiety

European Courts: official tribunals which represent the European Union countries

focus: principal area

challenge: opposition

rodent: small animal with long, sharp front teeth, eg. rat, mouse, rabbit.
Key Language

Read these sentences from the article.

There are plenty of protesters queuing up...  
... onco-mouse is an animal designed to suffer...

The sentences have the same meaning as:  
There are plenty of protesters **who are** queuing up...  
... onco-mouse is an animal **which** is designed to suffer...

3 Replace the participles in *italics* in the sentences below with *who/which* + verb.
   a The Vacantis hope to help children **born** without ears.
   b They also hope to reconstruct ears **lost** in accidents.
   c Scientists **experimenting** with animals get a lot of opposition.
   d Onco-mouse is a rodent **bred** to contract cancer.
   e Animal experiments are essential to scientists **looking** for new medicines.
   f Most animals **living** in cages seem unhappy.
   g People shouldn't buy products **tested** on animals.

4 In pairs, give your opinions about sentences e, f and g in Exercise 3.
Start like this: I agree that... / I'm not convinced that... / I'm not sure if...

Talk about it

5 Give some of the reasons why scientists do experiments on animals.

6 Do you think there is a difference between using animals for testing cosmetic products (e.g. shampoo, skin creams) and using animals for testing medicines?

7 What is your reaction to this photo and the ones on the opposite page?

8 Could you ever do a job that involved animal experiments? Why/why not?
1. Before you listen, make a list of activities which animal rights activists might be opposed to. Use the pictures on this page to give you some ideas.

2. Now listen to an animal rights activist talking. Which things in the pictures does she mention?

3. Listen again and answer these questions.
   b. What do they use – guns, traps or dogs?
   c. Why do animals sometimes bite off their own paws?
   d. Which animals are in danger of extinction because of poachers?
   e. Why do poachers kill these animals?
4 Listen to the tape and complete the sentences with a gerund (an -ing word).

a I am opposed to ____ animals for their fur is another terrible practice.
b ____ fur coats isn't glamorous.
c ____ face cream is on rabbits is wrong.
d ____ monkeys into space with electric wires attached to their brains is immoral.
e ____ cruel to animals is bad for our own souls.

5 Make up four questions about animals that you would like to discuss. Use the gerund (-ing) in each question. Then ask and answer the questions.

Examples:
Do you think keeping animals in cages is cruel?
Yes, I do. / I'm not sure. / It might be cruel but sometimes it's necessary.

Now turn to page 98 for more practice!

6 Look at the cartoon below. What is its message? Do you think it is funny? Why/why not?

7 What do you think of zoos? /
Describe your last visit to a zoo. What is good and what is bad about zoos?

8 Do you think it's right to use wild animals in circus shows? Is there a difference between training wild animals, and training dogs to work with blind people or the police?

9 Make a list of ways in which humans use animals. Should we use them in all these ways? Why/why not?

10 Write a letter to a company producing shampoo or cosmetics tested on animals. Explain why you are opposed to animal testing and try to persuade them to give it up. Start like this:

Dear ____,
I am concerned because I have heard that you test all your products on animals. You say that this makes the products safer to use. I do not agree because...

11 Imagine you are a scientist who uses animals for research. Some animal rights activists break into your laboratory, take away the animals and leave you a threatening note. Write a statement to the police. Start like this:

"I work in ____ Laboratory. I am a scientist, doing research on ____. When I went back to my laboratory after the weekend break, I found the place in chaos ..."
Focus

Read about it

Pickled sheep and bullet holes

DEAD SHEEP, sharks and cows immersed in formaldehyde? A bullet wound on a human head?

Such “art” drives animal rights activists nuts and is a guaranteed turn-off for a lot of other people, but it has succeeded in drawing attention to young British sculptors and painters.

Attention is exactly what Damien Hirst, 29, ringleader of this new group of British artists, wants. He has developed his own method of selling his art, in the tradition of Andy Warhol. In 1988, he and some fellow student artists put together their own show, bypassing the established galleries.

One especially provocative piece by Hirst was a 14-foot shark preserved in a tank of bluish formaldehyde entitled “The Physical Impossibility of Death in the Mind of Someone Living”. Hirst followed up with more pieces featuring dead animals – including a cow and a calf, sawn in half. Its title: “Mother and Child Divided”.

Now Hirst and friends are coming to the U.S. The Walker Art Center in Minneapolis will stage a major exhibit in October – “‘Brilliant’: New Art from London”.

If you want to go and see Hirst’s pickled sheep, it’s currently on exhibit at the Chicago Museum of Contemporary Art. The piece was recently vandalized by enraged animal rights activists, but it has since been restored.

2 Why is the word “art” in inverted commas?

3 What is the attitude of animal rights activists to Damien Hirst’s work? What action did they take?

4 The title “Mother and Child Divided” is a sort of joke. Can you explain the joke?

5 Why do you think Damien Hirst wants attention?
6 Look at the words artist, painter, sculptor. The word endings -ist -er and -or are often used to indicate people’s jobs. You can make your own words with -er (but -or and -ist are less common). Make five job titles with -er.

7 Use these words to fill the gaps in the sentences.

- guitarist • psychiatrist
- driver • author
- photographer • actor

a Ayrton Senna was a brilliant racing __.  
b Who is the bass ____ in the band Oasis?  
c My favourite ____ is Kevin Costner.  
d The name of the ____ is usually on the cover of the book.  
e With modern cameras, everyone can be a good __.  
f I’m not mad. I don’t need a __.

8 Complete these sentences, using words with -er/-or/-ist.

If you’re a top __, you want to win Wimbledon.  
I’m so ill that I can’t move. Please call a __.  
My sister’s a __. She writes for the New York Times newspaper.  
I’m studying psychology, but I don’t want to be a __.  
We had a wonderful maths __ at school. That’s why I like it.  
I’ve been skiing for years, but I’m still not a good __.

9 Make sentences using the words below.

- director • professor
- runner • drummer • hunter
- geologist • cleaner

10 Here are some strange works of art. You are a gallery guide. Give a short talk on one of them.

- A bathroom. You look into it through a hole in the door.  
- Little bottles containing things from the artist’s body – hair, skin etc.  
- A bed covered with pages from the Bible.  
- A broken television.  
- A Christmas tree hanging upside down.  
- A real homeless man standing by the wall in the art gallery.

11 Most of these strange works are trying to communicate ideas, other than be “beautiful”. They have a message. Is this the right thing for art to do?

12 Janice Jeavons, a London art critic says: “People have been making paintings and sculptures for thousands of years. You can’t do anything new with them. It’s time to experiment with new media.” Do you agree?

13 Should critics, or the public, tell artists what to do? Or should artists be completely free to do whatever they like?

14 Many famous artists from the past were considered strange and revolutionary in their time. Think of Pablo Picasso or Salvador Dali. Do you think Damien Hirst will be famous 100 years from now?

15 What strange and original work of art would you like to do yourself?
1. Before you listen, look at the pictures of graffiti below and opposite. Is there graffiti where you live? Do you like it or hate it?

2. Now listen to Tony Sotelo, a graffiti artist in New York. Is he proud of what he does, or does he feel like a criminal?

3. Here are some comments from people in New York. Do you think Tony would agree or disagree with them? Write A (agree) or D (disagree).
   a. "Graffiti makes the town look better."
   b. "Doing graffiti can be dangerous."
   c. "Most graffiti artists are paid for their work."
   d. "Felt tip pens are just as good as spray cans."
   e. "The most important thing is to write your ‘tag’ – your name – for everyone to see."
   f. "Graffiti artists have a better attitude than ‘normal’ painters."

---

Key Language

The verb to get is used much more in spoken English than in the written language. It has many uses.

Examples:
1. Get a computer! = Buy/Borrow a computer!
2. He gets $20 an hour. = He receives/is paid $20 an hour.
3. I got on to graffiti. = I started doing graffiti.
4. They got to meet Wynona Ryder. = They had the opportunity of meeting Wynona Ryder.
5. She got arrested. = She was arrested.

4. Listen to the tape again and complete these sentences.
   a. I got a big black ___.
   b. Then I got on to ___.
   c. Kids hide in tunnels and get ___.
   d. We are not like the painters who get ___.
   e. We don’t get ___.
   f. But everyone gets to ___.

5. Now match the phrases a-f in Exercise 4 to the uses of get (1-5) in Key Language, eg. b-3.
6 What do you think of the graffiti on these pages? Is it beautiful? Do think it is the work of real artists? Could you do it?

7 Do you agree with Tony Sotelo that graffiti is the art of the people, that it is “democratic”?

8 Roleplay this situation.
An angry shopkeeper finds a graffiti artist spraying the side of the shop—
not just a “tag”, but a big, colourful mural. Instead of running away,
the artist stays and argues with the shopkeeper.
Act out the parts of the artist and the shopkeeper.

9 A graffiti artist in Sheffield, England, was recently sent to prison for five years. The judge said it would cost £7000 to clean the walls he had painted. Do you feel that the punishment was right?

Write about it

10 A friend of yours is in trouble for doing graffiti on the wall of the school. Write a letter to the headteacher, defending your friend.

11 Write a magazine article with the title Graffiti – the Art of the 21st Century.
1. What makes a person beautiful? A perfect face? A good body? A healthy attitude to life? A good character?

2. There is a famous children's story called *The Ugly Duckling*. Do you know what happens? The article below has the same title. Can you guess what it is going to be about?

I realised how cruel life can be for an unattractive child when everybody in my class was invited to a tenth birthday barbecue on the beach. Everybody, that is, except for me. At first I thought there had been a mistake and that my invitation had been lost. But when I made inquiries to the hostess, she didn’t beat about the bush: “Sorry, Susie. You’re too fat to wear a swimsuit on the beach and you can’t see without those horrible glasses anyway.”

I went home and cried for hours. My mother was ready with comforting cuddles, yet even she couldn’t bring herself to reassure me I was lovely. I used to spend a long time staring at my brother and twin sisters and feeling extremely hard done by.

The chip that was developing on my shoulder became obvious in my aggressive manner. This, of course, only made things worse.

Tea invitations stopped, I walked home from school alone and often found drawings that looked like me in the classroom wastepaper bin. I hated everyone because everyone seemed to hate me.

When I was 14, my mother decided that I should go to the church youth club. I stood alone watching the dancing, feeling embarrassed, ugly and awkward. Then a miracle happened.

A skinny boy called Peter, with glasses and spots, asked me to dance. He also had a brace on his teeth. We didn’t talk much but he asked if I would be there the following week. I have to credit Peter with changing my life. He stopped me feeling hideous.

Encouraged, I put myself on a diet, begged my mother for contact lenses and grew my hair. Then another miracle occurred. I grew taller and, as that happened, I started looking slimmer. The brace was finally removed and my teeth were even. I was never going to be a beautiful swan, but I was going to try.

3. Find the answers in the text to these questions.

a. Why wasn’t the writer invited to the party?

b. Why do you think Susie felt “hard done by” when she looked at her brother and sisters?

c. How did the other children react when Susie became aggressive?

d. What was the first “miracle” which increased Susie’s self-confidence?

e. What were the three ways in which Susie tried to improve her appearance?
Read this sentence from the article.

I used to spend a long time staring at my brother...

Used to means something regularly happened in the past but doesn’t now. The negative form is didn’t use to. The interrogative form is Did ... use to...?

Examples:
I used to wear glasses but I wear contact lenses now.
She didn’t use to worry about her appearance when she was younger.
Did you use to wear a brace when you were a child?

How have you changed? Tell your partner about these topics.

- appearance
- sports and exercise
- food
- family

Make 10 statements with used to/didn’t use to. Here are some examples:

I used to have long hair but now it’s short.
I didn’t use to do much exercise but now I play a lot of tennis.

Prepare to retell Susie’s story in your own words. Write brief notes. Close your books. In groups tell the story, each person saying a sentence.

Do you think the girl was right to exclude Susie from her birthday party? Why/why not?

Which aspects of her appearance did Susie worry about most of all? What other aspects do teenagers worry about? (Look at these photos.)

How do you choose your friends? What influences you in your choice? Put these ideas in order of importance (1 = most important, 9 = least important) and discuss your decision with a partner.

sense of humour, physical appearance, money, taste in music/TV/films, dress sense, interests, personality, intelligence, similar education/family background.
1 Before you listen, describe to a partner one of the beauty practices illustrated on this page. Use words from the box. Your partner has to guess which one you are describing.

<table>
<thead>
<tr>
<th>lower lip</th>
<th>ears/earlobes</th>
<th>neck</th>
<th>nose</th>
</tr>
</thead>
<tbody>
<tr>
<td>face</td>
<td>wooden plate</td>
<td>brass rings</td>
<td>stick</td>
</tr>
<tr>
<td>pierce</td>
<td>stretch</td>
<td>decorate</td>
<td>paint</td>
</tr>
<tr>
<td>scar/make scars (on)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 You are going to hear a talk about beauty around the world. Which beauty practices shown in the pictures below does the person talk about?

3 Listen again and complete these phrases.
   a They have their ___ pierced with a sharp stick.
   b They have a piece of wood ___ in the lip.
   c Every month they ___ a larger piece of wood put in.
   d Masai girls have their ears ___ with heavy weights.
   e We ___ braces ___ our teeth.

Key Language

Look at the sentences which you completed in Exercise 3. What type of verb construction is used?

We use have/get something done to say that we organise somebody to do something for us.

4 Ask and answer questions with have/get something done, using the prompts a-i.

Examples:
Have you ever had your hair dyed?
Would you ever get your nose pierced?

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>ears pierced</td>
<td>hair dyed</td>
<td>hair shaved off</td>
<td>nose/lip/tongue/eyebrow pierced</td>
</tr>
<tr>
<td>e</td>
<td>f</td>
<td>g</td>
<td>h</td>
</tr>
<tr>
<td>a tattoo done</td>
<td>legs waxed</td>
<td>hair permed</td>
<td>hair cut very short</td>
</tr>
<tr>
<td>i</td>
<td>j</td>
<td></td>
<td></td>
</tr>
<tr>
<td>plastic surgery done</td>
<td>non-existent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5 Look back at the photos of beauty practices on the opposite page. Which woman is the most beautiful? Which image do you react most strongly to and why? Which practice do you find the most acceptable? Which practices do you think are bad for women?

6 Choose one of the following statements and prepare an argument to support it. (Don’t worry if you don’t believe in it!) Make some notes first.

- “It’s much more important for women to be attractive than for men.”
- “You don’t have to be physically perfect to be attractive. You just have to be self-confident.”
- “Beauty contests are an insult to women.”
- “There are many disadvantages in being good-looking.”
- “To be beautiful, you have to suffer.”

7 Roleplay a conversation between two people. One person has decided to have a tattoo done, the other is trying to persuade him/her not to. Use some of these ideas:

- tattoo where on the body?
- what type?
- need parents’ permission (under 16)
- painful
- indelible
- looks good/tough/fashionable/cool
- friend has tattoo
- don’t mind the pain

8 When do you think plastic surgery is a good idea?

Gérard Depardieu refuses to change his nose

Cher has had plastic surgery on her nose and breasts

Write about it

9 You are a journalist who works on the problem page of a magazine. You receive a letter from someone who is worried about his/her appearance. Write a reply giving advice and encouragement. Start like this:

Dear __,
First of all, let me tell you that you are not alone. Many people worry about some aspect of their appearance...

10 Describe your ideal partner. Talk about appearance and personality.

Start:
“__ My ideal partner would be __. He/She would have ...”

Pretty, intelligent, a good listener, the same kind of music
I'M A BELIEVER

Jane Allison joined the Unification Church – the Moonies – three days after her 18th birthday

"I met up with some girlfriends and someone suggested going to a Moonies meeting for a laugh. We went along and were surprised – everyone seemed kind and intelligent. I started going to their meetings and hanging out with them at weekends. They talked about helping the elderly and poor and working towards a better world. I told my parents about them but they told me to stop seeing them immediately. I’m not a rebellious person but I didn’t see why I should stop – they knew nothing about it. Just after my 18th birthday the Moonies asked me if I wanted to join them officially in London. I said “yes”. It seemed the right thing to do.

I went to a big house in Kent to do a 21-day workshop. By the end of the 21 days everybody feels euphoric.

But what was actually going on without me realizing it was a classic form of brainwashing.

I left to join a Moonie centre in Leeds. My life revolved around fundraising and trying to get new recruits. I got up at 8 am and didn’t stop until 11 at night, seven days a week. I carried on like that for nearly four years. I hardly ever saw my family. They kept writing and phoning but I wasn’t interested. I believed they were evil because they were trying to steal me away from the organisation.

One day I couldn’t take any more and when everyone was out I rang a friend to come and get me. You can’t imagine how difficult it was. I could have walked away physically at any time, but mentally it’s so difficult. They tell you you’ll never have a fulfilled life if you leave, and you believe them. It took me a long time to feel anything like normal. I felt guilt, shame and fear.”

2 Put the events of Jane’s story in the correct order.

a Jane did a three-week course with the Moonies in Kent.
b Jane left the Moonies.
c Jane rang a friend to ask for help.
d Jane started to spend time with them at the weekends.
e Jane started working full time for the Moonies.
f Jane and her friends went to a Moonies meeting for fun.
g Jane turned eighteen.
h Jane’s parents told her to stop seeing the Moonies.
i The Moonies invited Jane to become a member of their organisation.

hanging out spending time  course
euphoric reasonably happy and excited  brainwashing forcing someone to reject old beliefs and accept new ones
fundraising getting money for the organisation  recruits members
fulfilled enjoyable and satisfying
Key Language

Read this sentence from the article.

... someone suggested going to a Moonies meeting...

Here suggest is followed by a gerund. The negative is suggest not + gerund.
Example:
Dave suggested not going to the meeting.
We can also use suggest (that) + noun/pronoun + should(n’t).
Examples: Someone suggested we should go to a meeting.
Dave suggested we shouldn’t go to the meeting.

3 Imagine Jane’s parents asked you for advice about persuading her to leave the Moonies. Use the prompts to talk about your suggestions.

- a don’t telephone her; just write to her
  I suggested not telephoning her.
  I suggested they should just write to her.
- b invite her home for the weekend
- c don’t criticise the Moonies
- d don’t give her any money
- e find out more about the cult
- f go to one of the meetings

Talk about it

4 Why do you think the Moonies waited until Jane was 18 before inviting her to join them? Why do you think Jane became a member and why did her parents object? Use evidence from the article, the box below and your own ideas.

THE MOONIES

- The organisation, also known as the Unification Church, has 2-3 million members worldwide and about 500 in Britain.
- Its leader Sun Myung Moon was born in Korea in 1920.
- The first Moonie centres were set up in Britain and the USA in the 1960s.
- Moonies must not drink alcohol, smoke or have sex before marriage.
- Moon, who calls himself The Lord of the Family, claims Jesus appeared to him in a vision and asked him to continue his work on earth.
- Moon says in his book The Divine Principle that Jesus died before he could get married and therefore failed to have a perfect family. He claims that he and his wife, known in the group as The True Parents, are putting this right.

5 What is the difference between being in a group like the Moonies and being a member of an established religious group like the Roman Catholic Church? Discuss these points:

- How new and how big is the group?
- Who chooses the leader?
- Is it easy to get clear information about the group?
- Can non-believers participate?
- Do members have to work for it full time?
- Are members brainwashed? Is it easy to leave?

6 Roleplay a conversation between Jane and a friend who is trying to get her to leave the Moonies.
1. Before you listen, name four major religions. Are you a member of one of these faiths? Or are you an atheist or agnostic?

2. Now listen to these three speakers. Write T (true), F (false) or ? (don't know) next to each statement.

Alicia
- a. believes in Darwin's theory of evolution [ ]
- b. wants to be a scientist [ ]
- c. believes in God [ ]
- d. goes to church once a week [ ]
- e. prays [ ]
- f. believes in an afterlife [ ]

George
- g. believes in God [ ]
- h. believes in an afterlife [ ]
- i. thinks religion is necessary for a moral sense [ ]
- j. doesn't believe in marriage [ ]
- k. agrees with the Catholic church on contraception [ ]

Pippa
- l. is not interested in organised religion [ ]
- m. believes in God [ ]
- n. meditates and does yoga [ ]
- o. believes in reincarnation [ ]
- p. isn't superstitious [ ]
- q. believes in astrology [ ]

3. Write five questions about beliefs. You can get ideas from Exercise 2 above.

Example:
Do you believe in an afterlife? Do you go to church regularly?

4. In pairs, ask and answer the questions you wrote for Exercise 3. Where possible, use do/did/does in your answers for emphasis or contrast.

Key Language

"I don't believe in Adam and Eve... But I do believe in God."
"My faith does help me."
"I do think it's possible..."
"I do believe in reincarnation."

You can use do/does and did to add emphasis, particularly when you think the listener disagrees or if s/he is doubtful.

Example:
Really, I did enjoy the meeting.
You can also use do/does/did for contrast.
Example:
I don't believe in heaven and hell, but I do believe in reincarnation.

Now turn to page 101 for more practice!
5 Do you think it is possible to have strong moral values without having a religion to guide you? Think about your own attitudes to:
- killing
- stealing
- helping people who are weaker than yourself
Are your attitudes based on religious beliefs, your family or school’s moral views, the law in your country?

6 In Britain, Christianity is the state religion. By law, every school in England should have a religious service every day and teach religious education. Do you think this is right? What sort of religious education is best in a multi-cultural society?

7 Give a short speech on your beliefs or religious practices.

8 The photos above show four British superstitions. Explain what they are, saying which things are lucky or unlucky. Do you have the same superstitions in your country? Are you or any of your friends and family superstitious? In what way? Why do you think some people are superstitious?

9 Write a questionnaire about beliefs and religious practices. Prepare about 12 questions. Here are some possibilities.

**Do you believe in...**
- God? □
- an afterlife? □

**Do you...**
- pray? □
- attend religious services regularly? □
- attend religious services only on special occasions? □
- If so, which ones? __
THE PARENTS of 12-year-old Louise Allen, who was killed last year, have reacted with horror to the news that her killers are to be released on the anniversary of her death.

Louise was kicked to death by two girls in a fairground in Corby, Northamptonshire.

She had intervened to separate two girls who were fighting. A fourth girl joined in, thinking the fight had become a two-against-one affair.

Louise was attacked and kicked repeatedly, once while lying motionless on the ground. She died the next day.

The teenagers were convicted of manslaughter in December, and given a two-year custodial sentence.

The original charge of murder was dropped after extensive negotiations involving the police, defence lawyers and Louise's parents.

The girls will be released on April 30, just five months after being convicted – the term is based on a 12-month reduction for good behaviour and seven months spent in custody before the trial.

Louise's mother said she could not believe they were going to be released on the first anniversary of Louise's death.

She will visit her grave on Wednesday with her ex-husband John and Louise's brothers, John, 12, and Dean, 2. The family intends to put flowers in the red and white of Manchester United, her favourite football team, on the grave.
Key Language

Here is some important language for talking about crime and the courts.

If the police arrest you, they charge you with a crime; the charge could be theft, possession of drugs, murder etc. In court there are two lawyers: one against you, and one representing you – the defence lawyer. If the court decides you are not guilty, it releases you – you are free to go. If the court finds you guilty, it convicts you of the crime. The judge then decides on the sentence – eg. how much you must pay (as a fine), or how long you must stay in prison. In custody (a custodial sentence) means in prison or, if you are too young for prison, in a special children’s home. Manslaughter means killing a person, but it is not as serious as murder – perhaps you wanted to hurt, but not kill, him/her.

4 Use the words in italics from the text above to fill the gaps.

a I don’t like it in prison. I hope I will be ___ soon.
b They arrested her on a ___ of theft.
c The charge of murder was reduced to ___.
d A £250 fine wasn’t a hard enough ___.
e You are a danger to the public. I’m giving you a ___ sentence.
f You’ll be OK. Get a good ___ lawyer.

Talk about it

5 The two girls who killed Louise were only 11 and 12 years old. Do you think that the sentence was right?

6 Here are some of the sentences possible in an English court.

<table>
<thead>
<tr>
<th>SENTENCE</th>
<th>What does it mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community service</td>
<td>You have to do a period (eg. 100 hours) of unpaid work in hospitals/old people’s homes</td>
</tr>
<tr>
<td>Fines</td>
<td>You pay money to the court</td>
</tr>
<tr>
<td>Probation</td>
<td>You have to stay out of trouble. Once a week you visit a “probation officer”, who asks about your behaviour</td>
</tr>
<tr>
<td>Suspended prison sentence</td>
<td>You don’t go to prison immediately, eg. “a six-month sentence suspended for one year” means if you behave well for one year, you are free. If you do something wrong, you go to prison for six months</td>
</tr>
<tr>
<td>Prison</td>
<td>You go for a fixed period (ranging from a very short period to “life”)</td>
</tr>
</tbody>
</table>

Now look at these cases. If you were a judge, what sentence would you give to these people? Choose from the chart, give full details (eg. a £1000 fine/3 years in prison/one year on probation) and discuss your decision(s).

a 18-year-old Miranda worked in a shoe-shop. She lost her job when she stole £92 from the shop.
b Nigel is 38. He drank a bottle of wine and then drove home. He had a car accident and killed a 13-year-old boy.
c Kevin, 15, was caught travelling on the train without a ticket. The correct ticket would have cost £1.75.
d Stacey, aged 22, was caught selling marijuana at a disco. At her flat about 50 grammes of the drug were found (value: around £250).
e Dean, 17, broke the window of a new Mercedes and stole a mobile phone and four CDs.
f Samira is 32. She killed her husband with a knife while he was asleep. He had been very cruel and violent with her for more than 10 years, and he often had girlfriends.
1 Before you listen, think about the death penalty. Does it exist in your country? What sort of crimes are usually considered serious enough for the death penalty?

2 Now listen to Michael Swarovski, a candidate for the Senate in the State of Texas. In this radio interview he gives his views on the death penalty. Is he for or against it?

3 What do these numbers on the tape refer to?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>500</td>
<td>2</td>
<td>20</td>
<td>100,000</td>
</tr>
</tbody>
</table>

4 Here are some points on the other side of the argument. What does Mr Swarovski say about each of these points?
   a  We must not kill a person just to save money.
   b  A killer can be treated by a psychologist and become a normal person.
   c  Revenge is not the same as justice. We must look for the right punishment.
   d  While a prisoner is alive, he has hope.
   e  The death penalty does not stop killers.

Key Language

Look at this sentence from the tape.

“Would you shoot the clerk?”

You can see that this is a question, but in fact Mr Swarovski is not expecting an answer. This is called a **rhetorical question**. The meaning is

*You wouldn’t shoot the clerk.*

5 Listen to the tape again. Can you hear four more rhetorical questions?

6 Now put these ideas into the form of rhetorical questions.
   a  We should learn from experience.
   b  There are enough people in prison already.
   c  Murderers don’t deserve to live in peace.
   d  We can’t forgive people like this.
   e  This is not the best way to solve the problem.
   f  You wouldn’t actually do the execution yourself.
7 Britain gave up using the death penalty in 1965. In the argument for and against this issue, what does the table below mean to you?

<table>
<thead>
<tr>
<th>Year</th>
<th>Number per million population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1915</td>
<td>4</td>
</tr>
<tr>
<td>1925</td>
<td>6</td>
</tr>
<tr>
<td>1935</td>
<td>8</td>
</tr>
<tr>
<td>1945</td>
<td>12</td>
</tr>
<tr>
<td>1955</td>
<td>16</td>
</tr>
<tr>
<td>1965</td>
<td>20</td>
</tr>
<tr>
<td>1975</td>
<td>18</td>
</tr>
<tr>
<td>1985</td>
<td>14</td>
</tr>
<tr>
<td>1995</td>
<td>12</td>
</tr>
</tbody>
</table>

Murders in England and Wales 1915-1995

8 The courts sometimes make mistakes, and innocent people are found guilty. Is this an important point in the argument?

9 Some people say the death penalty is against the constitution of the USA, because the constitution forbids "cruel or unusual" punishments. Do you agree that the death penalty is cruel?

10 In different states of the USA, different methods of execution are used, eg. hanging, the electric chair, lethal injection, shooting by firing squad, lethal gas. Which do you find the most and the least acceptable?

11 The last woman to be executed in Britain was Ruth Ellis. She was hanged in 1955. She had shot her lover because he had another girlfriend. It was a "crime of passion". Do you think the death penalty should be used for this type of crime?

12 You are writing a screenplay for a film about a murder. Write the dialogue between a man who is going to be executed tomorrow morning, and a priest who is visiting him. Start like this:

FATHER PATRICK: How are you feeling, Bruce?

BRUCE: Not too good, Father. I don't want to...

13 Write a letter to Mr Swarovski, either supporting or opposing his views on the death penalty. Start like this:

Dear Mr Swarovski,

I heard your interview on the radio this morning. I would just like to tell you...

Miranda Richardson as Ruth Ellis in the film Dance With A Stranger
Focus

Are there any rules in your house? How strict are your parents compared with your friends' parents?

Read about it

Sex... drugs... alcohol?
What really does go on in a teenager's bedroom?

Becki Heeley (16)
My boyfriend Andy, who's 18, is supposed to be out of my room by 10 pm. We've been going out for six months. We are allowed to be alone in my room but there is a line we don't cross. My mum trusts me, and it would be out of order to take liberties.

Becki's mum, Jane
I don't have many rules about Becki's room, but there are a few. No one's allowed to smoke, for instance, and friends have to leave by 10pm on school nights and the noise has to be within reasonable levels. She is allowed to have her boyfriend in her room. I don't worry too much about what they do up there because she knows I would kill her. I trust her to behave within reasonable limits.

Mark Malecki (19)
I suppose responsibility is the key word. There aren't rules, as such, but I'm careful about what I leave lying around. They don't like me smoking in the bedroom. I don't smoke much, but I do have cigarettes in there. I have alcohol as well, but most of it was bought as presents by my family. I also keep condoms in the bedroom. My parents are very fair and I respect that, but drugs are the one thing they wouldn't forgive. I think they are right and I would never bring drugs into the house.

Mark's mum, Maria
Mark frequently has friends round for the evening. He always asks if he wants to have people over, and he is very good regarding noise. I can't say I am happy about girlfriends staying in his room, but as long as he's discreet and careful, I will put up with it. At his age you have to offer a degree of freedom. Drugs are the only subject where there is no room for discussion - they are absolutely banned, and I trust Mark to be responsible.

2 Write T (true), F (false) or ? (don't know) after each of these statements.

a. Becki's boyfriend has to leave her room by 10pm. T
b. Becki's friends are allowed to smoke in her room. ?
c. Becki's girlfriends can't spend the night at her house. F
d. Mark's parents prefer him not to smoke in his room. F
e. Mark is never allowed to have girlfriends staying overnight. F
f. Mark's parents don't let him play his stereo after midnight. F

trusting me believes that
I am honest, sincere
out of order wrong
take liberties use one's
freedom in the wrong way
behave say/do things
condoms contraceptives
 worn by men
have ... over invite
as long as if
put up with tolerate
a degree of some
There are many different ways of talking about rules. Read these sentences from the article.

Andy ... is supposed to be out ... by 10pm...
No one's is allowed to smoke.
... friends have to leave by 10pm...
They don't like me smoking in the bedroom.
Drugs ... are absolutely banned...

3 Use verbs from Key Language and the prompts a-o to talk about rules in your family.
Examples:
I'm allowed to play music after 11pm but it mustn't be too loud.
My sister isn't supposed to go out with her boyfriend during the week.
When I was a teenager, I had to be home from parties by midnight.

a play music    f watch TV during the week    k have boy-/girlfriend stay over
b go out during the week    g have friends round    l smoke cigarettes
be home by    h use the telephone    m help with the housework

d go out at the weekend    i pay for telephone calls    n alcohol
e have parties    j have friends stay over    o drugs

Now turn to page 103 for more practice!

4 In groups, compare the rules in your families. Make a list of the five commonest rules. Do you agree with them? Why/why not?

5 Are there different rules for boys and girls in the same family? If so, what are the differences and do you think they are fair?

6 What do/did you argue about with your parents most often? Describe the worst argument you have ever had with them.

7 With a partner, make a list of five rules for parents of teenagers. Tell the rest of the class why you think each rule is important.

Discipline - Victorian-style!
1. Before you listen, think of two school rules about dress and personal appearance. They could be rules at your school/college or one that you know about.

2. Now listen to the news story. Which of these sentences correctly summarises the story?
   a. A boy was expelled because he wore an earring to school.
   b. A girl was expelled because she wore a nose ring in an exam.
   c. A girl was expelled because she wore a nose ring to school.

3. Listen again and put these events in the order they happened by numbering them 1 to 8. Write X for the three events that you do not hear about on the tape.
   a. Sharon got her nose pierced.
   b. Sharon had to go home.
   c. Sharon missed her exams.
   d. Sharon moved to a new secondary school.
   e. Sharon refused to remove her nose ring.
   f. Sharon wore her nose ring to school.
   g. Sharon’s brother went to school wearing an earring.
   h. Sharon’s cousin got her nose pierced.
   i. The headteacher saw Sharon wearing a nose ring.
   j. The headteacher told Sharon to remove it.
   k. The headteacher wrote to Sharon’s parents.

4. Now listen again and complete these sentences.
   a. The headteacher ordered Sharon ___ her nose ring or go home.
   b. Newsround asked Sharon ___ her side of the story.
   c. He asked me ___ immediately.
   d. He then ordered me ___.
   e. And he told me ___ to school wearing my nose ring.

---

Key Language

Read the sentences in Exercise 4 above. We use the infinitive after words like tell, ask and order when we report an order or a command.

5. What were the speaker’s words in the sentences in Exercise 4?
   Example:
   a. “Remove your nose ring or go home.”

6. Complete these sentences in as many ways as possible.
   a. Teachers often tell students to ___.
   b. Parents sometimes ask their children to ___.
   c. When I’m a parent, I will/won’t tell my children to ___.
7 What do you think of Sharon’s behaviour? What would you have done in her situation? Do you think the headteacher was right to expel her?

What are the main rules at your school? Are they written in a rule book? Do you agree with them? Why/why not? Which rule do students break most often? What other rules do you think would be useful?

Corporal punishment is forbidden in state schools in Britain. These are some of the usual punishments:

- Detention
- Extra school work
- Suspension
- Unpaid jobs at the school (e.g. cleaning the classroom)
- Not being allowed to take part in certain school activities (e.g. school excursions, sport, music)
- Expulsion

Make a list of punishments that people have received at your school. What had they done wrong? Do you think their punishments were reasonable?

10 Choose one of the following statements and make an argument to support it. You don’t have to agree with it! Make a few notes first.

“Giving children freedom turns them into responsible adults.”

“Society is becoming more violent because parents and schools are not strict enough.”

“Strict parents produce rebellious children.”

“The main reason parents are strict with their children is because today’s society is very dangerous.”

11 Imagine you are a student representative at your school. Write a letter to the headteacher complaining about one of the rules. Explain why you and the other students would like the rule changed. Start like this:

Dear Mr.____/Mrs.____,

I am writing on behalf of all the students in my year/in the school. We are not happy with the school rule which says that____. The reason we do not approve of this rule is that____. We think that it would be better if...
Do you drink alcohol? Do you think there is an alcohol problem among young people?

Another morning, another hangover. Sarah Watson does not enjoy the experience. “It’s not very nice being drunk,” she says. “You get full of yourself and then you get a headache.”

But Sarah is not an adult recovering from a heavy night in the pub. She is 12 and one of a growing number of young children who know the taste — and the effects — of alcohol.

Sarah is one of the lucky ones. She says her experience is relatively limited. But by the time they reach 14, most children have tried alcoholic drinks, according to a nationwide survey on young people and drinking.

Seventy-three per cent of 13- to 14-year-old children interviewed said they had had an alcoholic drink. As many as 55% of 10- to 12-year-olds said they had tried alcohol, and 45% of seven to nine-year-olds.

Experimentation with alcohol begins at an early age, typically in the form of a glass of wine shared with parents.

Drinkline, the national helpline for people with drink problems, said the dangers of alcohol were being overlooked because of concerns about drugs.

Sarah Watson said: “Many people act as though cigarettes can do more damage, and they take time to talk about drugs, but never about alcohol. When adults do talk about it, they just say it’s really bad, and that’s the end of the conversation.”

“I could live without alcohol,” said Sharon O’Dea, 15. “But if you go to a party, it is better than taking drugs.”

More English teenagers drink alcohol than their contemporaries in France and Spain, according to a report last month.

2 Are these sentences true (T) or false (F)?

a Sarah Watson doesn’t like drink, but she likes its effects.  

b 26% of children aged 14 have never tried alcohol.  

c Almost 50% of nine-year-olds have had an alcoholic drink.  

d Young children usually get their first drink from their brothers or sisters.  

e According to Drinkline, everybody is now talking about alcohol problems.  

f Sharon thinks that drugs are worse than alcohol.
Look at this sentence from the article.

...by the time they reach 14, most children have tried alcoholic drinks...

By + time phrase has the idea of already. It is used with the present perfect for general statements and the past perfect for past facts.

Examples:
By the age of 18 most people have left school.
By 1997 Steffi Graf had won more than $20 million.

3 Here are some facts about the life of Claudia, who is a brilliant mathematician. Use these phrases to complete the sentences.

- learn to speak quite well
- become a university professor
- finish school
- start walking
- get a university degree
- learn to read

a By the age of six months, ___.
b By the age of one year, ___.
c By the age of three, ___.
d By the age of thirteen, ___.
e By the age of fifteen, she had got a university degree.
f By the age of twenty-four, ___.

4 Complete this sentence in three different ways.
By the age of seven, most children have ___.

Now turn to page 104 for more practice!

LEGAL AGE LIMITS IN BRITAIN

<table>
<thead>
<tr>
<th>Age</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>drink alcohol at home</td>
</tr>
<tr>
<td>16</td>
<td>drink soft drinks in pubs</td>
</tr>
<tr>
<td></td>
<td>drink alcohol with food in restaurants</td>
</tr>
<tr>
<td>18</td>
<td>buy alcohol</td>
</tr>
<tr>
<td></td>
<td>drink alcohol in pubs</td>
</tr>
<tr>
<td>no limit</td>
<td>smoke cigarettes</td>
</tr>
</tbody>
</table>

5 Look at this chart. Do you have similar age limits in your country? Do you think the British limits are reasonable? Why/why not? Do a smoking/drinking survey of the students in your class.

6 Drinking alcohol is an accepted social practice in most world countries. But in Libya, Saudi Arabia and other Islamic countries, alcohol is illegal. (It was illegal in the USA from 1920 to 1933 – the Prohibition era.) Make a list of positive and negative points about alcohol.

7 You work for an advertising agency, and you have to create a campaign against Drinking and Driving (driving a car after you have drunk alcohol). In groups, prepare a poster – with a picture and a slogan. Compare your work with other groups and vote for the best campaign.
1. Before you listen, think about heroin. It is derived from opium and is in the same family of drugs as morphine. What is the medical use of such drugs? Do you know anything about heroin addiction?

2. Now listen to Mike talking about being a heroin addict, and answer these questions.
   a. How does Mike take the drug?
   b. How did he use to take it?
   c. How long has he been taking it?

3. Why did Mike start taking heroin? The words in brackets will help you.
   a. (social)
   b. (attitude to adults)
   c. (school/job)
   d. (feelings about himself)

4. Why is it hard for Mike to give up?
   a. (physical)
   b. (social)
   c. (daily life)

Key Language

Look at these sentences from the tape.

"We'd, you know, dropped out of school..."
"I mean, that's what they did in the evening..."

In spoken English, people use quite a lot of "fillers" like you know and I mean. Both these phrases give the speaker time to think. You know sometimes shows doubt: it means "Am I using the right word here?"

5. In which of these sentences do the phrases have their original meaning – and in which are they fillers?
   b. I mean, they've got, you know, strange ideas.
   c. Do you know my sister?
   d. She's, you know, a paramedic or something.
   e. You know, it's a really good job.
   f. I mean, the money's not great, but she likes it.

6. Read out this text, adding some fillers. (Note: I mean usually goes at the beginning of a sentence. You know can go almost anywhere.)

"I started smoking when I was about 13. Lots of kids at school were already smoking by that age. I used to have a puff of my mum's cigarettes. She didn't mind. Then I started buying my own. In the end I was spending all my pocket money on cigarettes."
7 The chart below seems to show that cannabis is the biggest problem. But people worry more about ecstasy, cocaine and heroin. Why?

Drugs, drugs... and 15-year-olds

<table>
<thead>
<tr>
<th>Drug</th>
<th>Offered</th>
<th>Tried</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cannabis</td>
<td>48%</td>
<td>33%</td>
</tr>
<tr>
<td>Acid</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>Ecstasy</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>Cocaine</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Heroin</td>
<td>8%</td>
<td>4%</td>
</tr>
</tbody>
</table>

8 "Addictive" means "very difficult to give up". Do you think nicotine (in cigarettes) is addictive? Why is tobacco legal, when most of the other drugs on the chart are illegal? Would it be a good idea to make tobacco illegal?

9 Some people say that it would be better to legalise all drugs. In that case, you could buy cannabis and other drugs from shops. What would be the advantages and disadvantages of such a change?

![A Dutch anti-smoking campaign poster](image)

10 Design an anti-smoking poster for schools or colleges. Sketch a picture or use photos from a magazine; write a slogan and a couple of sentences to go with it.

11 A friend of yours has a problem with alcohol or drugs. Write a letter to the problem page of a magazine, asking for advice. Start like this:

Dear ____,
I'm really worried about my friend Tony (that's not his real name)...

---

![Page number](image)
1. What is an “arranged marriage”? In which countries or cultures is this type of marriage common? Do you know anyone who has had an arranged marriage?

**Real-life COUPLES**

**Sarita and Ranjit Sharma talk about their arranged marriage**

**How was the marriage arranged?**
**Sarita:** I was studying in America at the time. A friend of my family told us there was a man living in Britain who was looking for a suitable girl. My dad liked the sound of him. We made some enquiries - his education, what he did, that kind of thing. The news was very encouraging. Ranjit was a good catch.

**Ranjit:** The first I knew about Sarita was the day before she arrived here! My father organised the whole thing. I was happy to meet Sarita but I knew I could always say no if I didn’t think we’d be right together.

**What were your first impressions of each other?**
**Sarita:** Good. Although there wasn’t a great surge of attraction, I remember thinking, “He seems nice.” The atmosphere that day was quite intense because our families were watching us, so Ranjit suggested we go out for a drink on our own.

**Ranjit:** I liked Sarita. I found her attractive, but there wasn’t that spark you get if you see someone you fancy at a party. It was more mental attraction.

**How did you decide on each other?**
**Sarita:** We met up three more times over the two weeks before I returned to America - by then I’d decided that Ranjit was right for me.

**Ranjit:** There was pressure from my family after the very first meeting. I’d seen three girls before Sarita, but she was the first I was interested in. So I said yes after those first three meetings.

**Do you love each other now?**
**Sarita:** Yes we do. I couldn’t pinpoint an exact time when love began, but it was about two years into the relationship.

**Ranjit:** Love came into our relationship after a while. I didn’t wake up one morning and think, “I love this woman.” The love we now have is warm, deep and lasting.

2. Read the story again. Write T (true), F (false) or ? (don’t know) in the boxes next to these statements.

a. Sarita and Ranjit had known each other as children.  
   - T

b. Sarita’s mother liked Ranjit a lot.  
   - F

c. The first time Sarita and Ranjit met, their families were present.  
   - T

d. They were very physically attracted to each other when they met.  
   - F

e. Sarita and Ranjit agreed to get married after knowing each other for just two weeks.  
   - T

f. They fell in love with each other about two years after their marriage.  
   - T
Look at this example of direct speech.
"There is this man living in Britain who is looking for a suitable girl."

Now look at this example of reported speech from the article.

"A friend told us there was this man living in Britain who was looking for a suitable girl."

3 The table below shows how verb tenses usually change after a reporting verb in the past. Complete the examples.

<table>
<thead>
<tr>
<th>Direct</th>
<th>Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>present simple</td>
<td>past simple</td>
</tr>
<tr>
<td>&quot;He seems nice.&quot;</td>
<td>She thought he ___ nice.</td>
</tr>
<tr>
<td>&quot;I don't want to get married yet.&quot;</td>
<td>He said he ___ want to get married yet.</td>
</tr>
<tr>
<td>present continuous</td>
<td>past continuous</td>
</tr>
<tr>
<td>&quot;My parents are putting pressure on me.&quot;</td>
<td>He said his parents ___</td>
</tr>
<tr>
<td>present perfect</td>
<td>past perfect</td>
</tr>
<tr>
<td>&quot;I've met the perfect man.&quot;</td>
<td>She said ___</td>
</tr>
<tr>
<td>past simple</td>
<td>past perfect (or no change)</td>
</tr>
<tr>
<td>&quot;There wasn't that spark.&quot;</td>
<td>He said there ___</td>
</tr>
<tr>
<td>can/will</td>
<td>could/would</td>
</tr>
<tr>
<td>&quot;I can't marry him yet.&quot;</td>
<td>She felt that she ___</td>
</tr>
<tr>
<td>&quot;I'll have to think about it.&quot;</td>
<td>He told his father that he ___</td>
</tr>
</tbody>
</table>

4 Sarita's father is talking to his daughter. Look at his statements. Think of three more, and then change them all into reported speech. Start like this:

Sarita's father told her ___.

a "I have found a suitable young man for you."
b "You will definitely like Ranjit."
c "He lives in England."
d "He has a very good job."
e "He is good looking and quite rich."
f "You can meet him later this month."
g "I have arranged a meeting already."

Now turn to page 105 for more practice!

Talk about it

5 Roleplay the conversation between Sarita and Ranjit when they go out for a drink on their own, the first time they meet.

6 Write a short dialogue between Ranjit and his father after Ranjit's first meeting with Sarita. His father is putting pressure on him to agree to the marriage. Then act the dialogue to the class.

7 Why do you think Sarita and Ranjit's parents like the system of arranged marriages?

8 Imagine your parents are arranging a marriage for you. What questions would you like them to ask about your future husband/wife?

9 Now that you have read the article, what is your opinion of arranged marriages?
1. You are going to hear two friends, Jim and Nadia, discussing their parents' divorce. Before you listen, try to guess the reason that Nadia is pleased her parents separated.

2. Now listen to their conversation and answer these questions.
   a. Who did Jim have a fight with and why?
   b. Why is Nadia pleased her parents separated?

3. Listen to the tape again and make notes about these questions.

<table>
<thead>
<tr>
<th>Jim</th>
<th>Nadia</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Who do they live with?</td>
<td></td>
</tr>
<tr>
<td>b. When did their parents split up?</td>
<td></td>
</tr>
<tr>
<td>c. What do they think of their parents' new partners?</td>
<td></td>
</tr>
<tr>
<td>d. How do they feel about their mothers?</td>
<td></td>
</tr>
<tr>
<td>e. What's their attitude to their parents' divorce?</td>
<td></td>
</tr>
</tbody>
</table>

4. Use your notes from Question 2 and other information you remember from Jim and Nadia's conversation to describe each family situation. Then take turns to say a sentence each.

Key Language

On the tape, you heard many words connected with family relationships. Here are some of them:

- fall in love
- argue
- break up
- separate
- get divorced

5. Use the words above to make sentences about Jim and Nadia's parents.

6. Fill the gaps in the sentences with words/phrases from the box below.

- half-sisters
- first marriage
- remarried
- single parent
- step-father
- step-mother

a. Jim doesn't get on well with his ___.

b. Nadia has two little ___.

c. Nadia's father has ___ but her mother hasn't.

d. Nadia's ___ has three children from her ___.

e. Nadia thinks it was hard for her mother being a ___.
7 Look at these results from a recent newspaper survey of children’s attitudes to divorce. Do a survey of attitudes in your class. Compare your results with the results of the newspaper survey.

<table>
<thead>
<tr>
<th>Divorce - the side-effects</th>
<th>Children with parents together</th>
<th>Children with parents divorced/separated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marriage should be forever</td>
<td>Agree: 76% Disagree: 9%</td>
<td>Agree: 71% Disagree: 18%</td>
</tr>
<tr>
<td>Children’s parents should stay together even if they are unhappy</td>
<td>Agree: 30% Disagree: 56%</td>
<td>Agree: 19% Disagree: 69%</td>
</tr>
<tr>
<td>It is better for children to live with both parents rather than one</td>
<td>Agree: 77% Disagree: 10%</td>
<td>Agree: 59% Disagree: 22%</td>
</tr>
<tr>
<td>It should be made more difficult to get divorced</td>
<td>Agree: 43% Disagree: 36%</td>
<td>Agree: 30% Disagree: 47%</td>
</tr>
</tbody>
</table>

8 In Britain, people can get married at 16 if their parents agree. They can marry at 18 without their parents’ agreement. What age can people marry in your country? Is it right or wrong to get married young? In your opinion, what is the ideal age to get married?

9 Before their wedding, actress Brooke Shields and tennis star Andre Agassi made a contract. They agreed how they will share their £50 million, how much time they will spend in their four houses and how many tennis tournaments Brooke will attend (ten a year). Do you think it is a good idea to discuss practical details with your future wife/husband before you get married? Why/why not? Make a list of points that you would include in a marriage contract.

10 Read this letter to the problem page of a magazine. Write an answer, giving advice.

Start your answer like this:

"There are two obvious things you can do: stay with your husband, or leave him. If you stay with him..."
1 What do today’s fashion models look like? Do you like that look? Why/why not? Are you influenced by fashion?

Read about it

Are today’s teenagers victims of fashion?

A survey among the 1,300 pupils at Caldicot Comprehensive School, near Newport, Wales shows that teenage girls and boys are deeply affected by the images presented by the fashion industry in magazines.

When we asked whether super-slim fashion models influence anorexia — the eating disorder in which people go without food — 100 per cent of our sample replied “Yes”.

It’s not just our schoolmates who hold these views. We interviewed psychologist Dr Glenn Walter of London’s Royal Holloway College, an expert on the influence of fashion on adolescents. He told us that fashion photographs in magazines make a huge impact on young people’s self-image, particularly females aged 13-19.

“Young people are guided by media standards while they are looking around for an identity,” he said. “Magazines provide ideas and these can affect vulnerable people.”

“If women look at supermodels who are beanpoles, they may imagine that they themselves are fatter than they really are. If the media used a wider range of female shapes it would be better.”

Fortunately, many Caldicot students are not victims of the image-makers. Here’s what some of them said:

“If you’re constantly dieting, you can’t enjoy life.”

“Fashion is something kids can control. It is a path many teenagers take to break free and have fun.”

“I find nothing attractive about six-foot models who are two stone underweight; they just look ill.”

“Friends shouldn’t write you off for wearing unfashionable clothes; if they do, they aren’t very good friends.”

The Daily Telegraph/Caldicot Censored

2 Tick (✓) the six opinions which are expressed in the article. Find the sentences in the story where they are expressed.

a True friends don’t expect you to be fashionable.

b You can’t blame the fashion business for anorexia.

c Clothes look better on thinner people.

d Dieting takes the fun out of life.

e Fashion allows teenagers to feel free and have fun.

f Fashion models today are getting larger.

g Images of very thin models may make ordinary women feel fat.

h Underweight models are unattractive.

i Pop groups influence teenagers’ ideas about fashion.

j The media should show different sizes and shapes.
Comparative words like *fatter* and *more fashionable* can go with a clause (*than*...).

3 Make similar sentences from the prompts.

Example:
There is a big choice of styles now. There didn’t use to be a big choice. 
*There is a bigger choice of styles now than there used to be.*

a) She thinks her figure is bad. It isn’t bad.
b) He thinks being fashionable is very important. It isn’t really very important.
c) She used to be relaxed about her appearance. She isn’t so relaxed now.
d) Nowadays young models look unhealthy. They didn’t use to look unhealthy.
e) Fashion models are very thin. They shouldn’t be so thin.
f) Fashion should be practical. It isn’t practical in the fashion magazines.

Now turn to page 106 for more practice!

**Talk about it**

4 Write A (agree) or D (disagree) next to each of the statements in Question 2 opposite.

In groups discuss your opinions.

5 Do you follow fashion? Why/why not?

6 Describe someone who you think is a victim of fashion. These ideas may help:

- cost?
- comfort?
- competitive?
- do the clothes suit the person?
- are they practical?
- is s/he obsessed with fashion?

7 Describe a fashion which you think expresses freedom and fun.

8 Why do you think young people are so interested in fashion?
Tune in

1. Before you listen, describe a dress style that you like. It could be your own style or a friend’s style. These words may be useful:

   CLOTHES: army trousers, Doc Marten boots, high heels, hipsters, platform shoes, tops, trainers, flares

   DESCRIBING STYLES: aggressive, comfortable, ethnic, fashionable, outrageous, practical, simple, unusual

   FABRICS: checked, cotton, denim, flowery, leather, linen, tie-dye

2. Now listen to four people talking about their dress style. Make notes as you listen.
Example:

   Maria
   Dresses in different style every day. Today ethnic look. Tomorrow maybe army trousers.

3. Listen again to check your notes. Then match the speakers to the photos.

   a, b, c, d

4. Listen again and complete these phrases.
   a. “Today I’ve got an ethnic look and I feel very ___.”
   b. “I may sound like ___ but for me clothes are a status symbol.”
   c. “I want to look ___ and I don’t mind spending a lot.”
   d. “I don’t care about looking ___ from other people.”

Key Language

5. Read the sentences in Exercise 4 above and complete this rule.
   After look, sound, ___ , we can use an adjective or ___ + a noun.

6. Complete the questions and ask and answer them with a partner.
   a. What sort of clothes do you feel ___ in?
   b. Do you care about looking ___?
   c. Do you want to look ___?
   d. Are you more interested in feeling ___ or in looking ___?
   e. What sort of clothes do you look ___ in?
7. Give a fashion commentary on one of the outfits shown in this unit.

Example:
“____ looks very feminine in her Indian skirt. It’s very comfortable and the colours go well with her tie-dyed top.”

8. Choose one of the following statements and make a one minute speech supporting it. You don’t have to agree with it! Make a few notes first.

a. “You can know a person’s character from their clothes.”
b. “Clothes are becoming more and more aggressive in style.”
c. “Fashion has been greatly influenced by sportswear.”
d. “Young people look as though they are wearing a uniform, they are all so similarly dressed.”

9. Which of these factors are most important when you choose your clothes? Number them from 1 (most important) to 10 (least important).

- comfort
- what your friends are wearing
- colour
- cost
- what’s available in the shops
- material
- originality
- if the clothes suit you
- what pop/TV stars are wearing
- fashion magazines

10. Describe the most outrageous thing you’ve ever worn. What was the occasion and how did people react?

11. Describe your favourite item of clothing. Explain why you like it so much.
Television exposure damages child speech

by Sarah Boseley

Dr Sally Ward, the country's leading authority on the speech development of young children, believes that babies under one year old should not watch television or videos at all. Children of two or three should watch for no more than an hour a day.

Dr Ward's ten-year study of babies and toddlers in inner-city Manchester showed television was delaying speech development in children. The background noise from televisions stopped them learning to talk as early as they should. At eight months, they neither recognised their names nor basic words like "juice" and "bricks". At three, they had the language of two-year-olds.

Now she has found that children from well-to-do families are being handicapped in the same way. "The television is being used as a babysitter, with nannies particularly. Some of these middle-class children are spending far too much time watching television and videos. "They get very fixed on the colours and flashing lights. We found in our study it was quite difficult to get them interested in toys."

Parents or minders had stopped talking to them. They were not being taught a basic vocabulary through one-to-one conversations with adults.

All the evidence showed, said Dr Ward, that children whose language was below standard at the age of three could be set back for life.

2 Find the answers in the text to these questions.

a Which of these things are bad for young children?
- juice  videos  toys  television
- inner-city areas  families
b Which of these are good for young children?
- television  authority  background noise
- conversation with adults  toys
c What language ability does the writer expect a child of eight months to have?

toddlers  children aged one to three years old
inner-city  the poor parts of the city
well-to-do  rich
handicapped  damaged
nannies  women who look after other people's children
minders  nannies or babysitters
set back  damaged; slowed down in development
The verb phrase are being handicapped is the passive continuous form. Can you find two other sentences in the article which contain the passive continuous?

3 Use these verbs to fill the gaps with passive continuous forms.

- force • give • neglect
- watch • leave
- criticise • teach

Example:
Television channels are being criticised for not making more educational programmes.

4 Using the passive continuous, make sentences about these subjects:

- footballers
- many politicians
- old people
- I
- women

Examples:
Footballers are being paid too much these days. My sister is being asked to pay for her university studies.

Now turn to page 107 for more practice!

Talk about it

Two-year-old children don’t have very much to say. Why do you think it is important for them to speak?

Does the article reflect your own experience of young children and television?

Is it possible that Dr Ward’s research was wrong? Can you think of any problems with this kind of research (eg. the evidence, or the attitudes of the researchers)?

Critics of television are not only worried about young children. How would you answer these comments? Prepare some notes and then discuss the issue in class.

Watching TV is completely passive. You don’t have to do anything. “We’re all becoming couch potatoes.” Teenagers should be creating their own entertainment.”
1. Before you listen, think about some films or TV programmes you have seen recently. Which ones contained scenes of violence? Was the violence necessary?

2. Now listen to Lucinda McIntosh, who is the secretary of an organisation called PAVIM, "Parents Against Violence in the Media". Underline the words she uses from this box:

<table>
<thead>
<tr>
<th>death</th>
<th>dead*</th>
<th>guns</th>
<th>violent*</th>
<th>terrible</th>
<th>blood</th>
<th>knives</th>
<th>sadistic</th>
<th>crimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>disgusting</td>
<td>shot*</td>
<td>killers</td>
<td>murders</td>
<td>violence*</td>
<td>brutal</td>
<td>'copycat'</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A scene from the British film Trainspotting

3. Here are some comments by George Winter, a director who has made a series of gangster films containing a lot of violence. He disagrees totally with Lucinda McIntosh. Listen to the tape again and write down the points which answer these comments.

   a. "If anything, society used to be more violent than it is now. People used to go and watch public executions."
   b. "You just can't blame one particular movie for one particular crime. There are so many influences in each case."
   c. "Kids are very clever about the media. They know very well what is real and what is not real."
   d. "You see a marriage in a movie. Does that make you go straight out and get married? I don't think so! It's not that simple."
   e. "There is simply no real evidence for a connection between television violence and real life crimes."

---

4. Complete these sentences using your own ideas.

   a. When I broke my arm, the pain made me ___.
   b. The people who have influenced me most are ___.
   c. A television documentary gave me the idea of ___.
   d. Problems at home caused my sister to ___.
   e. The type of films which have a powerful effect on me are ___.
   f. Television is a bigger influence on young people than ___.
Why is there so much violence in films and on television? Why do viewers like it?

Look at this chart, showing the opinions of New Yorkers between the ages of 16 and 45. Does it surprise you?

- Carry out a quick survey in your class, asking the same question. How similar are your results to the chart?

- How much do you agree with the views of Michael McIntosh? Does TV violence cause real violence?

Look at this cartoon. Do you think it is realistic? Why/why not? It's a joke, but what is the serious point behind it?

10 What should be done about screen violence? Should it be censored? Is there a difference between TV programmes, video and films at the cinema?

11 Describe a violent scene from a programme or a film which you have seen recently.

12 "By watching violence, you get it out of your system. Violent films make you calmer and less violent in your own life."

Write a paragraph either for or against this point of view.

13 A lot of people have complained to TV companies about violent images in news broadcasts. Some television companies have now stopped using pictures in war and crime reports. Write a letter to a TV company to support or oppose this change. You could start like this:

"Dear Sir or Madam,
I think it is ridiculous that we are not allowed to see informative pictures from war zones..."
Children of the Corn

A survey done this summer by Teenage Research Unlimited found that 35 percent of girls and 18 percent of boys thought being veggie was "in". Concern for animals is the leading reason kids give up eating meat.

In the last decade, animal-rights groups have made teenagers a prime target. At big rock concerts, People for the Ethical Treatment of Animals (PETA) shows stomach-turning footage of the worst slaughterhouses. Amy Kennedy, 20, of Philadelphia, vividly recalls seeing its videos three years ago. "I knew instantly that I would never eat meat again." Most veggie is indignant about factory-farming practices like debeaking chickens and clipping the tails off pigs.

Usually, moms and dads aren't too thrilled about their kids' vegetarianism. "It scares them," says Dr. David Herzog of Massachusetts General Hospital. But getting enough protein—usually parents' biggest fear—is not a problem. It is plentiful in the whole grains vegetarians are so fond of. Iron and zinc are a more serious consideration, however, since they are most concentrated in animal flesh.

Most adolescent veggie have the same problems as their carnivorous peers: they like junk food. High school vegetarians, who complain about the limited options in their cafeteria, report that greasy cheese pizza and peanut-butter sandwiches (both high in fat as well as protein) are their staples.

Giving up meat can sometimes be a warning sign of something more serious, like an eating disorder. Experts say many young women who suffer from anorexia start out as vegetarians.

Fortunately, most teen vegetarians face more mundane problems—like fitting into the family's eating routine. In the Ahkami household in southern California, mom Linda prepares two dinners most nights—one for her two vegetarian daughters—and another with meat for her husband. "It can be a nuisance," she admits.

veggie abbreviation for "vegetarian"
in fashionable
animal-rights groups people who want animals to get
better treatment
made ... a prime target tried to influence
stomach-turning footage films that make you feel sick
slaughterhouses buildings where animals are killed for meat
factory-farming farms where animals are kept in small cages
practices methods
debeaking cutting off the beaks
clipping cutting

thrilled happy
peers people the same age
junk food bad quality, unhealthy food
greasy covered in oil
peanut-butter cream made from peanuts
(usually eaten on bread)
their staples the food they eat most often
anorexia psychological illness that makes people refuse to eat (commonest among teen age girls)
mundane ordinary
Correct each of these statements.
Most teenagers stop eating meat because they are worried about their health.
At rock concerts, some animal-rights groups show videos of terrible diseases you can get from eating meat.
Most parents are worried that their children will not get enough vitamins if they are vegetarians.

d  Teenagers say there is a big selection of high quality vegetarian food in their school cafeteria.
e  Giving up meat is always a sign of a psychological problem.
f  Linda Ahkami cooks vegetarian food for the whole family every night.

Key Language
Read these sentences from the article. You will see that the relative pronoun that is left out.

Concern for animals is the leading reason (that) kids give up eating meat. It is plentiful in the whole grains (that) vegetarians are so fond of.

3 Complete these sentences where the relative pronoun that can be left out.

a  The reason (that) I eat a lot of ___ is that ___.
b  The kind of food (that) I like best is ___.
c  The first time (that) I ate ___ I ___.
d  One reason (that) people become vegetarians is that ___.
e  One thing (that) I can't eat is ___.

f  The most unusual food (that) I've ever eaten was ___.
g  The thing (that) I don't like about (vegetarians/ eating meat/modern farms/school food) is that ___.

Talk about it
4  Do you think it is wrong to kill animals for food? Why/why not? Is it more acceptable to eat fish and some types of meat than others? Is it wrong to kill animals for leather?

5  Do you agree with the vegetarians who avoid eating meat for health reasons? Why/why not?

6  Read about these two practices on factory farms? What do you think about them? Do you think they're a good way of keeping the price of meat down? Are there a good reason to give up eating meat?

Pigs are locked in metal cages and made to reproduce every eight weeks. They are kept indoors and cannot turn around. The piglets are taken away from them at three weeks.

20,000 chickens are kept in one shed. They are bred and fed so that they are ready for the slaughterhouse at seven weeks. For the last week of their life they do not move much because they are so heavy.
1 Before you listen, describe a typical lunch at your school, college or office canteen.

2 Now listen to this radio report about children’s eating habits and look at the pictures. Which things are mentioned?

3 Read through the list of arguments below. Now listen again and tick (✓) the arguments you hear. Write X for any arguments that you do not hear.

a Too many children eat hamburgers and chips.
b Overweight children may get heart problems later.
c Sugar is bad for the teeth.
d In self service canteens, school children copy what their friends eat.
e Sugary food doesn’t contain as much fibre as fruit and vegetables.
f TV advertisements have a bad influence on children’s diets.
g Some additives make children too active.
h Some parents are teaching their children bad eating habits.

Key Language

4 Listen to the tape again, if necessary, and complete these sentences with too much, too many, enough or more.

a British schoolchildren eat ___ sugar and animal fat.
b They also consume ___ additives and colourants.
c Eating ___ fat can make you overweight.
d Children who eat ___ sweets don’t get ___ fibre.
e ___ schools should sell fruit in their shops.
f Schools should spend ___ time on food education.
g ___ children eat crisps and biscuits for their evening meal.
h Some parents should take ___ trouble over their children’s food.

5 Use language from Exercise 4 to talk about food in your family, school or country. Ask and answer questions.

Examples:
I think people eat too much meat in this country.
I think the canteen should serve more salads.
6 The British eat more fast food than any other Europeans, spending on average £2.5 billion each year on burgers, takeaway chicken, fish and chips and pizza. The French come second and the Germans third. How much do you think you spend a year on fast food? What is your favourite fast food? Do you think it is healthy?

Roleplay a conversation between somebody who wants to go out to eat fast food and somebody who wants to buy food and prepare it at home.

8 Choose one of the following statements and prepare an argument to support it. (Don’t worry if you don’t believe in it!) Make a few notes first.

“American food like burgers and cola is taking over the world. It’s time we remembered our own national dishes.”

“Cooking and eating is a waste of time. Life will be perfect when we can swallow a few pills instead of eating food.”

“TV advertisements for crisps, chocolate bars and fizzy drinks should be banned.”

9 What does this cartoon mean? Do you find it funny?

Write a newspaper or radio advertisement for a new restaurant. Give the restaurant a name and describe some of its specialities. Start like this:

**THE RESTAURANT**

is opening in **Street** this evening.

Come and enjoy a **meal**!

Our opening times are ****

These are some of our specialities ****
Focus

Read about it

Living with a stranger

Thrown together, roommates can become the best of friends—or enemies

The roommate situation is the first challenge students face. Learning to tolerate a stranger’s idiosyncrasies may teach flexibility and the art of compromise. But the learning process is often painful. At Ithaca College in Upstate New York, Julie Noel and her roommate were uncommunicative and uncomfortable throughout the year. “I kept my stereo up once for a whole day just to test her because she was so timid,” says Noel. “It took her until dinnertime to finally turn it off.” Near year’s end, the two ended up in a screaming fight. “Looking back, I wish I had talked to her more about how I was feeling,” says Noel.

Most roommate conflicts spring from such small, irritating differences. Suzie Orr, director of housing at Indiana’s St Mary’s College, says that the matching process is complicated: “Do you put together people who are similar—or different, so they can learn about each other?”

Alan Sussman at the University of Maryland says: “I think they must have known each of our personalities and picked the opposite.” While Sussman was neat and a compulsive studier, his roommate was messy and liked to party into the early hours. Sussman considered moving out at the end of the semester, but decided to stay and “fight it out”. Against all odds, the two ended up being friends. Says Sussman: “We taught each other a lot.”

There are many stories of college roommates becoming lifelong friends. Singers Jean Norris and Renee Neufville of the soul duo Zhane started writing songs while rooming together at Temple University in Philadelphia. After breaking up with their boyfriends within 24 hours of each other, they managed to compose their way out of the blues.

2 Match the people with the facts.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Suzie Orr          didn’t like her shy roommate</td>
</tr>
<tr>
<td>b</td>
<td>Jean Norris        tries to put the right students together</td>
</tr>
<tr>
<td>c</td>
<td>Julie Noel         is very tidy, unlike his roommate</td>
</tr>
<tr>
<td>d</td>
<td>Alan Sussman       ended up working with her roommate</td>
</tr>
</tbody>
</table>

- idiosyncrasies: somebody’s individual qualities/habits (e.g. sleeping with the window open)
- flexibility: being happy to change; easy with other people
- compromise: half way between two points of view
- conflict: disagreement, fight
- spring from: come from/originat from
- matching: putting two compatible, comfortable people together
- compulsive: doing something all the time; unable to stop
- semester: (AmE) term (part of the college year)
- against all odds: although it was very improbable
- compose their way out of the blues: avoid sadness by writing songs
This article contains three mini-stories. Decide which of them have happy endings, and which has a sad ending.

a. Julie Noel and her Roommate  
b. Alan Sussman and his Roommate  
c. Jean Norris and Renee Neufville

Now retell one of those mini-stories to the rest of the class—without looking back at the article!

Key Language

Look at this sentence from the article.

... I wish I had talked to her more about how I was feeling...

I wish + the past perfect is a good way of talking about regrets. Bad things happened, or you made mistakes, and sadly it is too late to change things now.

4. Re-phrase these sentences starting with I wish...
   a. She never told me when she was upset.  
      I wish she had told me when she was upset.
   b. I didn’t ask her about her problems.
   c. Her other friends didn’t want me in their group.
   d. They said horrible things about me.
   e. I forgot her birthday.
   f. I wasn’t strong enough to keep our friendship going.

5. Do you have any regrets? Of course you do! Talk about one thing in your life you wish you hadn’t done, and one thing you wish you had.

Now turn to page 109 for more practice!

Talk about it

6. What “idiosyncrasies” do you find irritating in other people? Which of these people would really annoy you?
   - “He plays nothing but rap music.”
   - “She loves to complain and criticise—she’s always negative.”
   - “She doesn’t really listen when you speak to her.”
   - “He stops in front of every mirror and looks at himself.”
   - “He can’t accept any sort of criticism. He is always right.”
   - “She leaves her clothes everywhere around the house.”
   - “She never wants to eat the same thing as everyone else.”

7. Make your own list of the most irritating things about people in your life—friends, family, or just people you know. Then say what you like about the same people.

8. Mahatma Gandhi said “The only really lasting and valuable friendship is between people of a similar nature.” In the article, Susie Orr is not so sure of this. What do you think?

9. The English poet William Blake (1757-1827) wrote:
   I was angry with my friend.  
   I told my wrath, my wrath did end.  
   I was angry with my foe.  
   I told it not; my wrath did grow.

   Can you explain the meaning of the poem? (wrath = anger, foe = enemy) Do you agree with the idea?
1. Before you listen, think about friendship between women. Is it different from friendship between men?

2. Now listen to Laura and James being interviewed. Who has these opinions? Write L for Laura, J for James, or B for both.
   a. Talking about your problems is a sign of weakness. □
   b. Girls and boys have different kinds of friendships. □
   c. Boys' friendships don't last as long. □
   d. It doesn't matter if friendships last a long time. □
   e. It's important to tell your friends your secrets. □

3. What are the two main points that Laura makes about the differences between boys and girls?

---

**Key Language**

Look at this sentence from the tape.

“It would make me seem weak and pathetic, telling my friends.”

The gerund (the **-ing** form) is at the end of the sentence. This often happens in speech. But in writing, we usually put the gerund at the beginning, like this:

_Telling my friends would make me seem weak and pathetic._

4. Listen to the tape again. Can you hear two more examples of the same structure?

5. Turn these sentences round, putting the gerund phrase at the end.
   a. Making new friends can be difficult. _It can be difficult, making new friends._
   b. Keeping in touch with your friends is very important.
   c. Just listening to their problems can often help people.
   d. Thinking about the fights I have had with friends upsets me.
   e. Being ready to help is a sign of real friendship.

6. Now make some examples of your own using these phrases.
   a. It really hurts, ___.
   b. It makes me uncomfortable, ___.
   c. It must be difficult, ___.
   d. It's one of the saddest things, ___.
   e. It's not something that boys do well, ___.

---

56
7 What do you think of Laura's ideas? Do a survey of boys and girls in your class. Are their reactions to what she says different?

8 James says that he "grows out of" old friends. How does that happen? Does it happen to you?

9 When a girl gets a boyfriend, does that often affect her other friendships? And what about when a boy gets a girlfriend?

10 Which of these quotations or proverbs do you agree with? Say why/why not.
   a "Friendship never ends." (The Spice Girls)
   b "Money can't buy friendship."
   c "A faithful friend is the medicine of life." (Ecclesiasticus)
   d "A friend is a person with whom I may be sincere." (Ralph Waldo Emerson)
   e "The only way to have a friend is to be one." (Ralph Waldo Emerson)
   f "Old friends are best."
   g "Good neighbours become good friends." (The title song of Neighbours, a TV soap opera)

11 Write about it

Dear Sandy,
I don't know what to do. Emma and I have been best friends for years. We do everything together. But now things are going wrong. Two months ago I started going out with a gorgeous boy called Darren. I'm crazy about him. The problem is that Emma really likes him, too. I can't help noticing the way they look at each other. We've always discussed everything in the past, but we don't talk about him - it's almost a forbidden subject. If they get together, I'm going to lose my best friend AND my boyfriend - I can't bear to think about it. Please help me.

Catherine

Ask Sandy!

Imagine you are Sandy.
Write to Catherine, giving her some advice.

12 Write about a friend of yours. What do you like about her/him? And what about negative points? Try to explain why you get on well together.
LEAVE YOUR CAR AT HOME!

In the last hundred years, cars have revolutionised the way we travel... but at what cost? If you're a driver, using your car less is one of the most important things you can do to help the environment — and help make it easier for everyone to get around. Here's why.

IT'S A CHOKE!
Car fumes are the leading cause of smogs, which are choking our towns and cities, and a major contributor to poor air quality in rural areas, threatening the health of one in five people.

Pregnant women, young children and people who suffer from heart and lung disease are most at risk.

GOING NOWHERE
With 21 million cars already clogging up UK roads, travelling can be a slow and frustrating experience. If we don't do anything to cut car use, there could be more than 50 million cars competing for road space by the year 2025.

CLIMATE CATASTROPHE?
Road traffic is the fastest growing cause of carbon dioxide, the main "greenhouse gas". Rising levels of greenhouse gases in our atmosphere threaten to make the Earth hotter, leading to disastrous changes in the world's climate.

Cars pump out 14% of all the UK's carbon dioxide pollution.

CARMAGEDDON
Making cars, producing fuel and building roads gobbles up precious natural resources, destroys and poisons huge areas of land.

In the UK, road building threatens to damage or destroy over 50 of our finest wildlife reserves.

WHAT A WASTE!
When cars are scrapped, many materials end up in the ground or burnt, poisoning our air, water and soil with harmful chemicals.

Each year 1,400,000 cars are scrapped worldwide.

Road congestion already costs our economy some £15 billion every year.

2 Which five points about cars are made by the article? Put a tick (✓) in the boxes.

a. They're ugly.

b. They cause pollution. What causes pollution and how many?

c. There are too many of them.

d. They cause health problems. To whom?

e. They're noisy.

f. They're too expensive for ordinary people.

g. They're bad for wildlife. How?

h. They contribute to climate change. How?

i. They make people lazy.

3 The article recommends "using your car less". Which harmful effects are reduced if you do that? Make a list from information in the text.

- Smog
- Air quality
- Health
- Traffic jams
- Carbon change
- Natural resources
- Destroys
- Reserves
- Pollutes
Look at this sentence from the article.

In the last hundred years, cars have revolutionised the way we travel...

To talk about a period of past time which comes up to the present, we use the **present perfect**. This is very useful when discussing modern technology, or changes in the environment.

4 Match up these time phrases and clauses. Choose the best combinations.

a Over the last 300 years...
1 ... they have done very little for the environment.

c Since the invention of the telephone, ...
2 ... the car has replaced the horse.

d Since world leaders met at Rio, ...
3 ... the Internet has developed dramatically.

e Recently...
4 ... technology has completely changed our lives.

f In the last two or three years...
5 ... communication has got cheaper and quicker.

6 ... I've started cycling to work.

5 Fill in the gaps with a time phrase or a clause using the present perfect. Talk about technology, or events in your own life.

a ____ CDs have replaced LPs.

b Since I learnt how to use a computer ____.

c ____ mobile phones have become very popular.

d In the last ten years ____.

e ____ I've become very interested in "green" issues.

Now turn to page 110 for more practice!

6 Why do people love cars so much? Is it because they are convenient means of transport — or do they have other qualities? (Think about car adverts.)

Do a survey in your class to find out.

7 Is it possible to "use cars less"? In groups, discuss these ideas:
   • provide good public transport
   • make it difficult for car users (eg, expensive parking)
   • cut down the need for journeys (eg, new technology)

8 The article talks about damage to the environment even if we don't use cars much. Discuss one or more possible solutions to this problem.

9 Who should solve these problems — governments or individuals? Would you rather join a political campaign, or do something about it yourself, instead?
1 Before you listen, think about tropical rainforests. Where are they? What are they like? Why are they in the news?

2 Now listen to Rebecca Walker, who has made several TV programmes about the destruction of the rainforests. Which of these sentences are true (T) and which are false (F)?
   a The “canopy” of the forest means the tops of the trees. [ ]
   b 25% of all animal and plant species live in the rainforest. [ ]
   c There are more than 4,000 types of tree. [ ]
   d We get medicines from plants in the rainforest. [ ]
   e A treatment for AIDS has been discovered in the rainforest. [ ]
   f We have lost over half the world’s rainforests since 1945. [ ]
   g The forest “breathes in” oxygen, like humans. [ ]

3 Look at the six points below. Rebecca mentions three of them. Which ones? Listen again and identify them, and then explain each one.
   • beauty for visitors
   • danger of climate change
   • full of dangerous animals
   • good place to get wood
   • home of native Amerindian people
   • important for medical science

4 Can you remember a sentence from the tape which includes the word otherwise?

5 Rewrite these sentences cutting out if and using otherwise/or.
   a If we don’t change our attitude, there will be an ecological disaster.
   b If we don’t save these animals, our grandchildren will blame us.
   c If we don’t use energy more carefully, pollution will continue to increase.
   d If we don’t respect the Earth, it will die.
   e If we don’t think about the future, we won’t have one.
Honesty, as the Reader's Digest has demonstrated by leaving 80 wallets containing £30 around the country, is both absent and alive in the most surprising places. The poor, like Glasgow student Andrew Pryde who had only £10 to spend on food that week, often found it in themselves to return the wallet, while those who were obviously much better off sometimes trousered the money without a second thought.

Trouser is the right word here because it seems that women are far more likely to be honest than men. (Two thirds of women who found a wallet handed it in compared to little more than half of men.)

Imagination often seemed to separate the people in the Reader's Digest experiment. The Glasgow student wondered if the wallet might have sentimental value, while an unemployed man in Basildon speculated that it might have been dropped by someone else who was unemployed.

What would you do in the following situations?

1. You find a £5 note lying in the street. Do you a) hand it into the police? b) pocket it and thank your good fortune? c) give it to charity or the next homeless person you meet?

2. You have filled in a £5 National Lottery ticket for a friend who has asked you to choose his numbers. At the same time you have completed your own ticket. Three days later you discover that one of the tickets has come up with five numbers, but you can't be absolutely certain whether it is your ticket, or your friend's. A prize of more than £100,000 is involved. Do you a) suggest that you split the prize? b) make the claim yourself and keep the whole amount? c) insist that your friend takes the whole amount?

---

rich pickings  money which people get easily but dishonestly
poor standards  bad moral attitudes
found it in themselves made a moral decision
better off richer
trousered kept (literally, "put inside their trouser pockets")
has ... numbers has the five winning numbers
split share equally
make the claim ask for the money
Key Language

We use *would* or *’d* when we imagine a situation or action. Often there is an *if*-clause with the *past simple* in the same sentence.

Examples:
*If I found a £5 note in the street, I would hand it in.*
*I’d buy a boat if I won £100,000 in the lottery.*

3 Use the prompts to make questions with *if* + past simple and *would*.

a shop assistant (give) you too much change by mistake / what you do?
b you (see) someone cheating in an exam / you report them?
c you (crash) your motorbike into an expensive car and nobody (see) you / you tell the police?
d your rich friend (forget) he had lent you £20 / you remind him?
e how you feel / you (lose) your wallet containing £50?
f you tell the waiter / he (forget) to charge you for your drink?

4 In pairs, ask and answer the questions above. Give reasons.

Talk about it

5 Do you think the Reader’s Digest experiment was a good way of checking on people’s honesty?

6 Do you agree that women are more honest than men? Why/why not?

7 What would you do in the situations described in the last two paragraphs of the article? Would you choose one of the options or take some other action?

8 Have you, or has anyone you know, ever lost money or something valuable? What happened? Did you/(s)he ever get it back?

9 Do you think it would be excusable for a very poor person to keep a wallet found in the street?
1. Before you listen, think of two actions: one that you consider only a little dishonest and one that you consider very dishonest.

2. Now listen to a radio discussion about honesty and tick (✓) the actions that are mentioned. Write M (Michael), S (Sylvia) or L (Louise) next to an action that s/he has done.

   a. Cheating in an exam  
   b. Travelling on a train/bus without a ticket  
   c. Reading private letters without permission  
   d. Keeping the change when the assistant gives back too much  
   e. Drinking alcohol under age  
   f. Watching an 18-rated film under age  
   g. Stealing from a shop  
   h. Lying to parents  
   i. Copying a friend’s homework

Key Language

On the tape you can hear several ways of expressing moral attitudes. Listen again and complete the speakers’ actual words.

I lied about my age. But I don’t think ___.

I’m scared of getting caught. But I don’t think ___.

I totally ___ who don’t pay the proper fare.

3. Use the phrases below and the actions in Exercise 2 (a-i) to ask questions about honesty. Then use the speakers’ phrases for some of your answers.

   Have you ever ___?  
   Would you ever ___?  
   Do you think it’s always right/wrong to ___?

Example:

   Would you ever cheat in an exam?  
   No, I wouldn’t. I totally disapprove of people who do that. They should...
Over to you

Roleplay this situation. You find a £50 note in the street. You decide to keep it. Your friend thinks you should hand it in to the police station.

Put these actions in order of dishonesty: 1 for the least dishonest and 6 for the most. Discuss your list.

- Stealing £5 from a friend’s jacket.
- Stealing £5 that you find in the street.
- Stealing something worth £5 from a shop.
- Stealing £5 from your parents.
- Stealing £5 that a cashier gives you too much change.
- Not paying back £5 you borrowed from a friend.

Do a class survey. Find out which of these actions your classmates have done/would do.

- Telling parents/partner about where they’re going.
- Telling someone of their age to get into an 18 film.
- Admitting they have broken/damaged something.
- Copying from someone in a public exam.
- Telling people the truth (to avoid upsetting them).
- Reading letters or a diary without permission.
- Repeating something they’ve promised to keep secret.
- Telling about their age to make themselves more attractive.

How honest are you? Survey

Write about it

7 A friend of yours regularly shoplifts. You don’t approve but you don’t know how to stop him/her. Write a letter to the problem page of a magazine. In 50–100 words, explain the situation and ask for advice. Start like this:

Dear ___,
I have a friend who has a terrible habit: shoplifting. Sometimes s/he goes into ___ shops and takes ___. She/He also steals ___ from ___ shops...

8 The police have just returned your lost wallet. Write a letter to the person who handed it in, thanking him/her. Explain how worried you were after losing it. Start like this:

Dear ___,
Thank you so much for handing in my wallet to the police station. When I lost it last Wednesday I was very worried. I thought...
Focus

Read about it

No Getting Around It: English Is Global Tongue

by the Marqués de Tamarín

Most of us feel that our own language is an essential part of our national identity, yet at the same time we realize that we need a world language, a sort of lingua franca. Over the centuries, Greek, Latin, Spanish, French, Malay, Swahili and other languages have been used as international instruments for trade, diplomacy or religion. Many of them are still used in that capacity.

But three new elements have complicated the situation. The first is the rise of English to the position of world language. This makes life easier for many people, but it irritates others. Many speakers of less widespread languages feel threatened by English. It is like sleeping next to an elephant; regardless of its intentions, the size of the animal makes it dangerous.

Speakers of minority languages quite rightly fear the disappearance of their cultural identity. According to Michael Krauss of the Alaska Native Language Center, nine out of ten of the 6,000 languages in the world will die out within the next century. This is the second new element in the linguistic situation.

The third, more dangerous, novelty is the modern reluctance to accept multilingualism. Why shouldn't a Corsican use Corsican in some cases and French in others? Indeed, why should a Frenchman feel dishonored using English to sell Camembert to a Japanese?

Nowadays, linguistic rivalry is the third most common cause of conflict, after race and religion, and is often mixed with the other two. It need not be so.

Everyone is right in trying to preserve his or her vernacular tongue. But this should not exclude other languages. Speakers of minor languages will also have to learn a major language to profit from the expanding world economy.

2 Which of these alternative titles would be suitable for the article? Give reasons for your choice.

a Keep your own language – but learn another
b The spread of English; it's time to fight back
c WHY DON'T THE FRENCH LEARN JAPANESE?

3 According to the writer of the article, are these sentences true (T) or false (F)?

a Most people are happy to give up their own language and learn a world language. (F)
b Latin used to be a lingua franca. (T)
c Everybody is pleased about the rise of English. (F)
d English people are like elephants. (T)
e If your language dies out, you lose an important part of your culture. (T)
f Multilingualism is a dangerous thing. (F)
g Learning languages can help you to make money. (T)

getting around avoiding (a problem, the truth etc.). "No getting around it" = we can't avoid the fact
identity the unique character of a person/country
lingua franca one language used by various different nationalities to speak to each other
irritates annoys, makes ... angry
widespread used in many places/countries
regardless of without considering, it doesn't matter what...
minority a small number of people; ≠ "majority"
novelty new element
reluctance not wanting (to do something)
multilingualism use of two or more languages
dishonored ashamed (AmE: spelling)
rivalry competition (to be the most important)
conflict disagreement
vernacular tongue local language (not the official national language)
expanding growing, increasing
4 Complete the sentences using these phrases.

- cat food
- a film star
- a computer
- being in prison
- a private cinema
- a bird’s nest

a. Who does she think she is? She behaves like ___.

b. Ugh! My hair looks like ___.

c. They have an enormous television set, like ___.

d. I can’t eat this. It’s like ___.

e. You have a brain like ___.

f. Living here is like ___.

5 Now make some similes of your own – try to use your imagination!

- a. Stop behaving like a ___.
- b. My uncle’s house is like ___.
- c. My sister sings like ___.
- d. Your eyes are like ___.
- e. My home town is like ___.
- f. My friend has ears like ___.

7 Why do you think English is becoming a world language? Is it because it is easy to learn? Or is it for historical or economic reasons? What are these reasons?

8 In some countries people are getting angry about the use of English words in their own language. For example, not everybody likes le marketing, le stress and le fast food in French. How do you feel about this? Does it matter? Can it be stopped?

9 You are learning English at this moment. Is there any other language that you would really like to learn? Give your reasons. Have a vote in your class to discover the most popular language (other than English).

10 There used to be a lot of dialects around Britain – each with its own words and grammatical forms. Now the dialects are more or less dead, and only regional accents remain. Is that a good or a bad thing? Do you speak a dialect? What is happening to dialects in your country?
Tune in

1. Before you listen, think about children who are "bilingual", who grow up speaking two languages. Are you bilingual yourself? Would you like to be?

2. Now listen to a conversation between an Asian teenager, Dinesh, and his friend Bina. Fill the gaps with their names.
   a. ___ is not very good at speaking Hindi.
   b. ___ told ___ about an uncle’s wedding.
   c. ___’s father is a dentist.
   d. ___ is about the same in English and Hindi.
   e. ___ usually speaks English at home.
   f. ___’s parents speak English to each other.

3. Why does Bina’s family switch to Hindi when her grandmother is there?

4. Why do you think Dinesh used Hindi when he talked about his uncle’s wedding?

5. How do people in India use English, according to Bina?

Key Language

Look at this sentence from the tape.

"We quite often switch from one language to the other, depending on the subject."

Can you remember another sentence from the tape with the word depends or depending?
The two forms have the same meaning. But depending on... is part of the same sentence. If you start a new sentence, you have to use It depends on... It's also possible to have another word as the subject.

Example:
The price depends on the size of the memory.

6. Use these words to fill the gaps.

   - depends  
   - teacher  
   - it  
   - weather  
   - time  
   - depending

   a. We play tennis or table-tennis, depending on the ___.
   b. Our decision ___ on your behaviour.
   c. I may go or I may stay. ___ depends.
   d. I can’t tell you what we’re studying next. It depends on the ___.
   e. We walk or we take a taxi, depending on how much ___ we have.
   f. I listen to classical or rock, ___ on how I feel.

Now write sentences which make sense in these contexts.

   g. ___ . It depends on what the doctor says.
   h. ___ . It depends on how much money I have.
   i. ___ . It depends on the temperature of the water.
   j. ___ . It depends on how good your English is.
   k. ___ . It depends on what kind of party it is.
Here are some possible effects of growing up bilingual.
"After learning two languages, it's easier to learn others."
"When you are very young, you can get confused and speak both languages badly."
"It gives you equal access to two different cultures."
"It upsets older people in the family to see you losing your culture."
"You can get translating or interpreting jobs."
"It gives you a feeling of confidence and power."
"Sometimes it's difficult to decide which language to use - with your friends, for example."

Decide which are advantages and which are disadvantages. Then work in small groups to choose which you think are the two most important in the list. Finally compare your choices with other groups.

In a sense, everybody is bilingual. There are always differences between formal written language and the spoken language you use with friends or family. Give some examples of these differences in our own language.

Very informal words are called "slang". Here is a list of some slang words in British English (many of them are different in the USA or Australia). Try to match them with the definitions below.

<table>
<thead>
<tr>
<th>British English slang</th>
<th>Standard English</th>
</tr>
</thead>
<tbody>
<tr>
<td>a cops</td>
<td>1 girl</td>
</tr>
<tr>
<td>b wicked</td>
<td>2 the police</td>
</tr>
<tr>
<td>c tele</td>
<td>3 beer or other alcoholic drinks</td>
</tr>
<tr>
<td>d chick</td>
<td>4 really good</td>
</tr>
<tr>
<td>e guy</td>
<td>5 boy/man</td>
</tr>
<tr>
<td>f thick</td>
<td>6 a pound (money)</td>
</tr>
<tr>
<td>g fag</td>
<td>7 steal</td>
</tr>
<tr>
<td>h booze</td>
<td>8 cigarette</td>
</tr>
<tr>
<td>i mate</td>
<td>9 television</td>
</tr>
<tr>
<td>j quid</td>
<td>10 stupid</td>
</tr>
<tr>
<td>k Ozzie</td>
<td>11 friend</td>
</tr>
<tr>
<td>l nick</td>
<td>12 Australian</td>
</tr>
</tbody>
</table>

Translate this story into more formal English.
"My mate can be really thick sometimes. He stopped to get some fags and left the car open. He talked to the bird in the shop for about five minutes, and some guy nicked his stereo and two hundred quid from the car. Then he called the cops - but what can they do?"

Describe the language situation in your country. Is there more than one official language? Are there many different dialects? Are there any political or social problems connected with language?

What would it be like if everyone in the world spoke the same language? What would be better or easier? Would we lose anything?
Net addicts lead sad virtual lives

by Joe Mathews in Baltimore

In the fall of 1994, Lisa Bowes decided to give up her computer. As an undergraduate in California she'd spent so much time chatting with strangers on the Internet that she eventually made close friends in places as far away as Sweden and Germany. And a man from Pennsylvania she met online came to visit her, with romantic intentions.

Nearly all of her free time—up to seven hours a day—was spent with the computer.

Enough was enough.

"I was definitely an addict," said Ms Bowes, 27. "I met lots of people, but I didn't actually know them. When I decided to give my computer back to my parents, that was really good."

As university students everywhere make greater use of the Internet, some of their lecturers are beginning to worry. Even though the Internet allows for conversations, some students say time on the Net can exaggerate anti-social tendencies and interfere with healthier, face-to-face contact.

One psychologist said he talked with a male college student who, face-to-face, could not ask a woman out. But he had no difficulty doing so over the computer.

Two psychologists at the University of Maryland are even trying to start a support group, Caught In The Net, for those who "find themselves spending too much time on their computers."

But, while some students acknowledge spending up to half of each day on the Net, few believe that heavy use is dangerous.

The Guardian/Baltimore Sun

2 Write T (true) or F (false) next to each of these statements.

a Lisa gave up her computer because it was bad for her eyes. T  

b She wasn't satisfied with the "friends" she made on the Internet.  

c She found it difficult to give up the Internet. T  

d You can have face-to-face contact on the Internet. F  

e Some people find the Internet easier than real life. T  

f Caught In The Net is for people who want to learn about the Internet. F

3 According to the article, who is happy about the Internet, and who thinks it may cause problems?
The Internet has its own language. Before you start using it, you'll need to know a few basic words.

| the Net   | the Internet           |
| virtul   | not real, existing only on the computer |
| online   | when you are connected to the Net |
| surf     | play with the Net, not looking for anything in particular (the opposite is "search for something") |
| download | copy something from the Net onto your hard disk |
| e-mail   | electronic mail: sending letters through the Net |
| modem    | the device which connects your computer to the telephone line |

4. Use the words in the list above to fill the gaps in these sentences.
   a. You find some incredible things when you are ___ing.
   b. I have trouble with the Net because my ___ is not fast enough.
   c. I spent two hours ___ searching for that information.
   d. If you ___ games, you can get a virus in your computer.
   e. They had a ___ love affair. They never actually met.

Talk about it

- People also get addicted to computer games. Have you played them? Why do you think they are “addictive”?

- If you collect photos of TV or film stars, or if you study the history of football in South America, the Internet is for you. You can always find groups of people — somewhere in the world — with the same interest or hobby. What special interest groups would you like to check out on the Internet, and why?

- With television and newspapers, there has always been some government control and censorship. With the Internet, control is almost impossible. Can you think of problems or dangers that might come from the freedom of the Internet?

- The Internet can offer some wonderful things. For example, how do you think doctors or writers or students might use it? What are the possibilities of the Internet?
1. Before you listen, think about computers. Can you list six different uses of computer technology?

2. Now listen to Mary De Souza, who teaches computer science in an American college. Which two of her examples are illustrated in the photos below? Which other uses does she mention?

3. Mary's father disagrees with her about computers. Listen to the tape again and give her views about these points made by her father.
   a. "Supermarkets make more money, but the service is worse for the customer."
   b. "You can't trust computers. They make mistakes."
   c. "Computers have reached the end of the line; there's nothing left for them to do."
   d. "Robots actually cost more than the people which they replace."
   e. "Books are easier to use."
   f. "People still print out most documents, often two or three times."

Key Language

Introducing examples

- Look at...
- And what about...?
- Think about...
- Then there's...
- Take for example...
- Another example is...

When you give a list of long examples, how do you introduce each one? Here are some useful phrases.

4. Listen to the tape again. Which of these phrases are used by Mary De Souza?

5. Talk about the many uses of plastics in the modern world.
Use the phrases to introduce uses in cars, the classroom, sports, electronic equipment. Start like this:

Today, plastics are everywhere. Take for example the kitchen: we have plastic cups and plates, plastic in fridges and microwave ovens.

Now turn to page 113 for more practice.
6 Look at this cartoon. Explain the joke to someone who doesn’t understand it. Do you think there is a serious point here?

"Dear Santa. What I would like for Christmas. I would like some pens and ink and paper. Also a pencil and a rubber."

8 One CD-ROM can hold the same as almost half a million pages in books. So they are very good for reference materials, like encyclopedias. They can also carry sound and video pictures. But are they better than books in every way? Is there any reason to prefer books?

We are in the middle of an “information revolution”: computers, CD-ROMs, the Internet and mobile phones. In what ways can these technologies be good for the environment?

0 People who cannot speak can now type messages on a computer, and a device called a “voice synthesizer” speaks their words. People with many other disabilities - blindness, deafness, lack of mobility - are helped by computers. Describe a new device which would help a disabled person.

11 A newspaper has organised a competition to win a £2,000 computer. You have to write 200 words about why you need the computer and what you would do with it.
In the USA, the number of people with no home – the homeless – has increased a lot in the last few years. Is homelessness a problem in your country?

Every night an army of invisible people disappear into the alleys and abandoned buildings of Austin, Texas. They are the city’s homeless.

But here and in more than 40 cities across the United States, the homeless are facing new laws banishing them from the streets. Critics see the movement as proof of the growing hardheartedness of America. There are about 700,000 homeless people in the United States.

In Austin the city council is nearing final approval of a law to ban camping in any public place.

In New Orleans, an anti-camping law has just been proposed, to control the homeless youths who swarm the French Quarter. “The general public is fed up,” said New Orleans city council president Peggy Wilson. “People should be able to use public spaces. When other people come in and build cardboard tents, and so on, the area becomes inaccessible for everyone else. Particularly in Lafayette Square, there’s a group that feeds people on weekends, and they make no effort to clean up; they dump the garbage, and there’s the presence of enormous rats.”

In Austin, the city’s estimated 6,000 homeless can be found near the drinking clubs of Sixth Street, near the University of Texas campus and in tents in corners of the city parks.

It is the business community who wants rid of them most. “Austin is known as an easy city. It provides a lot for the homeless,” said Jose Martinez of the Downtown Austin Alliance, which favors the anti-camping bill.

The city’s new anti-camping law is expected to carry fines as high as $500. At the same time, the council’s homeless task force, is proposing a $3.5 million “campus” for the homeless. Task force member Tom Hatch, an architect, said: “It’s insane to make not having a home a crime.”

“Camping” is usually something you do on holiday. What does it mean in this article?

Is it true to say that there are almost three-quarters of a million homeless people in the USA?

Which of these are generally “for” (F) or “against” (A) the homeless?

critics (paragraph 2) F
the Austin city council (3) F
the general public (4) F
Peggy Wilson (4) F
the group that feeds people (4) A
the Downtown Austin Alliance (6) F
the homeless task force (7) A
Tom Hatch (7) F
"Homelessness" is an **abstract noun**. It means "being homeless" or "the idea of being homeless". We can say, for example:

Homelessness is especially bad for children.
Something must be done about homelessness.

You can make many abstract nouns by adding *-ness* to adjectives: 
- good → goodness
- dark → darkness
- thoughtful → thoughtfulness

Be careful! Not all abstract nouns are made in the same way:
- stupid → stupidity
- intelligent → intelligence
- cruel → cruelty

5 Can you find an abstract noun which ends in *-ness* in the article?

6 Make abstract nouns from the adjectives below (all except one with *-ness*).
Then write a short sentence using the noun.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
</tr>
</thead>
<tbody>
<tr>
<td>She is deaf...</td>
<td>Babies are helpless...</td>
<td>My father is very mean...</td>
<td>Don't drive when you're tired...</td>
<td>These people are poor...</td>
<td>They were very kind to me...</td>
<td>Never be late for school...</td>
</tr>
</tbody>
</table>

Now turn to page 114 for more practice!

**Talk about it**

7 Try to imagine being homeless. How would you feel? What sort of problems would you have? What would you miss most from your present life?

8 In some countries asking for money on the street - "begging" - is illegal. Do you think it should be allowed? Do you ever give money to beggars?

9 Young people can't get a job if they are homeless - and they can't afford a home if they haven't got a job. How can they get out of this dilemma? Should the government or city council do something to help?

10 In Britain some homeless people make money by selling a magazine called *The Big Issue*. Would you buy the magazine? Do you think it's a good idea?
1 Before you listen, think about "charities" – organisations which collect money for people who need it. Do you ever give money to them? How do you feel when you give money?

2 Now listen to this argument between Steve and Emily. Steve is collecting money for a charity which helps children in Africa, and Emily is not sure that it's a good idea. What facts on the tape go with each of these numbers?

<table>
<thead>
<tr>
<th>$50</th>
<th>12 million</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 cents</td>
<td>one million</td>
<td></td>
</tr>
</tbody>
</table>

3 Measles is a virus which gives you little red spots. According to Steve and Emily's conversation, why do American children not normally die of measles?

4 In one sentence, summarise Emily's point of view.

Key Language

5 In a discussion, how do you disagree politely, and then make your own point? Which of these phrases did you hear on the tape? Tick (✓) the boxes.

- No, it won't. But... (a)
- All right, but... (b)
- OK, but... (c)
- That may be true, but... (d)
- You're right of course. But... (e)
- I accept that, but... (f)
- Yes, they do. But... (g)
6 Role play. In pairs, act out the parts of Emily and Steve, and continue their argument. Make sure you use some of these phrases from Key Language. Spend a few minutes preparing your points before you begin. Here is some information:

Steve

Unicef says that...
- half the money spent on cigarettes in Europe would save the lives of all the children in the world who die from preventable disease.
- 800 million people in the world do not have enough to eat.
- more than 1 billion people do not have clean water.
- 75,000 people die each day from diseases carried by dirty water.
- half a million babies die each year from tetanus, often because there isn't a clean blade (price: 30 cents) to cut the umbilical cord.
- in the poorest countries, life expectancy is only just above 40 years; in the richest countries it is almost 80 years.

Emily

"In the USA..."
- there are about 700,000 homeless people, including 100,000 children.
- there is a lot of unemployment. When the City of Los Angeles advertised for 100 low-paid cleaners, 25,000 people applied.
- every day six children commit suicide, most of them from poor families.
- all around us there are adverts showing rich people enjoying expensive products.
- getting rich is part of the "American Dream".

How do you feel about the role of charities? Is it a good way to help the poor, or should the government deal with such problems?

One famous type of sports shoe is made in Pakistan and costs $70 to buy in the USA. But who exactly gets the money?

Rich countries pay very low prices for goods from poor countries – not only factory-made things, but also fruit, vegetables, coffee etc. Is this right? What can be done about it?

Write about it

0 Write a letter to the chief executive of a famous sports-shoe company. Tell her/him how you feel about the statistics in the chart above.

1 Imagine you are a beggar. Write a diary for one day of your life on the streets.

12 Choose a charity organisation that you would like to work for. Write a letter to be sent out to millions of people. Ask for money and explain why they should give some to your organisation.
1 Is racism a problem in your country? What recent examples of racism have you read or heard about?

**Read about it**

**Arrest of black lecturer heightens distrust**

Michael Leary had arranged to meet his friend at 8 pm outside McDonald’s in Brixton, South London.

Dressed in smart casual clothes Mr Leary, 39, waited for about 20 minutes. He wandered down the busy street. There was no sign of her, so he returned to his spot outside the fast food store.

At 8.30 pm two white men approached him. Mr Leary is black. The men, plain-clothed police officers, said they had seen him “hanging around” and were going to take him to Brixton police station to search him for drugs.

“I was completely shocked,” recalled Mr Leary. “I told them I was waiting for a friend, and I was a university lecturer. They started pushing and pulling me around. When I refused to take my hands out of my pockets, the youngest officer got the handcuffs and forced them on me. They hurt my wrist.”

Three police cars and a van arrived. “I was pushed into a car. I said there was no need to use force and one of the officers told me to “shut up” as if I was a piece of dirt.”

He was taken to Brixton police station, where he claims he was “pulled” along by his handcuffs “like a cow”. He was told to take off his clothes so that he could be searched.

No drugs were found. His credit cards were taken to see whether they were stolen.

There was no apology or explanation. “I was arrested and searched because I was a black man in Brixton. I was just waiting for a friend and minding my own business, but I was made to feel like a criminal.”

---

2 Re-tell the story by putting these sentences in the right order.

a He walked down the street to see if his friend was there.

b He returned to McDonald’s.

c He waited for 20 minutes.

d He was approached by two policemen.

e Michael arrived outside McDonald’s.

f He was handcuffed.

g He was searched and, finally, released.

h He was taken away in a car.

3 Which one of these headlines would be suitable for the article? Explain why the others would not be suitable.

a Police say sorry to black lecturer

b **Lecturer accuses police of racism**

b UNIVERSITY LECTURER FOUND WITH DRUGS

---

**Vocabulary**

- **Lecturer** university teacher
- **Casual** not formal, eg., a pullover and jeans, not a suit and tie
- **Wandered** walked slowly
- **Spot** place, position
- **Plain-clothed** not in uniform (working but pretending to be members of the public)
- **Hang around** being in a place, but not doing anything particular
- **Search** look in pockets, shoes etc.
- **Handcuffs** metal rings which police use when arresting somebody
- **Minding my own business** not interfering with anybody
4 In written English we often put extra information ("plain-clothed police officers") between commas. Can you find another example in the article?

5 When speaking, we usually make extra sentences, as in a–h below. Put two sentences together to make one, with information between commas.

a Dave's a tennis player. He has two children.  
_Dave, a tennis player, has two children._

b George Bush is coming to speak at the conference next week. He's the ex-President of the USA.

c Ms Santoni is 23. She is a candidate in the general election.

d Hong Kong was once a British colony. It is now a city in China.

e Soccer is now the most popular international sport in the world. It started in England almost 200 years ago.

f Bill Gates started his career as a software writer. He is the richest man in the world.

g The "_Mona Lisa_" ("_La Gioconda_") was painted by the Italian Leonardo da Vinci. It is now in the Louvre in Paris.

6 The police in Britain use "identity codes" (i/c's) when they are describing people. For example _i/c1_ means "white", _i/c2_ means Mediterranean, _i/c3_ means black. If they say "male i/c3, mid-teens", they mean "black boy, about 15 years old". Do you think it is right to use these racial descriptions? Why/why not?

7 Some people are embarrassed to talk about race. They think it might be offensive to others. How do you feel? Should we talk about it, or is it better to keep quiet?

8 The National Front is a racist political party in Britain. It wants to "send back" black and Asian people to "where they came from". Do you have parties like this in your country? Why do some people support them?

9 In the USA, they have tried to increase the numbers of black people in some jobs by "positive action". If a white person and a black person have the same qualifications, the black person gets the job. Is this a good idea?

10 What does the table above tell us? What could be the reasons for the differences between the various groups?
1. Before you listen, think about what it is like to marry someone of a different race. What sort of obstacles would you expect to face?

2. Listen to Tarik and Katie talking about their marriage. Which of them experienced more resistance from members of the family?

3. What did Katie’s grandparents really mean when they said “You’re too young to settle down”?

4. Write T (true) or F (false) next to each of these statements.
   a. Katie feels that there’s a lot of racism in Camden.
   b. Katie was an only child.
   c. Katie’s parents were more positive than her grandparents.
   d. Tarik’s grandmother can’t speak English.
   e. Tarik and Katie are planning to have children.
   f. Tarik’s family are now happier about the marriage.

---

**Key Language**

Look at this sentence from the tape.

“What upset me was the attitude of my grandparents.”

Katie could also use a simpler sentence – “The attitude of my grandparents upset me”. But she uses *What...* to change the focus. It puts emphasis on “the attitude of my grandparents”.

5. Can you remember another sentence in this form on the tape?

6. Change these sentences into the *What...* form.
   a. They’re looking for a place with friendly people.
      
      *What they’re looking for is a place with friendly people.*
   
   b. I really hate hypocrisy.
   
   c. The attitude of your neighbours is very important.
   
   d. Love for their grandchildren changed their views.
   
   e. Racism makes life difficult in some parts of London.
   
   f. Pressure from the family separates a lot of couples.

---

Now turn to page 115 for more practice!
Over to you

Marriage between people of different races, a "mixed marriage", was forbidden under “apartheid” in South Africa, and by the Nazis in Germany. Why do you think these racist regimes were so opposed to it?

If your parents come from two different cultures, do you feel you are outside both cultures? Or do you benefit from being a part of both?

What might be the positive effects of "mixed marriages" for society?

Would a difference of religion stop you marrying someone? How can couples overcome this difference?

Some communities, like the Indians in Britain, stay close together and preserve their identity - with language, food, religion, music etc. Would it be better for them to integrate more quickly into British society?

Generally, as time goes on, ethnic groups integrate into the wider community. But some black people in the USA, like Louis Farrakhan of "Nation of Islam", want to go in the opposite direction - to become more separate. Can you understand this attitude? Do you agree with it?

Write about it

13 Imagine you are Michael Léary, the black lecturer who was arrested in Brixton. Write a letter of complaint to the Metropolitan (London) police. Start like this:

Dear Chief Constable,
I wish to complain about the behaviour of your officers in a recent incident...

14 Write a newspaper article describing race relations in the area where you live. How do different ethnic groups feel about each other? If there are problems, what can be done?
Focus

Read about it

This is an extract from a journal kept by the mother of a 17-year-old girl who left home

Diary of a walkout

March 10. Kate demands money for getting ears pierced. I refuse. Cries, threatens, bangs on my bedroom door, then: You're so unsupportive, you don't talk to me nicely any more. There's no point in me staying. Slam.

March 14. Appears with former boyfriend to collect belongings. Watching her stuff clothes in bag causes me almost physical pain.

March 18. She's moved out of former boyfriend's house, left school. No-one knows where she is.

March 26. Search area where I know she hangs out. Spot her standing in a doorway smoking. Take her for coffee. She tells me she's staying with Melanie. Won't divulge phone number.

March 30. Volunteers phone number - just don't think you can ring me all the time.

April 7. Melanie's dad says Kate has to move out. Suggest she comes home. Doesn't work. She disappears again.

April 12. Hear she's living in a boarding house with a friend.

April 14. She makes contact and I meet her for dinner. Says the room in the boarding house needs a good clean. We go shopping for bleach, detergent and food.


April 18. Rings to say she accepted a lift from a man at 2 am today, was attacked, but managed to get out of the car. Feel scared, helpless.

April 20. Moves out of the boarding house to another "friend" on the other side of the city.

April 23. It's 3 am and she's on the phone crying, saying the "friend" is throwing her out. The phone goes dead and I have no idea where she is.

April 30. Moves into a flat with a friend. Asks for rent money. Agree to pay one month's rent, but no more - she has to get a job.

May 30. Is evicted from her flat. Cautiously suggest she returns home for a day or two and uses phone to find alternative accommodation and job. Grudgingly agrees. I'll be outta here by the end of the week.

Six months later. She's nicer to live with, has gone back to school. Overhear her talking on the phone discussing a friend who has walked out of home. Silly bitch. Tell her to grow up and move back.

The Sydney Morning Herald

2. Put the events of the story in their correct order 1-9.

a. Her mother gives her rent money.

b. Kate shouts at her mother and leaves home.

c. She and an old boyfriend come back to collect her things.

d. She comes home for a few days.

e. She goes to stay with Melanie for a while.

f. She is thrown out of the flat.

g. She moves in with a friend on the other side of the city.

h. She moves into a boarding house.

i. She's still living at home six months later.

walkout (here)

person who leaves home after a fight

get ears pierced

have holes put in ears for earrings

former previous

belongings things

stuff push quickly and carefully

hangs out spends time

spot notice

divulge tell

boarding house a place that rents out cheap rooms

no matter what

whatever

scared frightened

throwing her out

telling her to leave

evicted told to leave

accommodation place

to stay

grudgingly without enthusiasm

outta out of (slang)

bitch an offensive way to describe a girl/ woman ("bitch" = a female dog)

grow up be more mature
Key Language

Read this sentence from the article.

[She] won’t divulge [the] phone number.

The phrase won’t do something means refuses to do something. The past tense is wouldn’t.

Examples:
I’ve advised her to come home but she won’t listen.
He wouldn’t complete his studies; he dropped out of school at sixteen.

3 Rewrite these sentences using won’t or wouldn’t.
   a He refuses to get a job and earn his own living.
   b Kate’s mother refused to give her money to get her ears pierced.
   c She refuses to conform.
   d She refused to give her more than one month’s rent.
   e Many teenagers walk out because their parents refuse to listen to them.
   f Why does he refuse to think about the future?

4 The phrasal verbs in the box below are used in the article. Complete each sentence with the correct one.

- move out of
- hang out
- get out
- throw out
- walk out

   a These are the rules of the house and if you don’t like them you can just ___ now.
   b At the weekends I get up late then go and ___ with my friends.
   c We’re going to ___ this flat at the end of the month because it’s too expensive for us.
   d A growing number of teenagers ___ of home each year, after a fight with their parents.
   e Her school has threatened to ___ her ___ if she skips classes again.

Now turn to page 116 for more practice!

Talk about it

5 What is special about the diary style of writing used in the article? Talk about: personal pronouns, possessive adjectives and direct speech.

Roleplay a conversation between Kate and her old boyfriend after Kate walks out. Start like this:

KATE: “I’ve had a row with my mother and I’ve left.”

BOYFRIEND: “What do you mean, you’ve left?”

Do you think Kate was right to leave home? Why/why not?

- When does Kate make contact with her mother?
- What does Kate seem to want from her relationship with her mother?

This is a list of the most common reasons why teenagers walk out.

- Teenager needs to establish own identity
- Teenager feels under pressure about the future
- Parent doesn’t listen or doesn’t care
- Parent is strict
- Parent’s expectations are too high
- Teenager can’t accept one parent’s new partner
- Violence at home

Which of them do you think made Kate walk out? Which four reasons would be/would have been most likely to make you leave home? Discuss your decision with a partner.
1. List three cult figures of your generation. Why are they popular? Are any of them rebels?

2. You are going to hear a biography of Kurt Cobain, lead singer of the American rock band Nirvana. Before you listen, read the information below. As you listen, complete the chart.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 20th 1967</td>
<td>Kurt Cobain was born.</td>
</tr>
<tr>
<td>At 8</td>
<td>His parents ___</td>
</tr>
<tr>
<td>In his teens</td>
<td>Experimented with ___</td>
</tr>
<tr>
<td>At 18</td>
<td>Dropped out of ___</td>
</tr>
<tr>
<td>19 ___</td>
<td>Nirvana was formed.</td>
</tr>
<tr>
<td>1989</td>
<td>Their first album, <em>Bleach</em>, ___</td>
</tr>
<tr>
<td>1991</td>
<td>Second album, <em>Nevermind</em>, was a big ___</td>
</tr>
<tr>
<td></td>
<td>The sound was a ___ of punk and rock.</td>
</tr>
<tr>
<td></td>
<td>People called it “grunge”.</td>
</tr>
<tr>
<td></td>
<td>Kurt and Courtney Love ___</td>
</tr>
<tr>
<td>1992</td>
<td>Kurt and Courtney’s baby ___</td>
</tr>
<tr>
<td></td>
<td>Third album, ___, came out.</td>
</tr>
<tr>
<td>1993</td>
<td><em>In Utero</em>, their fourth album, came out.</td>
</tr>
<tr>
<td></td>
<td>Kurt continued to take drugs.</td>
</tr>
<tr>
<td>April 5th ___</td>
<td>Kurt ___ . Last words: “Remember it’s better to burn out than fade away.”</td>
</tr>
</tbody>
</table>

The verbs *look for*, *look after* and *look out* have very different meanings. Verbs like these are called **phrasal verbs**.

Examples:
- I’m looking for my keys. I can’t find them anywhere.
- Please look after my dog while I’m on holiday.
- Look out! Don’t sit on the photographs.

3. Listen to the tape again and complete the phrasal verbs. Then match them to the meanings.

| a) drop ___ (of) | 1) appear |
| b) come ___      | 2) become a couple |
| c) smash ___     | 3) break |
| d) ___ together (with) | 4) die gradually |
| e) get ___       | 5) release |
| f) bring ___     | 6) ruin your health at a young age |
| g) give ___      | 7) stop attending |
| h) burn ___      | 8) stop taking |
| i) fade ___      | 9) stop taking |

4. Use the notes in Exercise 2 and the phrasal verbs in Exercise 3 to retell Kurt Cobain’s life story. Work in pairs. Take turns saying one sentence each.
Rebellion

6 "Rebels usually prefer rock music to classical or folk music". Do you agree?

Do you have the same taste as your parents in music, TV programmes, people, fashion? Do you share their political views? If not, do you consider yourself rebellious, or simply independent?

Do you ever wish you could rebel? What situations make you feel like this? What rebellious action would you like to take? Give a one minute speech on the subject.

Roleplay a conversation between two friends. One of them wants to drop out of school. The other is advising against it.

Write about it

9 Describe the most rebellious person you know. What sort of clothes does s/he wear? What sort of music does s/he like? What sort of things has s/he done?
Do you admire him/her? Why/why not?

10 In his teens, Kurt Cobain was arrested for doing graffiti on the wall of a bank. He had written Homosexual Rules because he had a close friend who was homosexual. And one of his guitars carried the slogan Vandalism: Beautiful As A Rock In A Cop's Face. Write some slogans that you would like to see in public places. Explain why you would like to write them.
1. In your country, is it easy for a woman to become a manager? If not, why do you think it is difficult for a woman to get to the top?

**Read about it**

**THE CONCRETE CEILING**

Why women are up against it

Someone once observed that a glass ceiling blocks women's rise to the top. But it seems more like a concrete ceiling. The following could be what's stopping us:

- Because boys are taken more seriously than girls at school.
- Because some female high achievers, such as Margaret Thatcher, often don't promote other women.
- Because women have babies.
- Because men think women won't be as committed to their job once they have a child.
- Because "women get all moody and useless once a month".
- Because a woman is still judged on her looks.
- Because women think men won't love them any more if they're successful.
- Because women are busy doing housework when they could be training, impressing the boss and networking.
- Because "women's brains are smaller".
- Because working mothers are made to feel guilty.
- Because women are told to start out as secretaries, and good secretaries rarely get promoted.
- Because not enough women have the courage or confidence to speak out about inequality.
- Because women say sorry, sorry, sorry all the time.
- Because women are either too tough or not tough enough.
- Because men fear and distrust powerful women.
- Because no one ever thinks of calling the father when a child is ill.
- Because a lot of men genuinely think of themselves as superior to women.
- Because some men just don't listen to what women are saying.
- Just because.

---

**Vocabulary**

- **up against it**: facing problems
- **glass ceiling**: an invisible barrier which stops you going up
- **high achievers**: very successful people
- **committed**: dedicated, hardworking
- **moody**: changeable (happy, sad, calm, angry etc.)
- **looks**: appearance, e.g. pretty, ugly
- **networking**: meeting other people in your business, making useful contacts
- **promoted**: given a better/higher job in a company
- **tough** (negative idea): aggressive; (positive idea): strong
2 Look again at the article. Which sentences have almost the same meaning as these?

- When a child has a problem, people refer to the mother first.
- Successful women should show more solidarity with other women.
- Women apologise too much.
- If you are at the bottom of a company, you will probably stay at the bottom.
- Women are either weak or aggressive.
- To be successful, women have to be pretty.
- Women with children don’t work so hard at the office (according to men).

**Key Language**

Look at this sentence from the article.

Because boys are taken more seriously than girls at school.

The verb phrase *are taken* is the **passive** form.

The **active** would be:

*Teachers take boys more seriously than girls at school.*

Why do we use the passive here? Because the most important point is about “boys” and “girls”, not “teachers”. In a passive sentence you can leave out the subject of the active sentence if it is not important.

3 Can you find any more passive forms in the article? (One of them uses *get* instead of *is/are.* )

4 Put these active sentences into the passive. Leave out the subjects (in brackets).

- a) (People) don’t always respect women managers.
  *Women managers aren’t always respected.*
- b) (People) expect women to do the housework.
- c) (People) judge women and men by different standards.
- d) (Companies) promote men much more quickly.
- e) (Men) fear and distrust powerful women.
- f) (Companies) often keep the best jobs for men.
- g) (Teachers) give more time to boys in the classroom.

Now turn to page 117 for more practice!

**Talk about it**

5 Can you think of another title for the article, without using the expressions “glass ceiling” or “concrete ceiling”?

6 Some of the sentences in the article could be categorised Men’s Attitudes. Find five examples. Then find four sentences for the category Childcare and Housework.

7 Which are the most important points in the article? Choose the top three and explain them in your own words.

8 Invent two more sentences beginning “Because...” to add to the article. Discuss them with your partner.
1. Before you listen, do a survey in your class. Do any of you know women who are studying or who have studied a scientific subject at university?

2. Now listen to Sandra Herzog, who is studying physics at MIT (Massachusetts Institute of Technology) in Boston, USA. Look at the pictures below. Which things are mentioned?

3. Listen to the tape again, and complete the chart below with information about the way Sandra and her brothers were treated.

<table>
<thead>
<tr>
<th>gifts</th>
<th>Sandra</th>
<th>her brothers</th>
</tr>
</thead>
<tbody>
<tr>
<td>extra lessons</td>
<td></td>
<td>math tuition</td>
</tr>
<tr>
<td>activities with parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>parents’ ambitions for them</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Now answer these questions about Sandra and her family.
   a. What were Sandra’s parents’ jobs?
   b. What did her parents think about a scientific career?
   c. How is Sandra getting on with her university course?

5. Match these words from the tape with their definitions.

   a. stereotyping  1. thinking one sex is inferior to the other
   b. housewife     2. the same rights for women and men
   c. ambitions      3. help, encouragement
   d. support        4. what you want to do, be, have in the future
   e. equal opportu- 5. (here) thinking all girls are the same
   nities            6. woman who does not go out to work
   f. sexist

6. Complete these sentences from the tape with words from Question 5.
   a. They have always had lots of ____ from my parents.
   b. My dad’s a doctor, and my mom’s a ____.
   c. For me, ____ is an important idea.
   d. I think the ____ began when we were little kids.
   e. I guess they had the same ____ for their children.
7) Think about women who have successful careers. Choose one - it could be a member of your family, a friend, or a famous woman you know about. Tell your group about her. Has she succeeded in a man’s world? Does she also look after a family? What about particular problems she might have in her career? Has she experienced sexist attitudes from men, or even from other women?

What is your reaction to this picture? Do you feel the same about male bodybuilders? Do you think that bodybuilding is a good thing for women? Give reasons for your answer.

Which of these sports are usually for men rather than women?

- badminton
- athletics
- football
- baseball
- tennis
- boxing
- motor-racing
- swimming
- rugby
- skiing
- sumo wrestling

Are the men’s sports in the list equally suitable for women? Makes notes and then discuss your reasons in a group.

10) Role play in pairs. One of you is the director of a big computer company, the other is a trade union representative. Discuss ways to make it easier for women to get promotion in the company. These ideas may help you:

- creche at the office?
- maternity leave?
- attitudes of present managers?

- equal opportunities?
- flexible working hours?
- extra training?

Write about it

11) You are a bored housewife with a working husband and two small children. You are treated like an unpaid servant. You’d like to have your own career. Write a letter to the problem page of a magazine. Talk about your life and ask for advice. Start like this:

Dear Claire,
I have to do something to change my life in some way. Every day I...

12) Give parents some advice on how to avoid “stereotyping” when they bring up their daughters and sons. Write six points like this example:

“Don’t give boys more attention than girls, even if they want it.”
Focus

Have you done any of the sports illustrated on this page? Would you like to try any of them? Why/why not?

Read about it

Slobbing is good for you

Not only is being a couch potato an enjoyable way to spend your days, it could also mean you have more days to enjoy. Yes, professional couching is good for your health and may increase your lifespan. Here are the facts:

- An average of 19 million sports related injuries are reported every year in England and Wales alone.
- According to the Office for National Statistics, 84 people died of sporting injuries in one recent year. And that doesn’t include the 58 who drowned.
- Bungee-jumping has resulted in a new type of back and neck strain. Mountaineering and air sports such as hang-gliding, each kill at least 16 people every year. In Japan, skiing is the greatest source of sport-related death and impact injury. A Harvard Medical School doctor even reported 11 cases of strangulation of skiers wearing long scarves.
- In one Sports Council study of 28,000 people, soccer was found responsible for more than a quarter of 2000 injuries seen every month.
- Rugby is three times more dangerous than the next most risky activities: soccer, field hockey, cricket and the martial arts.
- The New England Journal of Medicine reported on 25 sportsmen killed when they were hit on the chest over the heart with a ball or hockey puck. It is thought that such a blow triggers a fatal upset to the rhythm of the heart beat.
- New sports injuries cost the NHS at least £240 million each year.
- Scientific evidence suggests that prolonged, strenuous training can impair the immune system, reducing the body’s ability to fight infection. Athletes fall ill more often than couch potatoes. So lie back and enjoy yourself.

2. Complete the following sentences with these numbers from the box.

- Every year ___ sports injuries are reported in England and Wales.
- In one recent year, there were ___ deaths from sports injuries.
- Every year ___ people die in air sports, and the same number die mountaineering.
- The Sports Council did a survey of ___ people. It showed that ___ people per month got hurt playing football.
- In Britain, medical treatment for new sports injuries costs more than ___ pounds per year.

\[
\begin{array}{c}
16 \\
19 \text{ million} \\
84 \\
240 \text{ million} \\
500 \\
28,000
\end{array}
\]

slobbing  being very lazy

couch potato  person who sits (often on a sofa - “couch”) and watches TV all day

couching  being a couch potato

life span  the length of your life

drowned  died in the water because they were unable to breathe

bungee-jumping  jumping from a very high point with feet attached to a long piece of rubber

hang-gliding  flying while attached to a large kite

impact injury  damage to the body when in direct contact with somebody/something

strangulation  death from lack of respiration caused by something tight around the neck

risky  dangerous

martial arts  eg. karate and aikido

hockey puck  flat piece of rubber used instead of a ball in ice hockey

triggers  starts

upset to  change in

NHS  National Health Service, the British system of free medical treatment

strenuous  very heavy

impair  weaken

immune system  the body’s method of fighting diseases
Key Language

Read these sentences from the article.

... it could also mean you have more days to enjoy. Couching ... may increase your lifespan.

We use **could, may** and **might** to say that something is a possibility. The negative is **mightn’t** or **may not**, not **couldn’t**.

Example:
She **mightn’t** win the race. She **might** come second.

- may not
- could
- might
- could

3 Match the prompts a-g to the results. Then make sentences with **should** and **could, may not, might(n’t)**.

Example:
You **should** warm up before you run or you **could** pull a muscle.

- warm up before you run
- stretch after exercising
- wear goggles when you swim
- never dive into water you don’t know
- wear a mouth guard for football
- practise regularly before a marathon
- wear good trainers

1 feel stiff the next day
2 get a tooth broken
3 get sore eyes
4 injure your feet
5 not finish the course
6 pull a muscle
7 water not be very deep

Talk about it

4 What is the point of the article? Who is it talking to? Do you think the article could persuade somebody to give up sport?

5 What sports do you do? How regularly do you do them? Have you ever been injured doing sport or exercise? What happened? What do you do to prevent injury?

6 What do you think are the most dangerous sports? Do you do any of them? Why/why not?

7 Put the following benefits of sport in order of importance with 1 as the most important. Discuss your answers with a partner. Do a class survey to compare results.

- makes your body more flexible
- increases strength
- increases stamina
- helps you to relax
- a good way of meeting people
- allows you to get rid of aggression
- good for competitive instinct
- teaches you to be part of a team
1. Before you listen, make a list of the worst aspects of professional sport.

2. Now listen to three people talking about professional sport and tick (✔) the criticisms made by the speakers.
   a. The best players retire from sport too early.
   b. Local football teams lose their best players to top clubs.
   c. There's too much sport on TV.
   d. Ticket prices for football matches are too high.
   e. There's a lot of drug taking in sport.
   f. The top games aren't shown on free TV stations.
   g. There's too much pressure on young sports people.

3. Listen again and complete these sentences.
   a. "Top clubs pay ___ up to a million pounds a year."
   b. "The best players play for the team that pays ___ the ___."

Key Language

Read the sentences in Exercise 3 again.

Some verbs like **pay** can have two objects: a **direct object** and an **indirect object**.

*They paid the money to the cashier.*

*or*

*They paid the cashier the money.*

Here are some more verbs which can take two objects:

- give
- tell
- show
- lend
- offer
- send

Can you think of any others?

4. Complete each sentence with the correct word or phrase.

   a. Who told you ___?
   b. My brother told it ___.
   c. We showed ___ the broken window.
   d. We must give this information ___.
   e. They offered ___ some tickets to the match.
   f. He lent me ___ to buy a football shirt.
   g. We sent the invitations ___ last week.
Over to you

1. In one season, American basketballer, Michael Jordan, makes $30 million and baseball's Albert Belle makes $10 million. Do you think professional athletes' salaries are too high?

2. Why do some athletes use steroids and other drugs? Is it possible to stop drug use in sport? If you were a top athlete would you take drugs to improve your performance?

3. Football is the most popular spectator sport in Europe. In America, baseball and basketball are the most popular. What is your favourite spectator sport? What do you like about it?

4. Fishing and walking are the most popular "sporting" activities in Europe. Do you think they are sports? Why/why not?

5. Why are jogging, aerobics and working out in the gym so popular?

6. Do you think boxing should be banned? Why/why not?

Write about it

11. Write a letter to a foreign friend describing a recent sporting event you watched. Say where it took place, who you went with, what sort of match it was, why you enjoyed it and who won. Start like this:

Dear ____,

There was a ___ match/tournament in/at ___ recently and I went to see it with ____. We arrived at the stadium/pitch/gym at...

12. Write a dialogue between two friends. One friend does a lot of sport and is trying to persuade his/her friend, who never does sport, to take it up. Start:

A: I'm thinking of going for a run this evening. Would you like to come with me?

B: No, thanks, ____. You know I hate running!
Daily Mail
Over 2.2 million copies of the Daily Mail are sold every day. The paper has won many awards for its campaigning, its news reports, special features and design. For Internet information: www.dailymail.co.uk

The Daily Telegraph
The Daily Telegraph is the best-selling of the four “quality” British newspapers (the others are The Times, The Guardian and The Independent), selling over one million copies a day. The newspaper was first published in 1855. For Internet information: www.telegraph.co.uk

Evening Standard
Founded in 1827 and now London’s only evening newspaper, The Evening Standard focuses on the top news stories that will be in the national newspapers the next day. Nearly half a million copies are sold throughout the day — from the first edition at 9 am to the “evening final”. For Internet information: www.standard.co.uk

The Guardian
The Guardian, which started in 1821, has a daily circulation of over 400,000. It often prints articles in translation from important European newspapers. For Internet information: www.guardian.co.uk

The Independent
The Independent is a British daily newspaper which was launched in 1986. It is noted for its photojournalism and offers a mixture of news stories (“busy” pages) and longer articles/features (“long reads”). For Internet information: www.independent.co.uk

Herald Tribune
The International Herald Tribune is a daily newspaper. Its headquarters are in Paris and it is printed in 14 cities. Started in 1887, the IHT focuses on international political and business news. Around 208,000 copies are sold daily to over 180 countries. For Internet information: www.iht.com

The Observer
The Observer is the oldest Sunday newspaper in the world. It was first published in 1791. Like its rival The Sunday Times, it has many sections which focus on world news, sport, arts, business and finance. Its weekly circulation is around 450,000. For Internet information: www.guardian.co.uk

The Sunday Times
The Sunday Times was started in 1821. The paper is world-famous for its investigative journalism and its news and business reports. The Sunday Times has many different sections covering news, business, sport, fashion, arts and entertainment. Around 1,350,000 copies are sold every week. For Internet information: www.sunday-times.co.uk

The Sydney Morning Herald
The Sydney Morning Herald is Australia’s oldest publication (it was founded in 1831) and also its leading newspaper. It has a daily circulation of 270,000 and focuses on local, national and international issues, with special emphasis on Asia. For Internet information: www.smh.com.au
Children's Express is a British news agency run by young people aged 8-18. This charity was started in Britain in 1995 and has two bureaux: London and Newcastle (in the northeast of England). Children's Express aims to "give young people a voice in the media". Over 50 articles are published every year in local and national newspapers.

For Internet information: www.ce.org

Cosmopolitan is a monthly magazine for women, published in various international editions, which addresses the issues that all women face – in love, work, and in the world". Its UK edition sells over 6,000 copies every month.

For Internet information: www.cosmomag.com

FHM is For Him Magazine, a full-colour magazine for men with features on famous people, fashion, health, food and travel.

For Internet information: www.erack.com/fhm

Forbes is an American weekly magazine with features on business, finance, law and technology. Its focus is national and international.

For Internet information: www.forbes.com

Livewire is an onboard rail magazine "to entertain and inform" people travelling on trains in Britain. It publishes features on celebrities as well as focussing on business news and other "human interest" stories.

New Woman is a magazine which targets working women aged 25-34. It features articles on fashion, fitness, health and psychology, as well as focusing on beauty and photojournalism. Over a quarter of a million copies of the magazine are sold every month.

For Internet information: www.erack.com/nwoman

This full-colour American weekly magazine was launched in 1933. It focuses on political affairs and news stories covering the USA and Asia.

For Internet information: www.newswEEK.com

19 is a British monthly magazine for women (aged 19) with features on Life, Style and Entertainment.

For Internet information: www.19@co.uk

This colour magazine sells more than two million copies a week in the United States. U.S. News & World Report focuses on national and international news, as well as publishing features on business, science and technology.

For Internet information: www.usnews.com

Friends of the Earth, one of the UK's leading pressure groups, focuses on protecting and improving the environment, present and future.

For Internet information: www.foe.co.uk
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<td>NEW TECHNOLOGY</td>
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<td>Complex sentences</td>
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<td>REBELLION</td>
<td>Will/won't for insistence</td>
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<td>SEXISM</td>
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</table>
Possibility
On page 7 we studied might to talk about possibility. There are other modal verbs we can use to talk about varying degrees of possibility. Look at these sentences.

Eric is 16 and from Hamburg. He likes sport, supports the German football team Bayern Munich and speaks good German.

Here are some things we can say about Eric.

- **He might play football himself.** 50% sure – he likes Bayern Munich
- **He might not like other teams.**
- **He must be at school.**
- **He can’t be married.** 90% sure – because of his age – he is too young.

We can use the modal verbs might (not), must and can’t to talk about what we think is true. They are all followed by the infinitive. Be careful! If the sentence is positive, we use must; but the opposite is can’t. NOT mustn’t! For example:

- He can’t be married. (he’s so young, I don’t believe it)
- He mustn’t be married. (the actual meaning here is I don’t want him to be married)

1  Work in pairs. Look at the headlines from a newspaper below and discuss what each is about. There are no right or wrong answers!

Example:  **Seb wins it for Britain!**
A: Seb must be a sportsman.
B: Yes. He might be an athlete – perhaps a runner.
A: He might have won a medal.

**16 die as snow falls again!**

**Mother of two in tragic fall**

**Roc%star in court**

**Celebration in New York!**

**Gladys hits 100 and still drives!**

**Sam catches all his owner’s fish!**

2  Work in pairs. Read each sentence and decide if it is correct or not. Circle the mistakes and correct the sentences. (The mistakes might be form or use.)

Example:  a  Hurry up! You **might not** still be in the bath! You **can’t still be in the bath**!
  b  I’m meeting Sally today. It’s been ten years since we last met, so she might recognise me!
  c  Look! There’s a ring on his finger! He must be married!
  d  A: Where’s Jim?
      B: He was coughing yesterday so he must be off sick.
  e  One day there might be enough food to feed the world.
  f  She mustn’t be your mother, she looks far too young!
  g  I must arrive tomorrow, or maybe on Wednesday, it all depends on the children.
Gerunds
On page 13 we looked at gerunds. These have a number of uses. For example:

a as a noun
b when the verb is the subject of a sentence
c after certain verbs, e.g. hate, like, love
d after prepositions e.g. to, by, for

Running is good for you. Eating meat is unacceptable to some people. I hate swimming. We are opposed to keeping birds in cages.

1 Match the two halves of the sentences in A and B. Then decide why the gerund has been used in each. (See a–d above.) Example:

A
a Experiments on animals are very important
b You can eat more healthily
c I'm against
d Wearing fur
e I hate
f Hunting animals
g Being vegetarian

B
i experimenting on animals.
ii is no longer fashionable.
iii watching people eat meat.
iv for testing new medicines. After a preposition
v is very common these days.
vi by not eating meat.
vii is the only way to control numbers.

2 Now work in small groups and discuss the opinion in each sentence (a–g).
Do you agree or disagree? Why?

3 All the hidden words in the box below are from pages 10–13. Read the clues and find the words.

<table>
<thead>
<tr>
<th>E</th>
<th>X</th>
<th>T</th>
<th>I</th>
<th>N</th>
<th>C</th>
<th>T</th>
<th>I</th>
<th>O</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>I</td>
<td>R</td>
<td>N</td>
<td>P</td>
<td>I</td>
<td>Y</td>
<td>R</td>
<td>A</td>
<td>I</td>
</tr>
<tr>
<td>E</td>
<td>L</td>
<td>A</td>
<td>S</td>
<td>I</td>
<td>R</td>
<td>X</td>
<td>A</td>
<td>C</td>
<td>T</td>
</tr>
<tr>
<td>S</td>
<td>L</td>
<td>P</td>
<td>K</td>
<td>U</td>
<td>C</td>
<td>R</td>
<td>B</td>
<td>H</td>
<td>N</td>
</tr>
<tr>
<td>M</td>
<td>P</td>
<td>C</td>
<td>E</td>
<td>F</td>
<td>U</td>
<td>O</td>
<td>B</td>
<td>E</td>
<td>U</td>
</tr>
<tr>
<td>O</td>
<td>T</td>
<td>M</td>
<td>O</td>
<td>U</td>
<td>S</td>
<td>E</td>
<td>I</td>
<td>R</td>
<td>H</td>
</tr>
<tr>
<td>A</td>
<td>C</td>
<td>T</td>
<td>I</td>
<td>V</td>
<td>I</td>
<td>S</td>
<td>T</td>
<td>N</td>
<td>O</td>
</tr>
</tbody>
</table>

a The end of a species, when it ceases to exist
b Someone who campaigns for a cause
c Not only animals, but also clowns appear here!
d All living things have these
e Someone who hunts illegally
f A device used for catching animals
g A small animal often used in research
h A kind of rodent
i A type of engineering where genes are manipulated
j A blood sport that many people think should be banned
The verb *get*

The verb *get* can replace several different verbs in English. In pairs, see how many you can remember. Then, check with the examples on page 16. We often use *get* in spoken English as a more informal alternative for certain other verbs. For example:

- I'm saving up to get a car! *get = buy*
- I hate this job, serving all day and I only get £4 an hour! *get = earn*
- I got a parcel today. *get = receive*

**The simple past and past participle form of get is got.**

1. Each sentence below contains the verb *get*. Match each meaning of *get* with a verb from the box. Then, rewrite the sentence with that new verb. Be careful! One of the verbs in the box cannot be substituted with *get*.

   **Example:**
   a. I work so hard and only get £200 a week! **earn** — I work so hard and only earn £200 a week!
   b. As I get older, I find it harder to hear people.
   c. She never got my letter!
   d. That film was so complicated, I didn't get it at all!
   e. How did you get to Thailand?
   f. I got to work half an hour late yesterday!
   g. It gets me to see you so upset.

   *earn* become receive have arrive understand hurt (emotionally) travel

2. *Get* is also found in many common phrasal verbs. The sentences below contain *get* as a phrasal verb. Match the meaning of each with the correct definition on the right.

   **Example:**
   a. I get up at 7.30 every day. **i** have a good relationship
   b. My father and I have never got on. **ii** attack
   c. What do you mean you've finished? Sit down and get on with your work! **iii** make contact
   d. The phone line was cut so we couldn't get through to them. **iv** travel around
   e. We just had enough money to get by, but it was a struggle. **v** climb out of bed
   f. Stop getting at me, Mum. I'm not lazy at all! **vi** finish
   g. A car is very useful for getting about town. **vii** survive

3. Read the passage below and fill in the gaps with a form of *get*, either on its own or as a phrasal verb. Be careful to use the correct form of the verb!

   Art used to be a difficult business. Artists didn't a. **get** much money, often living in poor housing, with little food, struggling just to b. **get**. Take Van Gogh: he died mad and in poverty. Now that's all changed. Artists c. **get** invitations to all the best parties, and d. **get** town in big and expensive cars. On a good day they e. **get** at half past two in the afternoon and f. **get** to interviews three hours late, where they complain how newspapers are always g. **get** them. I wish someone could h. **get** to them and tell them how lucky they are. After all, modern art seems to be i. **get** worse every day.
Used to

On page 19 we saw how we can use ***used to*** when we talk about past habits or something that happened many times in the past, but does not happen now. For example:

> I used to visit my grandmother every Friday after school.
> I didn’t use to like classical music, but now I think it’s wonderful.
> Did you use to go to English classes? You speak very well.

How does the form of ***used to*** change in the negative and question forms?

---

1. Complete the table below with the correct form of ***used to***.

<table>
<thead>
<tr>
<th>VERB</th>
<th>AFFIRMATIVE</th>
<th>NEGATIVE</th>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>to go</td>
<td>used to go</td>
<td>didn’t use to go</td>
<td>did you use to go?</td>
</tr>
<tr>
<td>to wear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to enjoy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to visit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

2. Below is an extract from an interview with a model, Christiana. Complete Christiana’s answers using the past simple or the ***used to*** form of the verb in brackets. Example:

**Interviewer**

a. When did you start your modelling career?

b. Which magazines did you appear in?

c. Did you travel a lot?

d. What time did you use to go to sleep?

e. Did you have a special name?

f. Did you enjoy your job?

g. What was the best thing about the job?

**Christiana**

I started (start) in 1975.

I _________ (appear) in **Vogue** and **Elle** regularly.

Yes, I _________ (fly) to Paris or New York every week.

Usually at about 1am but once, on my 20th birthday, I _________ (go) to bed at 5am.

Yes, they _________ (call) me “the legs of London”!

When I was younger, I _________ (love) it, but it _________ (become) boring after a few years.

I _________ (love) the travel and the clothes.

---

3. Imagine you are retired and no longer work. Write a short description about the job you used to do, but do not say what your job was. Read your description to the class – can the other students guess what you used to be? Example:

I used to speak lots of different languages in my job and I used to travel every week. I didn’t use to like flying, but I used to love visiting foreign countries and meeting different people on the plane…
Emphasis

On page 24 we practised using the auxiliary verb *do* for emphasis, particularly when the listener is doubtful and to show contrast. For example:

<table>
<thead>
<tr>
<th>A</th>
<th>You didn’t tell me your mother was coming.</th>
<th>B</th>
<th>I did tell you! I told you this morning.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I don’t eat meat but I do eat fish.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Be careful not to overuse this structure! Look at these examples:

<table>
<thead>
<tr>
<th>A</th>
<th>What time do you get up?</th>
<th>B</th>
<th>I do get up at half past six!</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>You never get up at half past six.</td>
<td>B</td>
<td>I do get up at half past six!</td>
<td>✓</td>
</tr>
</tbody>
</table>

1. Read each sentence in A and write B’s reply using *do*, *does* or *did* to emphasise the contrast with A.

   **Example:**
   
   A
   
   a. You don’t own that car!
b. Ian doesn’t speak French.
c. You didn’t phone me last night.
d. You don’t have any money.
e. Charlie didn’t tell you.
f. Jane doesn’t work with you now, right?
g. He didn’t get the letter.

   B
   
   I do own this car!

2. Look at the pairs of sentences below. Only one sentence in each pair (a or b) requires *do*, *does* or *did*. Decide which one and complete both sentences using the verb in brackets in the correct tense.

   **Example:**
   
   1a. I don’t speak French but I (speak) **do speak** German.
   1b. I used to live in Berlin, so I (speak) **speak** German.
   2a. I hate cabbage but I (like) **like** lettuce.
   2b. I quite like cabbage and I (like) **like** lettuce.
   3a. I felt better when he (apologise) **apologised**.
   3b. I was so angry with him but he (apologise) **apologised**.
   4a. "I don’t think you went to work today!" "I (go) **went** to work. Ask my boss!"
   4b. "Where were you today?" "I (go) **went** to work. Ask my boss!"

3. When using this structure, we stress the auxiliary verb to make the contrast or emphasis clear.

   **Example:**
   
   A: You don’t love me. B: I do love you!

   Work in pairs. One student reads A and the other B in exercise 1 above. When saying B’s sentences, be sure to put the stress in the right place!

4. Work in pairs. Write a short dialogue, between a husband and wife, who are arguing, or between a parent and naughty child. Use the *do*, *does* and *did* structure for emphasis or contrast as much as possible. When ready, act it out to the class, paying attention to the stress. Which dialogue sounded the most natural? Were there any mistakes of form or use?
Rhetorical questions

1. On page 28 we studied rhetorical questions. When do we use them?

In the speech below a mother has just found her son smoking. Look at the questions she asks, and decide if each is a real question or a rhetorical one. Write Q for a real question, and R for a rhetorical question in the gaps below.

I can’t believe it! You’ve started smoking! a __________
Why, why do you smoke? You saw what it did to your granddad. b __________ Do you want to kill yourself? It’s so stupid, and such a waste of money. c __________ I mean, do you like wasting money? I’m sure you can’t afford it.
d __________ How much do you spend on cigarettes a week?
I just can’t believe you’d be so stupid. e __________ Tell me, how long have you been smoking? f __________ When did you start? My little boy, a smoker! g __________ You know that cigarettes are bad for your health, don’t you? h __________ Oh Jack, why did you have to be so stupid?

Question tags

Look at g above again. What do you notice about the end of the question? This is called a question tag. We often use them when we wish to check or confirm something. Question tags are made by adding an auxiliary or modal verb and the subject pronoun to the end of the sentence. If the main verb in the sentence is positive, the auxiliary or modal verb is negative; if it is negative, the auxiliary or modal verb is positive. If the sentence does not have an auxiliary, we form the question tag with do. For example:

You know that cigarettes are bad for your health, don’t you?
Sam hasn’t been to America, has he?

2. Complete the questions below using the correct question tag.

Example: a You don’t come from here, _______ you? b I gave it to you, _______ ______? c Russia’s the world’s biggest country, _______ ______? d You wouldn’t lie to me, _______ ______? e Sally’s got flu, _______ ______? f The Pottens have gone on holiday, _______ ______? g You will phone me when you get there, _______ ______?

3. We can show if we are sure or unsure of our question by our intonation. Rising intonation shows we are unsure, while falling intonation shows we are sure.

Example: George and Sam weren’t at the party, were they?
Meaning: I didn’t see everyone at the party, so maybe I missed George and Sam.

George and Sam weren’t at the party, were they?
Meaning: I saw everyone at the party, and I am sure George and Sam were not there.

Work in pairs. Take turns to ask the questions from exercise 2, paying attention to your intonation. Your partner must listen and say if you are sure or unsure.
Perfect tenses

Look at the text below.

In 1997, my life was a mess. I was an alcoholic, and I could not give up. I had seen five different doctors and none of them had been able to help me. By 1999, I had lost my job and my wife and children. At the age of 26, I nearly died and spent several weeks in hospital. Then I tried the Mind Method, and it worked. What a change! Now I don’t drink and I haven’t smoked a cigarette for three years! Today, life is great!

Perfect tenses have the idea of up to a moment in time. If we are talking about a time up to the present, we use the present perfect (have/has + past participle).

I haven’t smoked a cigarette for three years. (three years until today)

past

three years

now

future

If we are talking about a period of time up to a moment in the past, we use the past perfect (had + past participle). We use the preposition by to refer to that time.

By 1999, I had lost my wife and children. (up to 1999)

past

1999

now

future

To talk about something that happened at a specific time in the past, we use the past simple tense.

In 1997, my life was a mess.

1 Underline the correct verb form in the sentences below.

Example: a Yesterday I had seen/saw the doctor.

b At the age of six I had started/started school.

c My dad was in the army and by 1996, we had moved/moved seven times!

d I can’t give you a lift – I haven’t had/didn’t have a car for years!

e I’ve been married/was married for 10 years, before my wife left me last year.

f The letter had arrived/arrived by nine o’clock this morning.

g We haven’t seen/didn’t see them since last week.

2 Work in pairs. Read each sentence and decide if it is correct or not. If it is not correct, circle the mistake and correct the sentence. (The mistakes can be of use or form.)

Example: a I’ve lived in this house ten years (by today.) I’ve lived in this house ten years.

b Mum and Dad had been married for eight years before they had their first child.

c I moved house in 1976 and I lived there ever since.

d By the end of the night, George had spent nearly all his money.

e By the time they are 20, most people in Britain have tried alcohol.

f After a wonderful three week-holiday, we finally came home.

g By dinner time, Lucy had already ate all her chocolates!
Reported speech
We use reported speech to tell others what someone has said. We studied some examples on page 39. Look at the box below to see how tenses change in reported speech.

<table>
<thead>
<tr>
<th>DIRECT SPEECH</th>
<th>REPORTED SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;My name is Jack.&quot;</td>
<td>He said his name was Jack.</td>
</tr>
<tr>
<td>&quot;I'm going to the cinema with Liz.&quot;</td>
<td>She said she was going to the cinema with Liz.</td>
</tr>
</tbody>
</table>

Look back at page 39 now to see how other tenses change.

Below are seven examples of reported speech taken from a magazine article on the problems of love and family life in the modern world. Write down what the person originally said.

Example:  
a Jane said she wanted her freedom back. "I want my freedom back."  
b He said he'd fallen in love with another woman.  
c Maria said her parents were putting pressure on her to get married.  
d She said she didn't want to grow old alone.  
e Susan told me that she was thinking of leaving Tim.  
f Julian said he would miss his children if he left.  
g She told him it was difficult having a family and a career.

Instead of using only say and tell as reporting verbs, you can use a range of verbs to make your writing more interesting. In this exercise, change the quote from direct speech to reported speech, using the verb brackets.

Example:  
a Jack: "I said some terrible things to my wife." (confess) 
Jack confessed he'd said some terrible things to his wife.  
b Thomas: "I think arranged marriages are a good idea." (feel)  
c Alice: "Fewer people will get married in the future." (think)  
d Ian: "I have had an affair." (admit)  
e Jo: "I'm getting a divorce." (announce)  
f Sally: "I can't stop them being together." (explain)  
g Bob: "I think that they should get married." (agree)

Write down your thoughts on love and family life in the 21st century. Give your sentences to another student. Rewrite the sentences you get into reported speech and read them to the rest of the class. Example:
### Comparatives

We use **comparatives** to compare two or more people or things to each other. **Comparatives** are usually formed by adding ‘er’ to the end of the adjective, but there are a number of rules. Complete the box below, using the information given.

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>TYPE OF ADJECTIVE</th>
<th>CHANGE</th>
<th>COMPARATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>young</td>
<td>one syllable</td>
<td>add ‘er’</td>
<td>younger</td>
</tr>
<tr>
<td>late</td>
<td>one syllable and ends in ‘e’</td>
<td>add ‘y’</td>
<td></td>
</tr>
<tr>
<td>fat</td>
<td>one syllable and ends in vowel + consonant</td>
<td>double the consonant and add ‘er’</td>
<td></td>
</tr>
<tr>
<td>heavy</td>
<td>two syllables and ends in ‘y’</td>
<td>change the ‘y’ to ‘i’ and add ‘er’</td>
<td></td>
</tr>
<tr>
<td>intelligent</td>
<td>two or more syllables</td>
<td>put ‘more’ before the adjective</td>
<td></td>
</tr>
<tr>
<td>good</td>
<td>irregular</td>
<td>no rules</td>
<td>better</td>
</tr>
<tr>
<td>bad</td>
<td>irregular</td>
<td>no rules</td>
<td></td>
</tr>
</tbody>
</table>

1. Using the information in the table above, write down the comparatives of the following adjectives.

   Example:  
   - a thin **thinner**
   - b pretty
   - c tall
   - d bad
   - e wide
   - f slim
   - g attractive
   - h artistic

2. On page 44 we saw how we can use verbs like *look, sound* and *feel* with adjectives. We can also use them with comparatives. Complete the sentences below with a suitable verb or comparative from the list on the right.

   Example:  
   - a It’s so tiring having children! I feel **younger** 10 years older!  
   - b I can see you’ve lost weight – you look **bigger** now.  
   - c “How are you today?” “Not that good, doctor. In fact, I feel a lot **younger** than I did yesterday.”  
   - d Oh yes, darling, I like it! You look **younger** so much better with short hair!  
   - e You sound **younger** on the phone.  
   - f This bag is almost empty – that’s why it feels **younger** than yours.  
   - g Listen to this tape – it **younger** much clearer than the other one.

3. Work in groups of three or four. Think of a product, for example, a type of food, a beauty product or a make of car, and write an advert comparing it to its rivals. Compare your advert with others in the class – which do you think is best?

   Example:

   "**Zazz** shampoo will make your hair smell fresher than any other shampoo. It’s cheaper than **Buzz**..."
Passive continuous

We use the **passive** when the **object** of a sentence is more important than the **subject** — that is, who is doing the action is not important. The **passive continuous** has the idea of **in progress** — that is, something happening at that moment in time.

The **passive continuous** is formed by the present/past continuous of the verb to be + past participle.

For example:

- The Queen is being shown around the hospital.
- I couldn't use the lift as it was being serviced.

(present continuous - right now; it is not important who is showing her around)
(past continuous - at the moment I wanted to use it)

1. Change the following sentences from the active to the passive continuous. Be careful to use the correct tense: past or present.

   **Example:**
   - He's asking her for her name.
   - She's being asked for her name.
   - They were painting the room yesterday.
   - They were painting the room yesterday.
   - Mum's washing my jeans.
   - Mum's washing my jeans.
   - George was moving the chairs into the lecture hall.
   - George was moving the chairs into the lecture hall.
   - The police were questioning the man about the robbery.
   - The police were questioning the man about the robbery.
   - They're teaching John at home.
   - They're teaching John at home.
   - Someone was watching Mary all the time.
   - Someone was watching Mary all the time.

2. In the unit, we studied vocabulary relating to crime and violence. In the exercise below, fill in the gaps using one of the words listed.

<table>
<thead>
<tr>
<th>sadistic</th>
<th>crimes</th>
<th>violent</th>
<th>murder</th>
<th>guns</th>
<th>copycat</th>
<th>terrible</th>
</tr>
</thead>
</table>

**Example:**
- These days, films are more **violent** than they were in the past.
- There was a story in the newspaper about a ________ in which a woman was stabbed to death.
- People who get pleasure from killing are ________.
- I think it's ________ that there is so much violence in children's computer games.
- In America, there is a lot of violence because possession of ________ is legal.
- A ________ killing is one which is identical to another killing.
- Murder and theft are examples of ________.

3. Complete the poem on the right using the vocabulary from the box in exercise 2. The first letter of each word is given. 

   I see the ________ images
   They show upon my screen,  
   Of another sadistic m ________
   And I wonder what they mean.
   If we see a c ________ killing  
   Out upon the street,  
   Will the media apologise  
   For creating this v ________ repeat?

4. What is the message of the poem? Do you agree with it? Discuss with a partner.
Quantity
On page 52, we saw how we can use the expressions **too much/too many + noun** to say that a quantity of something is too large. We can use **(not) enough + noun** to say that a quantity of something is right or insufficient. For example:

- You eat too much chocolate. *(It's bad for your health.)*
- There were too many people in the pub. *(It was crowded and unpleasant.)*
- I've got enough money for this jacket. *(The jacket is £60 and I have £65.)*
- There weren't enough cakes for everyone. *(There were five people but only four cakes.)*

**Many** is followed by plural **countable nouns**: for example: cars, trees, burgers.

**Much** is followed by **uncountable nouns**: for example: cheese, news, money.

**(Not) enough** is followed by both types of **noun**.

1. Choose the correct expression of quantity in the following sentences.

   **Example:**
   a. £10 per ticket? I only have £5! I **have too much/don't have enough** money!
   b. Well, we've got six loaves of bread, plenty of cheese and lots of fruit. There should be **too much/enough** for everyone.
   c. There's **too much/too many** bad news in the newspapers these days.
   d. We were late but we had **too much/enough** time to get to the airport.
   e. London's so polluted - there are **too much/too many** cars on the roads.
   f. Ten kids... eight tickets... Oh! I **have enough/don't have enough** tickets!
   g. Don't eat **too much/too many** junk food - it's very bad for you!

2. On page 50 we studied food vocabulary. Read the clues below and unjumble the words in the box on the right.

   **Example:**
   a. A medical condition where someone will not eat enough food. **ANOREXIA**
   b. Where animals are killed before they are eaten.
   c. Basic foods.
   d. Slang for someone who doesn't eat meat.
   e. Food that is bad for you.
   f. A farming method that keeps many animals in terrible conditions.
   g. A vegetarian food that is high in fat and protein.

   **Words:**
   - AEROIHOGUSSLETS
   - SEPLATS
   - GIEEVG
   - NKUJOOFOD
   - YARFOCT
   - NPAUTE TREUTB

3. Below are some facts about British eating habits. In pairs, look at the statements and write two sentences about each. Use **too much, too many, enough and not enough**.

   **Example:**
   a. £1 billion is spent on advertising fast food, but only £50 million is spent on healthy eating. **Too much money is spent on advertising fast food. Not enough money is spent on advertising healthy eating.**
   b. People eat fruit two or three times a week, but they eat meat every day.
   c. Fast-food restaurants are extremely busy, but health-food shops are not.
   d. Information on healthy eating is available, but people do not use it.
The verb *wish*

On page 55 we looked at how to talk about things in the past we regret, *wish* + past perfect. For example:

- I ate too much last night and was sick. I wish I hadn't eaten so much last night.

If we are talking about things we would like to change about our lives now, we use *wish* + past simple. For example:

- I don't have much money. I wish I had more money.

The past of *can* is *could*.
- I can't speak a foreign language. I wish I could speak a foreign language.

1. Every week *Saturday People* magazine runs a feature called *I wish...*, where celebrities write down their regrets and what they would like to be different. Look at the facts below from the singer Jaboo's life, and write a *wish* sentence for each.

   **Example:**
   - a I don't have much time with my family. I wish I had more time with my family.
   - b I argued with my grandfather on the day he died.
   - c I split up with my first wife.
   - d I can't write good songs.
   - e I never learnt a musical instrument when I was young.
   - f I left school without any qualifications.
   - g I smoke 40 cigarettes a day.
   - h I took drugs when I was younger.

2. Write out your own list of 10 wishes that you would send in to *Saturday People*. Compare them with the wishes of other people in your class. Who has the most interesting list?

3. Match each adjective in the column on the left with its opposite adjective on the right. Use a dictionary to help you.

   **Example:**
   - a shy
   - b insensitive
   - c humble
   - d selfish
   - e outgoing
   - f arrogant
   - g impulsive
   - h conservative
   
   - i proud 
   - ii modest
   - iii self-confident
   - iv generous
   - v thoughtful
   - vi retiring
   - vii liberal
   - viii cautious

4. In pairs, see how many other personality adjectives you can think of. Which adjectives do you think describe you? What qualities do you look for in a partner or friend?
Present perfect

On page 59 we saw how we can use the present perfect to talk about something which started in the past and continues in the present. We use the present simple to refer to situations now. Compare:

Car use in Britain has grown dramatically over the past 25 years. (present perfect)
There are now over 20 million cars on Britain's roads. (present simple)

The present perfect is formed by the auxiliary verb have/has + past participle of the main verb.
Be careful – there are many irregular past participles!

1. In pairs, write the past participle of the following verbs.

   Example:  
   a) need needed  
   b) be  
   c) choose  
   d) stop  
   e) bring  
   f) wait  
   g) like  
   h) become  

2. Here is a recent report on rail travel. In each sentence, choose the best tense for the verb: present perfect or present simple.

   Train use in Britain decreases/has decreased significantly over the past 20 years. Today many more people have/have had cars, and not as many use/have used the train. The rail industry has also changed/also changes. Twenty years ago there was only one rail operator - now there are/have been over 20. Although numbers of passengers go down/have gone down since 1980, fares rise/have risen faster than inflation. The situation that faces/has faced the government today is very serious.

3. The word square below has eight words or terms from the unit on Green Issues (look at pages 58–61 to help you). See if you can find them. Can you remember what they mean?

   H U D N J R U K P F A M
   A P G R I E C V B A S P
   X O K U E S S L N C W Y
   I L J R S O N R L I B F
   C L U A T U J M R D Y U
   F U E L B R H O V R Z M
   B T A K D C L I M A T E
   G I C M W E O T P I X S
   C O N G E S T I O N Z B
   A N H T K P O C F W N A

4. Imagine it is the year 2100. Write a report on your country's traffic and public transport situation, and how it has changed over the past 100 years. Example:

   The traffic problem has grown much worse over the last century. For example, there are now 100 million private cars on our roads...
Second conditional

We use the **second conditional** to imagine present and future situations, and what we would do. We do not always expect the situation in the **if clause** to happen. For example:

```
If I won the lottery, I would buy a new car.
```

(Condition) (Result)

I would buy a new car if I won the lottery.

(RESULT) (CONDITION)

Which tense do we use for the **condition**? How do we form the **result**?
What do you notice about the order of the **condition** and the **result** in the sentence?

Look at each phrase in **A** and match it with a phrase in **B**.

**A**
- a. If I went to London
- b. I would feel guilty
- c. I would be an actor
- d. I'd live in Paris
- e. If I found a wallet on the street
- f. If I were a successful pop star
- g. If I could buy a car
- h. If I had a better camera

**B**
- if I cheated in an exam
- I would choose a BMW
- I'd visit the Millennium Dome
- I'd take better pictures
- I would take it to the police
- if I spoke French
- if I could change my job
- I would wear outrageous clothes

Look at the sentences below, and say what you would do in these situations.

**Example:**
- If I won the lottery... I'd give up work.

- a. If I didn't have to work or study...
- b. If I were president...
- c. If I lived on a desert island...
- d. If I could fly...
- e. If I could change one thing about my life...
- f. If I spoke every language in the world...

Work in groups of three or four and write a class questionnaire by writing five **if** statements, and three possible answers for each.

**Example:**
- If I had more time, I'd...
  - a. spend more time studying, of course!
  - b. go out and party.
  - c. read lots of books.

Compare your questionnaire with another group's and answer each other's questions.

Which group has the most interesting questions?
Like
We can use like as a verb; for example: I like chocolate. On page 57, we saw how we can also use like as an adverb, meaning similar to. For example:

He looks like his father.
He speaks English like a native.
It was so relaxing! It was like being on holiday.
You'll never forget it – it's like riding a bicycle.

What types of word come after like? Are they nouns, verbs, adjectives or gerunds?

1 Look at the sentences below and write V next to them if like is used as a verb, and A if it is used as an adverb.

Example:  

a I like to have a cup of tea first thing in the morning. V
b I look a bit like my dad. 
        c It's so quiet in here! It's like being in a church. A
        d I like to go to bed early during the week. A
        e Ugh. I feel awful. I feel like staying in bed all day today. A
        f I want to have my hair very short, like my friend. A
        g What would you like for dinner tomorrow? A

2 Complete the sentences below with either a noun or a gerund.

Example:  

a The room was so small! It was like standing in a shoe box! (gerund)
b You're crazy! You drive like a(n) ___________ (noun)
c It was so beautiful. It was like ___________ in paradise. (gerund)
d The coffee was horrible – it tasted like ___________. (noun)
e Her house is enormous – it's like ___________ in a palace. (gerund)
f I'm so tired. I feel like ___________. (gerund)
g Her hair was awful. It looked like a(n) ___________. (noun)

3 Vocabulary. Look at the clues below and complete the crossword using the equivalent word in slang. All of the words are taken from exercise 9 on page 69.

a television
b stupid
c steal
d boy/man
e alcoholic drinks
f (see below)

When you have finished, look at the word in box f. This is another example of British English slang. What do you think it means? Write your answer in the space above.
Introducing examples
On page 72 we looked at how we can use certain phrases to introduce a list of examples.
We often follow phrases like for example or for instance with nouns or gerunds.

Boeing has produced a number of famous planes, for example the jumbo jet. (noun)
The human race achieved many great things in the last century, for instance sending a man to the moon. (gerund)

1 In this unit we saw a number of other phrases to introduce examples, and we heard some of them used by Mary De Souza. Write down as many as you can remember. If you cannot remember them all, look back at page 72.

Example: Look at...

2 Fill in the paragraph below with the correct phrases. Some letters have been given to help you.

Modern medicine is wonderful. think about the things they can do nowadays. T_____ _____
e_____ transplants – if your heart is diseased they can change it for a healthy one. A_____ _____
a_____ fertility? So many more couples are being helped to have children. T____ t_____ giving
birth itself – so much safer and less painful than before. And l_____ a_____ the drugs we have now,
which have helped to destroy diseases like smallpox. A_____ e_____ _____ AZT, which helps to
control AIDS.

3 In this unit we practised words connected with the Internet. Look at the clues below and complete the puzzle. When you have all the answers, work out the anagram in the pink box (h) and explain what it means.

a When you are connected to the Internet.
b Something that can harm your machine, often found on the Internet.
c A shortened version of the word 'Internet'.
d To look for nothing in particular on the Internet.
e To copy something from the Internet onto your machine.
f An electronic way of sending letters.
g The machine you need to use the Internet.

a       b

h  g  f  e  d  c  b  a

h
Abstract nouns
On page 75 we studied abstract nouns, which are used to describe ideas and qualities; for example: goodness. Can you remember any of the nouns? What do we add to adjectives in order to make abstract nouns?

1. Look at the adjectives below. In pairs, check their meanings, then write the noun form for each in the spaces below. Each dash __ represents one letter.

Example:

a) shy  s_h_y_n_e_s_s
b) timid
   _______________________
c) angry
   _______________________
d) weak
   _______________________
e) happy
   _______________________
f) confident
   _______________________
g) thirsty
   _______________________
h) tired
   _______________________

2. Complete each of the following sentences with an abstract noun from the box below. Be careful! You do not need all of the nouns.

Example:

a) To prevent the problem of __________, we do not allow people into the theatre after the play has started.
   (lateness)

b) Thanks to the __________ of the burglars, it was easy for the police to catch them.
   (weakness)

c) The townspeople felt a lot of __________ that nothing was being done about homelessness.
   (poverty)

d) My idea of __________ is a hot bath, a good book, and a box of chocolates.
   (happiness)
   There's nothing better!

   e) It's time for the rich countries to do their bit to fight __________.
   (poverty)

   f) Some people think animals are naturally kind, but there's a lot of __________ in nature.
   (cruelty)

   g) To do a job, you must be sure you can do it - __________ in yourself is very important!
   (confidence)

<table>
<thead>
<tr>
<th>lateness</th>
<th>anger</th>
<th>carelessness</th>
<th>happiness</th>
<th>poverty</th>
<th>cruelty</th>
</tr>
</thead>
<tbody>
<tr>
<td>weakness</td>
<td></td>
<td>confidence</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Divide into two teams, A and B. Each team looks at the list of abstract nouns below. Using a dictionary, write down the true definition of each word on your team's list and invent two false ones for each. When both teams are ready, each team reads out a word and its three definitions. The other team must guess which definition is correct. If it guesses correctly, it wins a point.

Team A
- vagrancy
- clarity
- scorn
- hunger
- coincidence

Team B
- haste
- fame
- depression
- really
- destruction
- destitution
Complex sentences
On page 80 we saw how we can use what to emphasise part of a sentence. For example:

What really upset me was his racist attitude.
 what + verb clause + verb to be + indirect object

Here, what has the same meaning as the thing that.

1. Work in pairs. Make six sentences, using one word or phrase from each box below.

<table>
<thead>
<tr>
<th>What</th>
<th>made him late</th>
<th>I love most about Italy</th>
<th>is</th>
<th>racial equality and justice for all.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>she was looking for in the library</td>
<td>were</td>
<td>the beautiful photography.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I really enjoyed in the film</td>
<td></td>
<td>combining a career and a family.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>makes life difficult for some women</td>
<td></td>
<td>a flat tyre.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>they went on holiday for</td>
<td></td>
<td>the sunshine.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I'm hoping to buy in the sales</td>
<td></td>
<td>some cheap shoes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>we really need</td>
<td></td>
<td>books on American history.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the delicious pasta dishes.</td>
</tr>
</tbody>
</table>

2. Using the key words below, write sentences expressing your own preferences.

Example: a like my country
b hate about studying English
c annoyed me this morning
d makes me laugh
e look for in a boy or girlfriend
f wanted for my birthday
g enjoy doing at the weekend
h detest about computers

What I like about my country is the weather.

3. Vocabulary. Look at the list below and match each word with the correct definition. All the words appear on pages 78-81.

Example: a racism
b ethnic group
c integrate
d apartheid
e i/c3
f positive action
g National Front
h mixed marriage

Example: the old political system of South Africa where people were treated differently according to race
ii to fit in with society
iii policy which favours someone because of his/her race
iv a right-wing racist political party in Britain
v dislike for others because of the colour of his/her skin
vi people linked by a common race or culture
vii a marriage between people of different races
viii the police identification for a black person

4. Imagine you belong to an ethnic minority in your country. What problems do you have in your daily life at home, at school or at work? Make notes then write a letter to a friend explaining your problems and feelings.
Rebellion

Talking about habits

We can use will and won’t + base form to talk about repeated actions and habits. For example:

Sarah will waste her money on things she doesn’t need.  
She won’t put things away after she’s used them.

We use would and wouldn’t to talk about repeated actions and habits in the past. For example:

Uncle Tom would go on working, even though he was unwell.  
He wouldn’t leave his old house, even though the roof leaked.

1. June Bridges is talking about her 15-year-old son, Robert, and about her father, Albert, who died last year. Look at each statement, and write R if it refers to Robert and A if it refers to Albert. Then, write about each person’s habits using will, won’t, would or wouldn’t. Example:

a. He spends all evening on his computer.  
   R. He will spend all evening on his computer.

b. He never cooked a meal.  
   A. He didn’t cook a meal.

c. He always took the bus everywhere.  
   A. He always used to take the bus.

d. He doesn’t wear anything that isn’t in fashion.  
   R. He won’t wear anything that isn’t in fashion.

e. He never let his children use bad language in the house.  
   A. He didn’t let his children use bad language.

f. He always spends hours in the bathroom.  
   R. He will spend hours in the bathroom.

g. He sat in the chair and smoked his pipe in the evenings.  
   A. He used to sit in the chair and smoke his pipe.

2. Work in pairs. One student is A, the other B. Read your role card and prepare your part. When you are both ready, A starts.

   **Student A**
   Imagine you have a teenage brother or sister. Think of the habits he/she has that annoy you. When you are ready, tell Student B (a child psychologist) your problems. Try to use the will/won’t structure as much as possible.

   **Student B**
   Imagine you are a child psychologist. Listen to Student A telling you about the problems he/she is having with his/her teenage brother or sister and try to suggest solutions.

3. Imagine you are a parent with a rebellious 17-year-old son. Read the list below of things he has done. Which do you find most and least acceptable? Number each from eight as the least acceptable to one as the most acceptable. When you have finished, compare your list with those of other students.

- Has his tongue pierced! □
- Starts smoking! □
- Comes home very late! □
- Leaves home! □
- LEAVES SCHOOL! □
- Plays loud music! □
- Starts taking drugs! □
- STAYS IN HIS ROOM! □
The passive
On page 87 we studied the **passive** form. We use the **passive** when the **object** of a sentence is more important than the **subject**. For example:

- Macintosh makes Apple computers. This is an active sentence because the subject is important (who makes Apple computers).
- Apple computers are used a lot in publishing. This is a passive sentence because the object is more important than the subject (we are not interested in exactly who uses them; we are interested in the type of computer).

We make the **passive** by using the **auxiliary verb** to be + past participle of the main verb.

- Our products are eaten all over the world.
- The office isn't used after 6pm.
- Where are they made?

1. Match each sentence on the left with a sentence on the right to make a pair.

   **Example:**
   - a. Ben and Zoe love Coca-Cola.
   - b. Coca-Cola is the world's most popular drink.
   - c. Canada has two languages.
   - d. Sam's an expert at languages.
   - e. Lotus makes great cars.
   - f. Minis are great cars.
   - g. They're made in the UK.
   - h. They drink far too much of it.
   - i. English and French are spoken there.
   - j. It's drunk everywhere.
   - k. She speaks English and French.
   - l. It makes them in the UK.

   Work with a partner. Look again at each pair of sentences and decide which are active and which are passive.

2. Mick Sanders, of the pro-male group, Men Against Sexism to Men, has written an article about sexism in schools for a magazine. Read this extract from Mick's article, and fill in the gaps, using either the present simple active or the present simple passive.

   ... but today that's not true. Let's look at a few examples. At school, teachers **a. make** (make) every effort to help the girls, but boys **b. see** (see) as troublemakers. If a girl **c. praise** (praise) is right, but if we **d. praise** (praise) a boy, we are doing the wrong thing. Parents **e. tell** (tell) to ignore their boys and help their girls. Fine, but at school, it's boys who **f. do** (do) much worse than girls. Boys **g. not teach** (not teach) at school, they **h. ignore** (ignore), and the simple reason is sexism.

   What is the message that the writer is trying to get across? Do you agree or disagree? Discuss in pairs.

3. Choose someone in your class but keep his/her identity secret. Describe what that person is wearing, using the passive as much as possible. Read your description to the class and see if the other students can guess who it is. Example:

   *This person is wearing black shoes made of leather. Her blue jumper is made of wool and her earrings are made of silver...*
Direct and indirect objects
On page 92 we saw that some verbs can have two objects: direct and indirect. (Usually, the indirect object refers to a person.) For example:

Smith gave Jones the ball.

subject + verb + indirect object + direct object

It is important to be careful with word order and the prepositions you use. For example:

Smith gave the ball to Jones.

subject + verb + direct object + preposition + indirect object

1. Work in pairs. Make six sentences with a direct and indirect object using a word or phrase from each box below. For example: I showed the letter to a friend.

<table>
<thead>
<tr>
<th>showed</th>
<th>gave</th>
<th>told</th>
<th>lent</th>
<th>offered</th>
<th>sent</th>
<th>paid</th>
<th>sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>He</td>
<td>Sam</td>
<td>Cindy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sarah gave me £5 for the car.

Sarah gave the letter to me.

Sarah gave the garden a cup of tea.

to for

2. Below are the headlines from newspaper sports stories. Put the words in each headline in the correct order. Each contains a direct and an indirect object. The first word in each sentence is provided for you.

Example: a swimming/sponsor/club/£10,000/gives

b Leeds/for/pays/football club/player/Greek/£5 million
c drug-taking/athlete/the truth/about/Olympic/Committee/tells
d shown/player/for/foul/Juventus/red card
e team/new/hockey/to/gives/company/equipment
f to/athlete/prize/best/gives/club
g permission/to/doctor/run/athlete/refuses

Sponsor gives swimming club £10,000

3. Work in pairs. Look at the word lists below and choose the sport each list refers to from the box.

Use a dictionary to help you.

Example: a ring - referee - knock out

b umpire - net - love
c try - scrum - pitch
d course - saddle - judge
e butterfly - freestyle - dive
f slalom - pole - piste
g team - foul - court

box a

rugby - soccer - TENNIS

basketball - athletics

d showjumping - boxing - skiing

SWIMMING - motor racing
ammunition (n) 77 ideas to use in an argument
apartheid (n) 81 old system in South Africa: whites and blacks lived and worked separately
appearance (n) 18 looks
argue (v) 17 fight
arrest (v) 16 catch (eg. “The police arrested the thief.”)
artery (n) 24 the study of how the stars and planets influence people’s lives
atheist (n) 24 person who does not believe in God
atmosphere (n) 38 the feeling in a place
attend (v) 25 go to, watch
attitude (n) 14 what you think/feel about something
capacity (n) 66 “in that capacity” = for that use/purpose
cardboard (n) 74 thick, hard paper (boxes are made of it)
catastrophe (n) 58 disaster
cautiously (adv) 82 carefully
censor (v) 49 cut parts of films/TV programmes
character (n) 18 personality, qualities
charge (v) 63 ask for money
charity (n) 62 organisation that helps poor people
chat (v) 70 talk to people for fun - not about important things
cheat (v) 63 behave dishonestly in order to do better (eg. in an exam) or to win (eg. at cards, in sport)
checked (adj) 18 clothes which have a pattern of squares
chief executive (np) 77 boss, top person in a company
claim (v) 23 say something which might not be true
clerk (n) 28 (AmE) shop assistant
colourants (n) 52 chemicals added to food to change its colour
comforting (adj) 18 making someone feel happier
commercial (n) 7 advert on TV/radio or at the cinema
competitive (adj) 43 wanting to prove that s/he is the best; enjoying competition
competitive instinct (np) 91 wanting to win a competition
concentrated (adj) 50 found in the largest amounts
congregate (v) 13 a type of French cheese
candidate (n) 28 politician who tries to win an election
caveat (n) 66 one of a set of rules (eg. doctor’s records)
conform (v) 83 be like other people
confused (adj) 69 not clear in your mind
consideration (n) 50 thing to worry about
constantly (adv) 42 always
consume (v) 52 eat
contraception (n) 24 birth control: ways of preventing pregnancy
contract (v) 10 get (an illness or disease)
contribute (v) 58 add (to do something good or to a problem)
corporal punishment (np) 33 physical punishment (eg. hitting)
courage (n) 86 strength
create (v) 35 make, produce
creche (n) 89 place where very small children can be left and looked after
credit card (np) 78 plastic card for buying things (eg., American Express card)
cricket (n) 90 outdoor game similar to baseball, popular in Britain
critic (n) 15 someone who writes in the newspaper about art, books, films etc.
criticise (v) 23 say bad things (about)
cult figure (np) 84 person who is very popular (eg., leader of a fashion in music, art, writing) among a small group of people
culture (n) 38 all the particular things about a country/people: religion, music, food, customs etc.
currently (adv) 14 now, at the moment
customer (n) 72 person who buys goods/services (eg. from a shop)
damage (v) 46 have a negative effect on
deafness (n) 73 not being able to hear
decent (adj) 9 not shocking or offensive
decision (n) 19 what you decide to do
defend (v) 17 speak for, say good things about
degree (n) 35 university qualification
delay (v) 46 make slower, make late
demonstrate (v) 62 show
denim (n) 44 cloth (usually blue or black) that jeans are made of
destroy (v) 58 eliminate, break, kill, get rid of
destruction (n) 60 destroying
details (n) 27 specific information
detention (n) 33 punishment of keeping a pupil at school after school hours
detergent (n) 82 chemical product (not soap) used for cleaning, especially clothes
device (n) 71 small piece of equipment
dialect (n) 67 different form of a language, used in one place or part of a country
diet (n) 18 eating less food or special food in order to lose weight
dilemma (n) 75 very difficult choice
diplomacy (n) 66 relations with other countries (with ambassadors, consuls etc.)
disability (n) 7 not being able to do something (eg. see, hear, walk)
disabled (adj) 6 not able to use your body in the normal way
disapprove (v) 64 have a bad opinion (of someone/something, for moral reasons)
disaster (n) 60 something terrible
disastrous (adj) 58 terrible
discreet (adj) 30 sensible
disease (n) 10 illness
distrust (v) 86 consider dishonest
document (n) 72 letter, report etc. (on paper/a computer)
documentary (n) 48 TV programme about society, history or the environment
dramatic (adj) 59 very big, very fast etc. [adv = dramatically]
drop out of (phrv) 85 leave (school, college) before you have finished
duckling (n) 18 baby duck
dye (v) 20 change the colour of
effective (adj) 7 successful
element (n) 66 part of a situation/problem
emotional (adj) 38 strong (feelings)
encouragement (n) 21 words which give courage and confidence
end of the line (np, coll) 72 situation when you cannot continue/make progress
enormous (adj) 67 very big
environment (n) 58 the air/land/water around us [adj = environmental]
esential (adj) 11 necessary, most important
establish (v) 83 build
established (adj) 14 old, well-known
estimated (adj) 74 approximate
ethnic (adj) 44 from a different racial group/country (eg. ethnic music, fashion, food)
etnic group (np) 81 race, type of people (eg. Asian, Jewish, white, black)
eventually (adv) 70 finally, in the end
evidence (n) 23 information about a crime, from a scientific study

evolution (n) 24 scientific idea, first explained by Charles Darwin, that plants and animals have gradually developed since began

exclude (v) 19 leave out, not invite

excursion (n) 33 trip, day out

excusable (adj) 63 forgivable

execution (n) 28 killing a criminal (eg. in the electric chair)

exhibition (n) 14 collection of paintings/photos etc. which you can visit

expect (v) 28 think something is going to happen

expectations (n) 83 strong hopes (about life, relationships)

expel (v) 32 send away from school

experiment (v) 15 try something new

exploit (v) 7 use a person without helping him/her

exposure (n) 46 being given/shown something, experiencing something

expulsion (n) 33 the most serious school punishment: sending a pupil away from school for ever

extinct (adj) 61 not existing any more (eg. dinosaurs)

extinction (n) 12 being/becoming extinct

feed (v) 74 give food to

firing squad (np) 29 the police or soldiers who shoot and kill a criminal in an execution

fixed (adj) 27 unchangeable, stuck

flesh (n) 50 meat

flexible (adj) 89 easy to change; 91 able to move easily

force (v) 18 make yourself/someone do something which you/they don’t want to

forearm (n) 6 the arm below the elbow

forgive (v) 28 stop being angry with someone after s/he has done something wrong

hypocrisy (n) 80 pretending to believe something

identity (n) 79 who you are

illegal (adj) 35 not legal; against the law

image (n) 5 the way people see you; 21 picture (on a page or on film/TV)

immoral (adj) 13 bad, wrong

impress (v) 86 show people you are clever, good etc.

incident (n) 81 something unusual which happens (eg. an accident, a fight)

indignant (adj) 50 angry

individual (n) 59 one person (not a company or the government)

inequality (n) 86 not being equal, not having the same opportunities etc.

inferior to (adj) 88 worse than

influence (n) 42 power to change

inject (v) 29 put into your body with a syringe

instrument (n) 66 something useful

insult (n) 21 a way of being rude and offensive

integrate (v) 81 mix with other people, give up your own culture

intense (adj) 38 very strong

interpreting (n) 69 spoken translating

invisible (adj) 74 who/which cannot be seen

involve (v) 11 need, require

faith (n) 24 belief, religion

family background (np) 19 your family situation (social, racial, financial etc.)

fare (n) 64 the cost of a bus or train ticket

fatal (adj) 90 resulting in death

feature (v) 9 show, contain

generation (n) 84 people of the same age

genuinely (adv) 86 really get on (phr v) 6 try to do well get on with (phr v) 54 be friends with

glamorous (adj) 13 attractive, beautiful

goggles (n) 91 equipment to protect the eyes

gorgeous (adj) 91 beautiful

graffiti (n) 16 writing or drawings (usually political or rude) done on public walls

guaranteed (adj) 14 definite, certain

guilty (adj) 26 criminally responsible; 86 feeling you have done something wrong

habit (n) 52 doing something regularly without thinking (eg. smoking is a bad habit)

hand ... into (v) 62 take to the right place (eg. the police station)

hang (v) 29 execute a criminal with a rope around the neck

hologram (n) 91 a 3D object which can be viewed from different angles

judge (v) 86 consider good/bad

jogging (n) 93 running slowly for exercise

joke (n) 14 a funny story or action

judge (v) 86 consider good/bad
**lead a life** (vp) 70 live

**leading** (adj) 46 top, most important

**legal** (adj) 9 allowed by the law

**lethal** (adj) 29 something that kills

**life-style** (n) 48 how you live, your culture

**lifelong** (adj) 54 continuing right through your life

**limb** (n) 6 arm or leg

**limited** (adj) 34 small

**linguistic** (adj) 66 connected to language

**local** (adj) 66 in a certain area [local football team = the team that plays for that town/village/area]

**major** (adj) 14 big, important, famous

**make contact with** (vp) 83 telephone or write to

**make inquiries** (vp) 18 ask

**material** (n) 45 what something is made of (eg. cotton/silk/leather)

**maternity leave** (np) 89 when a woman doesn’t work because she is going to have a baby

**mature** (adj) 82 acting or looking older than your age

**means** (n) 59 way/method of transport (eg. train, bus, tram, car)

**media** (n) 15 different ways of doing art (eg. painting, drawing, sculpture etc.): 42 newspapers/radio/TV

**mentally** (adv) 22 in your mind

**messy** (adj) 54 dirty, untidy

**middle-class** (adj) 46 quite rich

**minor** (adj) 66 small, less important or famous

**miracle** (n) 18 surprising, wonderful event

**mobility** (n) 73 ability to move

**multi-cultural** (adj) 25 society with many cultures and different types of people

**nature** (n) 55 character nowadays (adv) 43 these days, now

**nuisance** (n) 50 an annoying problem

**obscene** (adj) 10 very offensive, disgusting

**observe** (v) 86 say, make a comment

**obsessed** (adj) 43 always thinking about the same thing; too interested in one thing only

**obstacle** (n) 80 problem which stops you

**offend** (v) 7 make ... angry, embarrassed, disgusted [adj: offensive]

**officially** (adv) 22 in public and formally

**oppose** (v) 10 try to stop; say no to something

**option** (n) 50 choice

**originality** (n) 45 being unusual or different

**outfit** (n) 45 set of clothes

**outrageous** (adj) 44 wild, crazy, unusual

**overcome** (v) 81 deal with (problems/difficulties)

**overweight** (adj) 52 too heavy

**paw** (n) 12 animal’s foot

**penalty** (n) 28 punishment

**perm** (n) 20 [abbreviation for permanent wave] way of curling hair using chemicals

**personality** (n) 19 character (eg. strong, weak)

**pesticide** (n) 61 chemical for killing bad insects etc.

**physically** (adv) 21 connected with the body

**pierce** (v) 20 make a hole in (ears, nose etc. for jewellery)

**pinpoint** (v) 88 say exactly

**pitch** (n) 93 field where sport is played

**plastic surgery** (np) 20 method of repairing/changing parts of the body using skin or bone taken from other parts of the body

**poacher** (n) 12 person who hunts animals or fishes illegally

**pocket** (v) 62 take and keep something dishonestly (to put in your pocket)

**pocket money** (np) 36 money which parents give to children to spend

**poetic** (adj) 67 like in a poem

**pointless** (adj) 7 having no meaning

**popular** (adj) 9 liked by many people

**positive** (adj) 6 hopeful, good

**potential** (adj) 10 possible

**powerful** (adj) 38 strong

**pregnant** (adj) 58 going to have a baby

**prematurely** (adv) 10 before the normal time

**presence** (n) 74 existence, being in a place

**present** (n) 78 in this/that place

**preserve** (v) 14 keep; 61 not give up

**pressure** (n) 83 problems, difficulties (eg. at work or at home)
preventable (adj) 77 can be avoided, stopped
product (n) 7 something made by people; something you can buy in the shops
profit (v) 66 get money or something good as a result
prolonged (adj) 90 lasting a long time
protein (n) 50 substance in food like meat, fish, eggs, milk and beans
protesters (n) 10 group of people who are politically/morally against something
provide (v) 42 give
puff (n) 36 smoking a cigarette for a moment
report (v) 50 say; 63 tell somebody in authority (eg. a teacher, police officer)
representative (n) 33 person who has been chosen to speak and act for others in a group
reproduce (v) 51 have babies
research (n) 10 study, work of a scientist or academic person
resistance (n) 80 people trying to stop you
respect (v) 86 believe that someone/something is good
responsibility (n) 30 ability to make good, sensible decisions
restore (v) 14 repair
retire (v) 92 give up a job because of old age
revenge (v) 28 hurt someone because someone has hurt you
revolutionise (v) 58 change completely
ridiculous (adj) 49 silly, stupid
rise (n) 66 increase
risk (n) 58 dangerous situation
role (n) 77 contribution, position
routine (n) 50 doing something regularly
row (n) 83 fight, argument
shoplift (v) 65 steal from a shop
shut up (phr v) 78 be quiet, stop talking
sincere (adj) 30 speaking the truth, saying what you really feel
skip (v, coll) 83 miss on purpose
software (n) 79 programs for computers
solidarity (n) 86 staying together against an enemy
source (n) 90 cause
species (n) 60 type of animal or plant
split up (phr v) 40 stop living/working/going out together
spread (n) 66 increasing distribution
stamina (n) 91 energy and mental strength which allow people to exercise/work for a long time
standard (n) 46 level of ability; the way you measure/judge something
stare (v) 18 look at for a long time
status symbol (np) 44 something which shows a person's class or money
strain (n) 90 hurt to the body caused by pulling a muscle
stretch (v) 20 make longer
strict (adj) 30 making sure that people obey the rules
striking (adj) 7 unusual and noticeable
struggle (n) 67 fight, argument
stylish (adj) 7 fashionable, well designed
suffer from (v) 50 have (illness/disease)
suicide (n) 77 killing yourself
suitable (adj) 26 acceptable
superior (to) (adj) 86 better (than)
superstitious (adj) 24 believing in old ideas about luck and magic
support (v) 21 show to be true: 70 help
survey (n) 34 set of questions to find out public opinions
suspension (n) 33 punishment of not allowing a pupil to come to school for a few days/weeks
switch (v) 68 changing between two things
synthesizer (n) 73 computer that makes music or speech

T

take ... seriously (v) 86 give a lot of attention to
taste (n) 6 ideas about what is good and bad (eg. in art, music, fashion, style)
tattoo (n) 20 picture on the skin done with a needle and ink
tetanus (n) 77 serious bacterial disease
theft (n) 27 stealing, crime done by a thief
thought-provoking (adj) 7 making people think
threaten (v) 13 promise something bad
timid (adj) 54 shy, not confident
tiny (adj) 61 very small
tolerate (v) 30 accept, not mind
touching (adj) 7 making people feel sympathetic
trade (n) 66 buying and selling
trade union (np) 89 organisation of workers/employees which talks to employers about pay etc.
train (v) 13 teach an animal or person to do something; 90 exercising the body
training (n) 89 learning new skills for work
trap (n) 12 thing to catch animals
treat (v) 18 how to behave with someone (well, badly etc.); 28 give medical help
treatment (n) 10 way of curing a disease
trust (v) 30 feel that someone has good intentions

U

umbilical cord (np) 77 cord which joins mother and baby together when the baby is born
underweight (adj) 42 too light
unemployed (adj) 62 not having a job
unfairly (adj) 18 not correctly
uniform (n) 78 set of clothes worn by everyone in a particular group/job (eg. the police)
upset (adj) 55 sad, unhappy
useless (adj) 86 not good (*useful)

V

vaccine (n) 76 medicine (usually an injection) which protects you from a virus
valuable (adj) 55 good; 63 expensive
van (n) 78 type of car for transporting goods
vandalize (v) 14 damage/break something only for fun
victim (n) 6 someone who suffers because of illness, bad luck or another person's actions
view (n) 8 opinion, what you think about something
viewer (n) 49 someone who watches TV
violence (n) 48 hitting, shooting, killing etc.
vision (n) 23 religious experience when God or a saint appears
volunteer (v) 82 give information without being asked

W

warming sign (np) 50 sign of a problem in the near future
wax (v) 20 remove hair from the body
whole grain (np) 50 cereals (eg. wheat and rice) which have not been processed
wildlife reserve (np) 58 park for wild, free animals
working out (np) 93 taking physical exercise
worldwide (adv) 23 all over the world
wrist (n) 78 part of the body (between the arm and the hand)

Y

yoga (n) 24 Hindu philosophy which teaches control of the mind and body
youth club (np) 18 place where there are activities for young people

Z

zinc (n) 50 metal which we should eat in very small quantities as part of a healthy diet
**ADVERTISING (page 8)**

PETE TOLLITT: Welcome to this week's Round Table. The discussion topic this afternoon is Advertising, and my first guest is Angela Wright. Now, Angela, what do you feel about advertising?

ANGELA: In my opinion, advertisements make you buy things you don't need and can't afford. I've got a cupboard full of clothes that don't suit me and I'm in debt. And the reason is that I see ads showing beautiful people in beautiful clothes, and I think I have to have those clothes.

PETE: Dave Simmonds, do you agree that ads make people spend too much?

DAVE: Not always. If you ask me, the best ads are works of art, like the Benetton ad showing the newborn baby. It's a fabulous image. And it doesn't try to make you buy, a product. You don't see any beautiful people in Benetton clothes in the picture.

PETE: What's your view, Diane Richardson?

DIANE: Personally, I think too many ads exploit women. It makes me very angry. Take a recent ad, it doesn't say the bra is comfortable or well made. Instead it implies that a woman should be happy to get the boys while wearing it. In my view this is a male fantasy. I bet the ad was made by men.

ANGELA: It seems to me that too many ads make people feel bad. They can't afford the expensive things in the magazines you know, luxury apartments or holidays. A mother can't buy her kids the big computer, and she feels guilty about that.

PETE: Well, after the break we want you, the listeners, to give us your views on advertising. Lines are open now and the number to call is...

**ANIMAL RIGHTS (page 12)**

As a believer in animal rights, I am opposed to fox-hunting. The fox doesn't stand a chance against the hunters on horseback and the pack of hounds trained to tear it to pieces. Trapping animals for their fur is another terrible practice. Did you know that animals caught in traps sometimes bite off their own paws to get free? Wearing fur coats isn't glamorous. The people who wear them are selfish and insensitive.

It makes me sick when I read about poachers killing rhinos and tigers and selling bits of their bodies for use in traditional Chinese medicine. Because of these poachers, rhinos and Siberian tigers are in danger of extinction. And tiger bones and rhino horns don't work as medicine.

Many experiments on animals are unnecessary. Testing face creams on rabbits is wrong. Sending monkeys into space with electric wires attached to their brains is immoral. I'm sure that being cruel to animals is bad for our own souls.

**BELIEFS (page 24)**

ALICIA: My name's Alicia. In science we've been studying Darwin's theory of evolution. So of course I don't believe in Adam and Eve and the creation story in the Bible. But I do believe in God. I go to church three or four times a year. My faith does help me. I pray, especially when I'm having problems. I believe in an afterlife where I'll be able to look back and see what was good and bad in my life.

GEORGE: My name's George. I'm an atheist. I don't have any religious beliefs. I've never been in church, I don't believe in reincarnation. I believe in retribution. If I told a lie, I think that's wrong. If I stole something, I think that's right and wrong. For example, the Catholic Church disapproves of contraception. It's crazy when you already overpopulated.

**ART AND ARTISTS (page 16)**

I started when I was about 12 years old. Like a lot of kids, I just wanted to see my name on a subway train. I got a big black felt-tip pen and put my tag on the inside of a subway carriage. That was a fantastic feeling. Then I got on to spray cans. That's much more creative, right? You can do bigger and better graffiti. Beautiful colors.

For some kids subway trains are the big thing. Basically because it's dangerous... Kids hide in tunnels and get killed by trains. Or they run away from the police and fall on the live track — that's 24,000 volts — you are dead as soon as you hit that track.

I gotta say that doesn't interest my anymore. I don't want to be famous and dead. I like to do big works on walls and buildings, real public art, you know. Murals. Sometimes it's legal — like a school invites you to do something. Sometimes it's illegal. It's the same to me. What's important is the quality of the work.

This is democratic art — art for the people, by the people. We are not like the painters who get $50,000 for their pictures in a gallery in Manhattan. We don't get paid. If anything, we have to pay with fines or with prison. But everyone gets to enjoy the art that we make.

**BEAUTY (page 20)**

Ideas of beauty are different in every culture. In Ethiopia, for example, it's important for Surma girls to have a very large lower lip. So first they have their lip pierced with a sharp stick. Then they have a piece of wood put in the lip. Every month they have a larger piece of wood put in. In the end the lower lip is stretched with a very large wooden plate. In the Sudan, some tribes decorate their bodies with scars. First, they have their skin cut with knives and needles. Later, the cuts become small, round scars which cover their bodies. In Kenya, Masai girls have their ears stretched with heavy weights. They think long ears are very beautiful. And in Burma, Padaung women use brass rings to stretch their necks.

Scarring the skin, stretching the lips, ears or neck — it all sounds painful and the results don't look very good to our eyes. But how different is it from us? We go on diets and we have braces put on our teeth. There's no doubt about it, all over the world people are willing to suffer to be beautiful.
CRIME AND PUNISHMENT (page 28)

INTERVIEWER: Mr Swarowski, here in the State of Texas we have executed 32 men so far this year. What's your position on the death penalty?

SWAROWSKI: The Bible says: "An eye for an eye, a tooth for a tooth". If a man kills your daughter, don't you want revenge? Well, the State of Texas takes that revenge for you, and you don't have to get into trouble yourself. The death penalty prevents crime. It's the only thing that frightens the killers. If you take $500 from a shop, you will get maybe two years in prison. If you kill the shop clerk, you will die by lethal injection. Think about it. Would you shoot the clerk?

These killers don't change. They can spend 20 years in prison and then come out and kill somebody else. If a dog bites you, can you ever trust it again? In many ways, execution is better for the men themselves. Do they want to live the rest of their lives in prison? Most of them would agree that they'd be better off dead.

And, you know, it costs almost $100,000 a year to keep a man in prison. If one of these murderers lives for thirty years, that's $3 million! Do we really want to spend that sort of money on a killer?

FAMILY (page 40)

NADIA: What's the matter, Jim?

JIM: I had a fight with my step-father on Sunday. I wish I didn't have to go to my mother's every weekend. I'd prefer to spend my weekends at home with my Dad.

NADIA: I thought you'd go on well with your Mum.

JIM: I do! But my step-father gets on my nerves. He got furious with me because I sat down to dinner without any shoes on. So I left the table. I wish I could see my mother on her own sometimes.

NADIA: How long is it since your parents got divorced?

JIM: Two years. You know, sometimes I hate my mother for breaking up our family.

NADIA: I was seven when my father fell in love with someone else. Mum was terribly unhappy because he was always out with this other woman. When he did spend any time at home, he and Mum just argued. The atmosphere was terrible. It was a relief when they finally separated. That was nine years ago. Now it's just me and Mum at home and we're both a lot happier. After their divorce, Mum went back to college and trained as a teacher. Now she's financially independent. I'm proud of her. It isn't easy being a single parent.

JIM: How do you get on with your father?

NADIA: OK. I don't see him that often. His new wife's very bossy and she keeps him busy all the time. They've got five kids. Three from her first marriage and two little girls they've had together. The baby's really lovely...

FASHION (page 44)

MARIA: Hi, I’m Maria. Fashion today is freer than it has ever been before. You can dress in a different style every day. Today I've got an ethnic look and I feel very feminine. I'm wearing a long Indian skirt and a tie-dyed top. Tomorrow I might want to look more aggressive in army trousers and Doc Marten boots. I love clothes because they give me the chance to express myself.

LUKE: Hello, I’m Luke. I always wear designer clothes. I have to have the most expensive trainers and they have to be by Nike, Adidas or Reebok. All my shirts are by Dolce & Gabbana or Moschino. I only wear Calvin Klein jeans. I may sound like a snob, but for me clothes are a status symbol.

ROSE: Hello. My name’s Rose. At the moment I’m wearing high heeled platform shoes, tight hipster jeans and a short T-shirt.
that shows my belly button. I can't run for the bus in this outfit but I don't care. I'm not interested in comfortable or practical clothes. I want to look fashionable and I don't mind spending a lot.

CARL: I'm Carl. I don't care about looking different from other people. For me the important thing is to have a clean and simple style. I nearly always wear black jeans and a plain white T-shirt. Sometimes I wear T-shirts with slogans on them, but they have to be unusual. One of my favourite T-shirts has the word "Dashing" on it.

FRIENDSHIP (page 36)

INTERVIEWER: Is there a difference between girls' friendships and boys' friendships, Laura?

LAURA: Yeah, definitely. I mean, it's much more important for girls having close friends. We tell each other everything - you know, our secrets and our feelings. We depend on each other much more. If I'm upset, I know I can get support from my best friend... well, not only my best friend actually, but two or three other good friends as well. Boys are just not like that. They always talk about things - sport, films, technology, whatever - never their feelings.

JAMES: OK, that's true most of the time. If my girlfriend is giving me a hard time, I keep quiet about it. I would make me seem weak and pathetic, telling my friends - like I can't deal with the problem myself, you know. But we can be very good, very close friends. I know some of my friends would, I don't know, lend me money or... get into a fight if I was being attacked... that sort of thing.

LAURA: Yeah, but that's not really the same, is it, James? And another thing, boys don't stick with their old friends - they're always getting new ones. My two best friends are from primary school, so I've known them for 15 years, I bet you haven't got friends from primary school.

JAMES: Well, no, I haven't. The thing is... they've changed, I've changed. You grow out of each other. I don't think that's a specially good thing, keeping the same friends for ever. It just means you're boring.

GREEN ISSUES (page 60)

I have just spent two months in the rainforest of Brazil. It is one of the most beautiful places on Earth, simply because there is so much life in there. If you climb to the canopy, to the tops of the trees, you see birds, insects, snakes, tree-frogs, lizards, monkeys. It's incredible, like nowhere else in the world.

Did you know that nearly half the world's animal and plant species live in rainforests? There are over 1000 types of tree. Most of the plants have never been properly studied, and many important medicines come from tropical plants. A treatment for cancer or AIDS may be hiding in there, just waiting to be discovered - or destroyed.

It is tragic that the world's rainforests are being destroyed. Since 1945 we have lost more than 50% of them. We must stop now, or it will be too late.

The forests are the lungs of the Earth. They breathe in carbon dioxide and breathe out oxygen and water. We have to save them; otherwise there will be a catastrophic change in the whole world's climate.

FOOD (page 32)

A report out today says that British schoolchildren eat too much sugar and animal fat, and not enough fibre. They also consume too many additives and colourants.

According to the report by Action For Health, one in ten children is overweight because of eating too much fat. And it states that being overweight in childhood can lead to heart disease in later life.

The report says that sweets and chocolate are not only bad for children's teeth. It adds that children who get most of their calories from sugar do not get enough fibre in their diets from fruit and vegetables.

The report also suggests that colourants and other additives in fizzy drinks and snacks affect children's behaviour.

Teachers have complained that some children misbehave and can't sit still after lunch breaks.

According to the report, nine out of ten school shops sell junk food like sweets and fizzy drinks while only two out of ten sell fruit. The report concludes that schools should spend more time on food education especially as many parents are encouraging bad eating habits. No less than 20% of British children do not eat a cooked evening meal. Instead they have crisps, snacks, biscuits and sweet drinks.

FILM AND TV (page 48)

Society is getting more violent every day. Young people are committing terrible crimes which they didn't dream of committing, say, thirty years ago. I think it's because of television. When I was a little girl, a few people were shot in unrealistic cowboy films. Now there are hours of realistic violence on television almost every night.

After that terrible film "Natural Born Killers" there were a number of "copycat" murders. A teenager in America watched it ten times and then killed his mother and half-sister.

The problem is that children can't really tell the difference between fantasy and real violence. On television dead people sometimes come back to life. Children think that real people can do the same. Films have a powerful effect on all of us. They make you laugh, cry, get angry or feel happy. Films cause you to buy certain things or even change your life-style. So why shouldn't they make you violent?

This is not just my opinion. There are a number of scientific studies by psychologists, which suggest a link between screen violence and real-life violence.
HONESTY (page 64)

DISC JOCKEY: Welcome to The Attitude Programme. Today's topic is Honesty and I've got three young guests in the studio. Michael, first of all. How old are you?

MICHAEL: I'm a very mature 16.

DJ: Have you ever tried to see an 18-certificate film?

MICHAEL: Yes, I have. I lied about my age. But I don't think it's wrong in that situation.

DJ: Sylvia, have you ever done anything dishonest?

SYLVIA: Err... well, I often don't buy a ticket on the train to work. It's only 10 minutes so I can risk it. The conductor doesn't usually check...

DJ: And how do you feel about that?

SYLVIA: I'm scared of getting caught. But I don't think it's immoral.

LOUISE: Well I totally disapprove of people who don't pay the proper fare! It just means the prices go up for everybody.

DJ: Do you think it's always wrong to tell lies?

LOUISE: No. I sometimes do it. My parents don't let me go to pubs or clubs, so when I go out, I tell them I'm going to see a film. I'm happy and they don't worry.

DJ: How about shoplifting? Sylvia, would you ever do that?

SYLVIA: Never. I think it's wrong to steal anything.

MICHAEL: I remember once I stole some chocolate from a shop. But I felt guilty. I wouldn't do it again. I'm quite honest, really. Yesterday at the supermarket they gave me £10 too much change. I thought about keeping it... but I gave it back!

LANGUAGE (page 68)

DINESH: I normally speak Hindi at home with my family and English at college.

BINA: My father's a dentist and my mother's a teacher. So they're probably more comfortable in English, and I usually speak English with them - unless my grandmother is there. Then we all speak Hindi; otherwise she can't understand you.

DINESH: Actually your Hindi's not too good, is it, Bina? I'm about the same in both languages.

BINA: Yeah, maybe. but you wouldn't really talk about computers in Hindi, would you? And when you told me about your uncle's wedding, you changed from English into Hindi.

DINESH: That's true. We quite often switch from one language to the other, depending on the subject. Even in one sentence for example, you can start in English and finish in Hindi.

BINA: Actually it's the same in India. People throw in English words all the time - words and phrases and sometimes whole sentences. It depends on what they're talking about. Some things are easier to say in English.

NEW TECHNOLOGY (page 72)

Today computers play an important part in all our lives. Because of computers, our lives are easier and better in so many ways. Take, for example, computer systems in supermarkets - they make the whole operation quicker and cheaper; it's easier for the shop and for the customer.

Another example is word-processing. These days, anybody can typeset documents, make copies, keep them safe and easy to find, send them by fax and so on. At the same time we use less paper, and we send fewer documents by post. So there is less pollution.

Look at CD-ROMs. You can get incredible quantities of information on one little CD. It can replace a big, heavy, 24-volume encyclopedia. And it's easier to find things on a CD-ROM.

Think about industry. Robots, controlled by computer, are making all sorts of things, from watches to cars. They are more accurate and cheaper than human workers, and they don't get tired.

Today we are only at the very beginning. Just imagine what computers will be able to do in a hundred years from now.

POVERTY (page 76)

EMILY: There's lots of poverty right here in the USA. It's a rich country - for some people, but did you know that 20% of American children live in poverty?

STEVE: OK, but what does that mean? Poor people in this country have televisions and they buy take-out pizzas.

EMILY: You're right, of course. They do have TVs. But what can you get if you sell your old TV - $50? That won't help you with health, housing, education problems.

STEVE: No, it won't. But just think what $50 could do for people in, say, Ethiopia. Around the world over 12 million young children die every year - mostly because their parents are too poor to get basic food and medicines. More than one million die of measles - and the vaccine which would save them costs 15 cents; not $15, 15 cents!

EMILY: OK, American kids don't die of measles. But if you're poor in the USA, you're much more likely to die of a drug overdose, to be killed, or to commit suicide. It's very unpleasant to be poor when everyone around you is rich.

RACISM (page 80)

KATIE: I come from Camden, in North London, which is mostly white, but there are a lot of black and Asian people. My parents were not racist at all. In fact they always taught me and my sister not to be prejudiced. But when I brought Tarik home the first time, they were a bit shocked. What really upset me was the attitude of my grandparents. They had always been so nice to me. But they were uncomfortable with Tarik. They kept saying, "You're too young to settle down." I was 22! In some places, people still look at us in a funny way.

But I feel good here in Camden because it's really multicultural.

TARIK: My parents were much worse than Katie's at the beginning. They couldn't believe I was going to marry a non-Muslim. They were not against white English people. But they think Muslims should stick together. The grandparents and uncles and aunts were even worse. Of course there's the extra problem that Katie can't speak Urdu, so my grandmother can't talk to her. What changed their attitudes was our children. We've got two little boys now. And my family really love them. Because they share the grandchildren, my parents and Katie's parents have sort of become friends.

In public I still hear racist comments about, you know, "Pakis taking our women", that sort of thing. I don't take any notice. They're sad people.
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