

VOCABULARY television

1A Work in pairs. Think of one similarity and one difference between the TV programmes. Use your dictionary to help if necessary.

- 1 a wildlife programme – a reality show
- 2 a costume drama – a soap opera
- 3 a sketch show – a sitcom
- 4 a documentary – a docudrama
- 5 a series – a serial
- 6 a thriller – a detective series
- 7 a game show – a quiz
- 8 a current affairs programme – the news

B Work in pairs and discuss. Which of the programme types above do you like most/least? Give some examples.



READING

2 Work in pairs and look at the photos of five BBC TV programmes. What types of programme are they? Would you watch them?

3A Read the magazine article about five TV programmes and match the programmes with photos A–E.

B How do you know sentences 1–10 are false? Underline the relevant phrase or sentence in the article.

- 1 *EastEnders* is a typical soap opera.
- 2 It doesn't take risks with topics.
- 3 *Top Gear* is a very serious programme.
- 4 It is recorded entirely in the studio and on the test track.
- 5 The dancers on *Strictly Come Dancing* are professionals.
- 6 The judges choose who is in the dance-off.
- 7 Paxman is the only *Newsnight* presenter.
- 8 Guests on *Newsnight* enjoy being 'Paxoed'.
- 9 *Doctor Who* is an evil character.
- 10 The programme is only popular in the UK.

C Match meanings 1–8 with the correct words/phrases in the article.

- 1 was broadcast (*EastEnders*) aired
- 2 arguments (*EastEnders*)
- 3 done only once (*Top Gear*)
- 4 attractive and exciting (*Strictly Come Dancing*)
- 5 famous (*Strictly Come Dancing*)
- 6 thorough and full (*Newsnight*)
- 7 been criticised (*Newsnight*)
- 8 is popular with all ages (*Doctor Who*)

4 Discuss. Which of the programmes would you most like to watch?

Check it out

What's on the Beeb?

If you think Brits spend a **good deal of** time around the coffee machine talking about the weather, you'd be wrong. They're actually discussing the latest episode of *EastEnders* or *Top Gear*. Want to join in? Then check out a **few** must-see shows on the Beeb, as the BBC is affectionately known by its viewers.

EastEnders

EastEnders first aired in February 1985 and since then has remained one of the top-rated programmes in the UK. Set in a fictional east end London square and its surroundings, this award-winning soap opera follows the domestic and professional lives of a group of local residents. There are **plenty of** typical storylines: family life, rows, romance and business troubles, but the show's writers also aim for greater realism than is found in most soaps. During its long run, the show has tackled **quite a few** issues previously unseen on mainstream UK TV, such as racism, unemployment and drug abuse.

Top Gear

If your idea of heaven is James Bond fantasy car rides, **lots of** crazy challenges and **no** rules, this is the series for you. With its humorous style and easy relationship between the three presenters (Jeremy Clarkson, Richard Hammond and James May), **each** programme regularly attracts 350 million viewers worldwide. A recurring feature is 'The Power Lap', where the Stig (a mysterious white-suited figure) completes a lap around the track to test a car's performance. *Top Gear* is also famous for one-off exploits such as when the four men raced across London: May in a Mercedes, Hammond on a bicycle, the Stig on public transport and Clarkson in a speedboat.

Strictly Come Dancing

This reality show has it all: show-stopping dances, celebrities, glamorous dresses, big band music, a popular host and **plenty of** viewer participation. Sixteen famous contestants with **little** or **no** experience of dancing pair up with internationally renowned professional dancers. They learn everything from the traditional ballroom waltz to Latin dances such as the tango or salsa. The couples then perform in front of a live audience **every** Saturday night to impress the viewers and judges and keep their places in the competition. Each week, after the viewers' vote, the bottom two couples face each other in a dance-off where the judges decide who will leave the show. The show, which regularly attracts audience figures of over ten million in the UK, has been exported to thirty other countries.

Newsnight

Newsnight is a current affairs programme famous for its in-depth reporting, hard-hitting interviews and intelligent analysis. Its main presenter, Jeremy Paxman, has won **several** journalistic awards and is regularly praised for being tough, but he has also come under fire for being aggressive with interviewees. **Very few** politicians enjoy the experience of being 'Paxoed' – on one famous occasion, he asked a senior politician the same question an astonishing twelve times. *Newsnight* is on daily at 10.30p.m.

Doctor Who

There are **few** fictional characters who are as well known as Robin Hood or Sherlock Holmes, but 'The Doctor' is one. He is a mysterious alien who travels through space and time, righting wrongs and fighting monsters such as his ongoing enemies, the robotic Daleks, all with **a little** help from various companions. Equally famous is his time-ship, the 'Tardis', which looks from the outside like an old-fashioned police box but has **lots of** room on the inside. Twelve actors have played the Doctor over the lifetime of the series, which has been running off and on since 1963. *Doctor Who* has cross-generational appeal and millions of fans worldwide. One not to miss.

GRAMMAR quantifiers

5A Check what you know. Which of the quantifiers in bold in the article refer to: all; a lot; a moderate or a small number/amount; zero?

B Underline the correct alternative to complete the rules. Use the article to help.

- Rules:
- 1 Use *a good deal of*, *little*, *a little* + countable/uncountable noun
 - 2 Use *each*, *every* + singular/plural countable noun
 - 3 Use *a few*, *quite a few*, *several* + singular/plural countable noun
 - 4 Use *plenty of*, *lots of*, *most*, *no* + plural/plural or uncountable noun

C In sentences 1–4 below, do the quantifiers *few* and *little* mean *some* or *not many / not much*?

- 1 Check out a few must-see shows.
- 2 Very few politicians enjoy the experience.
- 3 Sixteen celebrities with little or no experience of dancing.
- 4 I always try to spend a little time watching the news each day.

6A 7.1 Listen and write sentences 1–4 in your notebooks.

B Draw links between final consonants and initial vowels in the quantifiers in connected speech.

1 *All_of_us* are from Spain.

C Listen and check. Then listen again and repeat.

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PRACTICE

7A Find and correct one mistake in each sentence.

- 1 I watch very little sports programmes.
- 2 Every programmes have a commercial break every ten minutes.
- 3 The weekend schedules usually include few talent shows, at least three or four.
- 4 You can watch a good deal of popular programmes online.
- 5 I like each programmes about hospitals or emergencies.
- 6 I once spent quite few days watching a box set of the series *Lost*.
- 7 I think a large number of TV has been dumbed down.
- 8 We have plenty detective shows; we don't need more.
- 9 Lots the best shows are US imports, such as *The Wire*.
- 10 I think little news is OK but not 24-hour news non-stop.

B Make the sentences true for you/your country.

C Work in pairs and compare your answers.

SPEAKING

8 Work in pairs. Read the information and discuss:

- which surprises you the most?
- which is the most worrying?
- which is reassuring or is a good idea?

The average young person living in the USA watches television twenty-five hours a week.

Forty-seven percent of nine-year-olds in Ireland have a TV in their bedroom.

Some experts say that television helps children develop a richer vocabulary.

A sociologist has stated that children who don't watch TV have difficulty relating to their schoolmates.

Children's television shows contain about twenty violent acts per hour.

By the time the average child finishes elementary school, he or she will have witnessed eight thousand murders on TV.

TV advertising aimed at children is banned in Sweden.

9A Work in groups and discuss the questions.

- 1 How many hours of TV do you watch a week? Is it more or less than when you were a child?
- 2 How many televisions are there in your home?
- 3 Have you watched TV in English? Which programmes?
- 4 Which do you think is the more important function of TV – to entertain or to educate? Why?
- 5 Do you think TV violence makes people more violent in real life?
- 6 How do you think parents should control what young children see on TV?

B Tell the rest of the class what you found out in your discussion.

Quite a few of us watch more than twenty hours of TV a week.

VOCABULARY PLUS multi-word verbs

10A Underline the eight multi-word verbs in quotes 1–5. Which of the BBC programmes in the box might the quotes come from?

EastEnders Top Gear Strictly Come Dancing Doctor Who Newsnight

- 1 The company has just brought out a new electric version of their popular 408 range. This model has several appealing features, and should help them to break into the fast-growing 'green' market.
- 2 The latest news from the summit meeting is that negotiations have broken down. Both the Chinese and Americans are pulling out of the talks and sending their representatives home.
- 3 Marvellous! You're my favourite couple! And that dress! It takes me back to my teenage days and memories of dances on Saturdays!
- 4 No time to talk! It turns out that the captain is one of them – one of the aliens. He completely fooled me. That means we're in serious trouble. Run!
- 5 I came across this old mate of mine, Brenda, in the market. I hadn't seen her for ages so we had a good old chat. Anyway, she was telling me she'd got a divorce from her husband. I don't know how she put up with him for so long – he was always coming home drunk ...

B Match meanings 1–8 with the multi-word verbs in Exercise 10A.

- 1 happen in the end *turn out*
- 2 fail or end unsuccessfully
- 3 meet by chance
- 4 introduce (a product) or make something available
- 5 make somebody remember
- 6 tolerate
- 7 enter something with difficulty
- 8 end somebody's involvement or quit

C Look at the multi-word verbs in sentences 1–8. Are the meanings similar (S) or completely different (D) from those in Exercise 10B?

- 1 Hundreds of people **turned out** to hear his speech. *D*
- 2 My car's in the shop, it **broke down** on the way to work today.
- 3 She **comes across** as a confident person but, in fact, she's not.
- 4 You seem so happy. This new job **brings out** the best in you.
- 5 I **take back** everything I said about Tom, he's actually really nice.
- 6 I missed the last bus. Could you **put me up** for the night?
- 7 Someone **broke into** my flat and stole my passport.
- 8 I missed the train, it was **pulling out** when I got to the station.

11A Work in pairs. Use six of the multi-word verbs to write either a story for a TV drama, soap opera or thriller, or a report for a current affairs, documentary or news programme.

B Tell other students about your story or report. Which one do you think would make the best TV programme?

▶▶▶ page 154 VOCABULARYBANK

LISTENING

1 Look at photos A–C. Do you think the news events really happened or are they hoaxes?

2A ▶ 7.2 Listen to the interview and check.

B Listen again and make notes on the answers to the questions.

- 1 Why does the studio guest want to remain anonymous (hide his identity)?
- 2 What do the police pay him to do?
- 3 What feature in each photo makes him think the photo could be a hoax?

3 Work in pairs and discuss the questions.

- 1 Do you know any hoax photos or news stories?
- 2 Are hoax photos that make fun of celebrities or public figures offensive or simply funny?

GRAMMAR reported speech

4A Check what you know. Match sentences 1–4 with functions a)–c).

- 1 I asked you before the show if you'd ever earned money for your hoax work. *c*
 - 2 You said that you often work with the police.
 - 3 Sometimes the police ask me to decide if the photograph is a hoax.
 - 4 A friend told me he had seen it with his own eyes a number of years before.
- a) reporting a statement
b) reporting a request
c) reporting a question

B For the sentences in Exercise 4A, write the exact words each person said in their original conversations.

- 1 'Have you ever earned money for your hoax work?'

C Work in pairs and answer the questions. Use the sentences in Exercise 4A to help.

- 1 What usually happens to verb forms when we report what people say?
- 2 Why does the verb form stay the same in sentence 2?
- 3 What is the difference in word order between reported and direct questions?
- 4 When do we use *if* in reported questions?
- 5 Which form do we use to report a request?
- 6 What happens to time phrases such as *ago*, *yesterday*, *today*, *next week*?

▶▶▶ page 140 LANGUAGEBANK

A Plane crosses road in China.



B Suitcase from plane found in tree.



C Man risks 900 metre drop in Grand Canyon.



PRACTICE

5A Work in pairs. Complete the conversation between the man in photo C (M) and a park official (P). Use your own ideas.

- | | |
|---------------------------|----------------------------------|
| 1 P: Are you feeling ...? | 6 M: No, not until ... |
| 2 M: Yes, I'm ... | 7 P: Have you ever ...? |
| 3 P: Why did you ...? | 8 M: Well no, but once I ... |
| 4 M: I wanted ... | 9 P: Would you mind coming ...? |
| 5 P: Did you realise ...? | 10 M: First, I'll just phone ... |

B Write the conversation in reported speech. Then check your answers with your partner.

The park official asked the man ¹_____ and the man said that ²_____. Then the official asked ³_____ and the man told him ⁴_____. Next, the official wanted to know ⁵_____ and he explained that ⁶_____. Finally, the official asked the man ⁷_____ and the man said ⁸_____. So then the official asked the man ⁹_____ and he replied that ¹⁰_____.

VOCABULARY reporting verbs

6A Work in pairs and read the dialogues. Who are the people and what are the situations?

- 1 A: It was YOU! You told the media about our private life!
B: I've never spoken to anyone.
A: That's it! I'm going to divorce you!
B: No, please. Please don't. It really wasn't me.
A: OK, OK, I won't – for now.
- 2 A: I can't allow you to do it. You could hurt yourself badly.
B: Too bad – I'm going to do it anyway. You can't stop me.
A: All right but you have to stop if you get any symptoms.
B: OK ... right. I'll take care, honestly.
- 3 A: Yes, that's right. It wasn't real. It was meant to be a joke.
B: Well, we'd like to meet and discuss it.
A: Look, I'm really sorry. I'll come back on the programme to explain.

B Match conversations 1–3 above with news reports A–C.

A
CANYON PHOTO A HOAX

Amateur photographer, Daniel Martinez, has ¹ _____ that the photo of himself jumping over part of Copper Canyon in Mexico was a hoax. The photo shows him jumping 2.5 metres over a 1 kilometre drop and first appeared on the Good Morning Show on Channel 5. Apparently, he has ² _____ for causing the problem and the show's producer has ³ _____ meeting him to discuss the issue. Martinez has ⁴ _____ to go on the programme this week to explain but is ...

B
MARATHON CHAMP TO RUN

Champion runner Freida Leitner has said she will run in this week's marathon against her trainer's advice. It has been reported that her trainer, Ben Kramer, at first ⁵ _____ to let Leitner run because of a back injury but she has ⁶ _____ on taking part. Apparently the two had a serious argument but Kramer eventually ⁷ _____ to allow her to take part and we understand that she has ⁸ _____ to take care and to withdraw at the first sign of strain. Leitner ...

C
MODEL ON SPLIT

In an exclusive interview, model Sharon LaMar has told *GossipPlus* that her problems with rapper Demon-X are his fault. 'He ⁹ _____ me of telling the media about our private life but I've never spoken to anyone before now. I ¹⁰ _____ saying anything and then he ¹¹ _____ to divorce me!' So are the rumours about a possible split true? 'I ¹² _____ him to change his mind and try and make the marriage work,' said a tearful Sharon as ...

7A Complete the news reports above with the reporting verbs in the box. Use the conversations in Exercise 6A to help.

accuse apologise persuade insist suggest agree
promise deny admit refuse threaten offer

B Look at the reporting verbs. Which verb patterns follow each reporting verb?

- infinitive with *to*:
- *-ing* form:
- object + infinitive with *to*:
- (object) + preposition + *-ing* form: *accuse sb of doing sth*

8 Work in pairs and take turns. Student A: read one of the conversations in Exercise 6A. Student B: report the conversation.

A: 'It was YOU! You told the media about our private life!'

B: He accused her of telling the media about their private life.

9A Complete the questions with the correct form of the verb in brackets.

QUESTIONS OF TRUST
Situation 1

A colleague has a photo of you at an office party doing something embarrassing. He threatens to show it to your boss unless you pay him a small sum of money. Would you:

- talk to your boss and admit *acting* (act) stupidly?
- deny _____ (do) anything wrong and tell your colleague to do whatever he wants?
- agree _____ (pay) the money since it's a small amount, just to avoid trouble?

Situation 2

Someone shows you a printout of an email written by your best friend. It's full of negative comments about you and also contains a few secrets that you told your friend. Would you:

- accuse your friend _____ (betray) you?
- refuse _____ (believe) that the email is real, and do nothing?
- insist _____ (see) the original email so you can check its authenticity?

Situation 3

A year ago, you promised to take a friend out to dinner for her birthday at an expensive restaurant. She's just reminded you, but now you don't really have the time or money. Should you:

- promise _____ (take) her but next year?
- persuade her _____ (go) to a cheaper restaurant?
- tell her the situation and apologise _____ (break) a promise?

Situation 4

Your boss has offered to give you a bonus if you write a report that will have her name on it and that she will take full credit for. Would you:

- offer _____ (do) it but only if she gives you credit too?
- suggest _____ (ask) someone else?
- say no and threaten _____ (report) your boss to her boss?

B Work in pairs. Take turns to ask and answer the questions in Exercise 9A.

WRITING a discursive essay

10A Look at statements 1–3. Write one reason for and one reason against each statement. Give examples.

- The media should be free to examine the private lives of public figures.
- Positive images of celebrities in the media have a good effect on people.
- The internet is the most reliable source of news and information.

B Work in groups and compare your ideas.

11A Read the essay and answer the questions.

- Which of the topics in Exercise 10A is it about?
- Do you agree with the writer's point of view?
- Can you think of a good title for the essay?

These days the media is full of stories of celebrities' private lives: their relationships, rows, problems with weight and so on. In fact, the public seems to have a never-ending appetite for this type of gossip.

It could be argued that celebrities invite publicity, for instance by giving interviews or welcoming the media into their homes, despite knowing this will leave them open to public attention. Therefore, it is hypocritical for them to complain when the media shows interest in other aspects of their lives. Also, celebrities are influential role models to many people and because of this, their private lives should be open to public examination. Additionally, the public have the right to know about the rich and famous since it is our money that supports them, through sales of tickets, DVDs and music downloads.

However, there are several reasons why celebrities deserve a certain level of privacy. Firstly, while some people actively seek fame, others do not. For example, a person might want to be a great tennis player but not wish to suffer media intrusion into their or their family's private lives. Secondly, although reporters might claim an item is 'in the public interest' often, in fact, they are more interested in selling a sensational story than in investigating something of genuine importance. Lastly, the unwelcome attentions of reporters and photographers can put celebrities under great stress or sometimes even in danger. Just think of Michael Jackson or Princess Diana.

On balance, I believe that celebrities have the right to the same kind of privacy as anyone else. Just because, on some occasions, they invite interest, often in order to publicise their work or please their fans, this does not mean that, on other occasions, they should not be able to say 'no'.

B Read the essay again and underline the correct alternative.

- The introductory paragraph *explains why the topic is of interest* / *gives the writer's opinion about the topic*.
- Paragraph two gives points *for* / *for and against* the idea.
- Paragraph three gives points *against* / *for and against* the idea.
- The conclusion *asks the reader's* / *gives the writer's* opinion.


LEARN TO use linkers of contrast

12A Look at sentences 1–4. Circle the linker which is used to show a contrasting idea.

- Celebrities invite publicity despite knowing this will leave them open to public attention.
- While some people seek fame, others never want or plan for it.
- Although a reporter might claim that a story is 'in the public interest', often they are more interested in selling a sensational story.
- However, there are a number of reasons why celebrities deserve our sympathy.

B Work in pairs and answer the questions.

- What punctuation follows *However*?
- Which form follows *despite*?
- In sentences 1, 2 and 3, which is the main clause?
- Do the linkers in 1, 2 and 3 introduce the main clause or the subordinate clause?

C Use the linkers in brackets to connect the ideas in two different ways.

- some celebrities are good role models for young people / others set a negative example (however, although)
- anonymously published internet news is unreliable / many people rely on it as a main source of information (despite, while)
- false reports of celebrity deaths are common / some people still believe them (while, however)
- the scandal damaged his reputation / he still has millions of fans (although, despite)

13A Write notes for the four sections of a discursive essay on one of the other topics in Exercise 10A.

speakout TIP

A discursive (or 'for and against') essay is different from an opinion essay. In an opinion essay, the writer starts out by stating his/her opinion; in a discursive essay, the writer gives a balanced view and in the conclusion can either state his/her opinion or give a summary of both sides of the argument. Check the notes you have made to see that your introduction and conclusion are appropriate.

B Write the essay (250–300 words).

▶ FUNCTION | adding emphasis ▶ VOCABULARY | the press ▶ LEARN TO | make guesses

VOCABULARY the press

1A Read the headline of the article below. What do you think the six topics are? Then read the article and check your ideas.

Six topics that keep the tabloids in business

In an age when **broadsheet** newspapers are seeing a serious drop in **circulation**, tabloid newspapers are in no danger of dying out. There are six topics that always guarantee sales:

- 1 Scandal – more than any other topic, it's scandal that fuels **tabloid** sales. The public loves glimpses into the lives of the rich, famous and powerful.
- 2 Money – everyone wants more, and some people will stop at nothing to get it. Many tabloids have a **columnist** dedicated to writing **features** about money.
- 3 Babies – whether it's because they were born in a taxi or can speak two languages from birth. It seems we can't get enough of them.
- 4 Animals – flip through any tabloid and you'll find a heart-warming story about a brave dog, or a cat that's befriended a mouse.
- 5 Royalty – hardly a day goes by that a 'royal' doesn't make an appearance somewhere in the tabloids.
- 6 Winners – from lottery winners to Olympic gold medallists, a winner on the front cover guarantees a high **readership**.

Bold headlines, appealing photos, low prices and colour **supplements** also make tabloids the perfect bait for a commuter seeking some escape from real life. The tabloids aren't afraid to be **biased** and show their opinion, most strikingly in the **editorial page**, which tends to be direct and aggressive in stating the editors' position on major issues. The public want excitement and **sensationalism**, and tabloids deliver.

B Read the article again. Which types of stories would you read?

2A Match meanings 1–10 with the words in bold in the article.

- 1 the section of the newspaper that gives the paper's opinion *editorial page*
- 2 special reports or articles about a topic
- 3 the (number of) people who read a newspaper
- 4 someone who regularly writes a section of a newspaper, under the same title or topic
- 5 an extra section of a newspaper which can be pulled out, often a magazine
- 6 a serious newspaper, usually printed on large sheets of paper
- 7 giving a single point of view, unfairly
- 8 reporting news to make it sound as exciting as possible
- 9 the number of newspapers sold in a day or week
- 10 a popular newspaper, half the size of a standard newspaper, with few serious stories

B Work in pairs and discuss the questions.

- 1 Which paper in your country is the most sensationalist/biased?
- 2 Which sections do you read: the main news story, foreign news, sports coverage, features, the editorial, magazines or colour supplements?

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FUNCTION adding emphasis

3A Work in pairs and look at tabloid headlines A–F above. What do you think the stories are about?

B ▶ 7.3 Listen to the conversations. Which headlines do they talk about?

C Listen again. What is surprising in each story?

4A Work in pairs. Underline the phrases that the speakers use to add emphasis.

- 1 The amazing thing is the two winners are from the same town
- 2 That's absolutely incredible!
- 3 Yeah, it's such an amazing coincidence.
- 4 There's no way I would have guessed that.
- 5 I suppose it does look like bacteria now I come to think about it.
- 6 That *is* incredible.
- 7 Why on earth would they do that?
- 8 He's the one who's always talking about reducing car use.
- 9 That's so hypocritical.
- 10 Sometimes he can be such an idiot

B ▶ 7.4 Work in pairs and mark the main stresses in the sentences in Exercise 4A. Listen and check. Then listen and repeat.

▶▶▶ page 140 **LANGUAGEBANK**

D NEWBORN FOUND IN RUBBISH BIN

E EUROMILLION WINNERS

F LIONS SAVE GIRL, 12

LEARN TO make guesses

6A Work in pairs and try to complete the sentences. Then check your ideas in the audio script on page 171.

- That ¹ _____ one of the biggest prizes ever.
 It's ² _____ to say, but I ³ _____ it's some sort of painting
 It ⁴ _____ be a computer image.
 I ⁵ _____ it does ⁶ _____ like bacteria now I come to think about it.
⁷ _____ they heard her crying.

B Which words in 1–7 above could be replaced with words in the box?

hard seem perhaps think might 's surely reckon imagine

speakout TIP

We often use 'd (would) + verb to sound less sure or less direct when guessing, making a suggestion or giving an opinion. Which category are the following sentences: *I'd recommend the red wine; I'd agree that it's technically possible; I'd imagine she's married!*

7A ▶ 7.5 Listen to the sound. What do you think it is? Write down two ideas.

B Use the prompts to discuss the sound.

- A: What / you / think / it / be?
 B: hard / say / but / I / imagine / it / be (your first idea)
 A: I / think / sound / like (your first idea)
 B: suppose / could / be (another idea)
 A: Or / might / be (another idea)
 B: Well / reckon / it / be (final decision)

C ▶ 7.6 Listen to five more sounds. Practise the conversation after each one.

SPEAKING

8A Work in pairs and look at the categories. What do you think the top five are for each category?

The top five ...

- most dangerous animals (page 161)
- countries with the tallest people (page 158)
- cities for art lovers (page 159)
- friendliest countries (page 162)

A: *I'd imagine the most dangerous animal is a lion. What do you think?*

B: *I'm not sure. I suppose it could be but ...*

B Work in groups and take turns. Student A: choose a category and look at the answers. Ask the other students to guess, then give them the correct answers. The other students: guess, then react to the correct answers using the phrases in Exercise 4A to help you.

A: *OK, what do you think the top one is?*

B: *We think tigers.*

A: *No, they're not on the list. The top one is _____.*

C: *I can't believe that! Why on earth would _____ be considered dangerous?*

C Cover and practise the conversations.

DVD PREVIEW

1A Work in pairs and discuss the questions.

- 1 Do you watch the news? How would you describe the newscasters: serious or funny?
- 2 Why do you think TV viewers enjoy seeing newscasters and reporters making mistakes?

B Look at the programme information and match the underlined words/phrases with 1–8 below.

- 1 hesitate or make mistakes when you are speaking
stumble over your words
- 2 happen suddenly and cause damage
- 3 a small problem with a machine
- 4 continuous
- 5 a machine that shows the words the TV presenter has to say
- 6 a mistake
- 7 go wrong (for a machine)

BBC

The Funny Side of the News

The Funny Side of ... is a BBC series that looks at all the things that can go wrong on TV, from talent shows to wildlife programmes. Tonight it takes a look at TV news. As serious as news can be, mistakes and **blunders** are unavoidable. And with the introduction of 24-hour **rolling** news, mistakes have become more frequent and more visible with newsreaders **stumbling over their words** and endless **technical hiccups**. From the autocue **malfunctioning** to the wrong guest being brought into the studio for an interview, disaster is waiting to **strike** at any moment.



▶ DVD VIEW

2A Watch the DVD and make notes on which blunder:

- you found the funniest.
- you didn't find funny or didn't understand.

B Watch the DVD again. Number the blunders in the order they appear in the programme. Some have more than one example.

- Malfunctioning equipment /
People stumbling over their words
The wrong guest in an interview
An accident on a live programme

C Complete extracts 1–5 from the DVD. Then listen again and check.

- 1 It's one of the few things on television these days that really is live. So if it starts going _____, you're going to see it.
- 2 The _____ about rolling news _____ that you have to fill an awful lot of time ...
- 3 I'm afraid we obviously have the wrong guest here. That's deeply _____ for us.
- 4 But the undisputed _____ of the wrong guest division is the BBC news 24 incident _____ the charming but inappropriate Guy Goma.
- 5 It goes to _____ just how much the public love a good news blunder.

D Work in pairs and discuss. Which incident do you think was the most embarrassing for the newsreader?

speakout a news story

3A ▶ 7.7 Listen to someone retelling a news story about a man who swapped a paper clip for a house. Number the things he traded in order.

- | | |
|--------------------------|------------------|
| a paper clip / | an empty house |
| a snow globe | a door knob |
| a pen shaped like a fish | a part in a film |



B Listen again and tick the phrases you hear.

keyphrases

- Did you [hear the story/see the news] about ... ?
I [heard this story/read this article] about ...
Apparently what happened was ...
According to [the report/the guy on the news] ... ?
The [weird/strange/interesting thing] was ...
I don't remember all the details, but ...

C Think about a recent news story. Make notes and think about which key phrases you can use.

D Work in groups and tell each other your stories. Ask follow-up questions and take notes.

writeback a newspaper article

4A Read the article and write down the two things that the man traded that are mentioned in the article, but not in the recording.

MAN TRADES PAPER CLIP FOR HOUSE

A Canadian man has made internet headlines by trading a paper clip for a house. Blogger Kyle Macdonald became bored with his work one day and had the idea of swapping a red paper clip on his desk for a house.

His first trades were for very small objects – a pen, a door knob, later a neon sign – but step by step the 26-year-old built up to items of larger and larger value. His big breakthrough came when he swapped an afternoon with rock icon Alice Cooper for a snow globe. People who were following his trades thought he had made a big mistake by giving away something of such great value for a less desirable article, but as it turned out, a film director who collected snow globes wanted this one so much that he offered the Canadian a part in a film.

This swap gave the enterprising trader the opportunity he needed for the final trade when a mayor of a small town offered him an empty house in exchange for the film part. The whole process took one year and fourteen trades.

B Read the article again and do the tasks.

- 1 Underline three different words (synonyms) for *thing(s)*.
- 2 Circle five different ways to refer to the man in the story apart from *he* or *his*.

C Write an article (150–200 words) about one of the stories your group told in Exercise 3D. You may need to invent some details.

GRAMMAR

7.1 quantifiers

	100%	a large amount	a small amount	0%
uncountable or plural nouns	all, any	a lot of, lots of, plenty of, most	some, hardly any	no, not any
uncountable nouns		much, a large amount of, a great deal of	a little, little	
plural nouns	both (= all of two)	many, a large number of, quite a few	several, a small number of, a few, few	
singular nouns	each, every			no, not any, neither (= none of two)

a few / a little = some or a small amount
There's still a little butter left.

few / little = not many/much or not as many/much as wanted or expected
Very few people came to the meeting.

any = It doesn't matter which/who
I like any brand of chocolate.

spoken grammar

With *a _____ number of* + a plural noun, a singular verb is more correct but a plural verb is often used in spoken English.

A large number of books were destroyed in the fire. A small number were saved.

7.2 reported speech

In reported speech, the original verb form often goes back further into the past. Pronouns, time references etc. also change.

direct speech	reported speech
present simple/continuous 'I want to be a pilot.' 'We're working.'	past simple/continuous He told us he wanted to be a pilot. She said they were working.
past simple/present perfect 'Ben phoned me last week.' 'I've read your book.'	past perfect She told me Ben had phoned her the week before. She said she'd read my book.
will/would/can/could/should 'We'll help you tomorrow.' 'You can stay with me.'	would/could/should He said they'd help me the next day. She said I could stay with her.

It is not necessary to change the verb form into the past when:

- reporting something that is still true now, or which was said very recently.
- using the present form of a reporting verb.

'I think it's going to snow.' Jake says he thinks it's going to snow.

reported questions

Use normal statement word order. Don't use *do/does/did* or a question mark. *'What does Ian think?'*

She asked me what Ian thought.

NOT *She asked me what did Ian think.*

With *yes/no* questions, use *if* or *whether*.

'Are you going to the party?'

He asked me if I was going to the party.

Use *asked, wanted to know, enquired* and *wondered*.

They wanted to know what time the train left.

reported requests

Use verb + pronoun/noun + infinitive with *to*.

'Could you open the window?'

She asked me to open the window.

time phrases and place references

Time phrases and place references usually change.

now → then/at that time,

yesterday → the day before/previous day

tomorrow → the following/next day

a week ago → the week before

here → there

7.3 adding emphasis

auxiliary verbs	
add or stress auxiliaries	I do hate it when people smoke indoors. It is annoying.

intensifiers	
really, totally, so + any adjective	It's so worrying.
absolutely, completely + extreme adjectives	It's completely ridiculous.
such (a/an) + (adjective) + noun	It'll be such an amazing experience. It was such terrible weather.

emphasising phrases	
pronoun/noun + be + the one who	You're the one who wanted to guess.
the + adjective + thing is	The amazing thing is the colours.

informal phrases	
There's no way (that) ...	There's no way Tom stole the money.
What/Who/Where/Why/How on earth ...?	Why on earth didn't you say so?

PRACTICE

7.1 A Underline the correct alternative.

What does your ring tone say about you?

Almost everyone now has a mobile phone and ¹*a great deal/a large number/the most* of us have our own ring tone. Is it only so that we can distinguish our own phone from others or is it because ²*each/a large number of/both* time our phone rings we want to be able to say, 'Listen to that. That's me!?' Maybe ³*either/both/each* reasons are true. Here is a quick guide to ⁴*some/few/a little* typical ring tones and what they say about their users.

If your ring tone is ⁵*either/both/neither* a hip hop tune or a current hit, then you are young at heart but not particularly original.

⁶*Any/All/Either* classic rock tune means you're probably over thirty but you know you're still cool.

⁷*Not much/A few/Very few* people think annoying animal noises are as funny as the phones' owners obviously do. So ⁸*no/any/neither* points for maturity there.

You download a new one every month? You must be a teenager or you have ⁹*plenty of/a large number of/hardly any* time and money.

You never change it? Either you're too lazy or you don't know how. ¹⁰*Neither/Both/Any* is an acceptable reason!

B Complete sentences 1–8 with a quantifier from the box.

quite a few a few very few a little
very little any (x2) either

- Everyone wanted to get home and so there were _____ questions at the end of the lecture.
- I'm afraid I've spilt _____ wine on the carpet.
- _____ of the students (four of us to be exact) have signed your petition.
- I've watched _____ basketball games in my time, probably hundreds, but I've never seen such an exciting match.
- Carla couldn't afford a taxi because she had _____ money left.
- You can press _____ 'save' or 'save as' and then give the document a name.
- Are you having _____ other problems with the photocopier?
- I like _____ music by Jade. She's my favourite singer.

7.2 A Read the questions then complete the reported speech below.

1 Where have you been all day?

2 What did you watch on TV last night?

3 Have you washed your hands for dinner?

4 Have you got any homework for tomorrow?

5 Are you going to help me with the housework this weekend?

My mother used to ask me questions at the strangest times:

- When I came home from school she wanted to know ¹ *where I ...*
- The morning after we'd spent the evening watching TV together, she asked me ² _____
- At 10 in the morning, she used to ask ³ _____
- In the middle of the summer holiday, she asked ⁴ _____
- When she knew I was going on a weekend camping trip with friends, she asked ⁵ _____

B Find and correct ten mistakes with reported speech in the story.

My first (and most embarrassing) job interview

I was eighteen when I went for my first job interview, at a photo laboratory. The personnel manager asked me take a seat and then asked what's my name and I was so nervous that I told him I don't understand the question. Then he wanted to know do I have any plant experience; I said that I did some work in my grandmother's garden. He laughed and said that by 'plant' he had meant 'factory', not trees and flowers. I felt terribly embarrassed and simply told him that I have never worked in a factory. He had my file of photos and he asked that I talked about them. I was so nervous that I dropped them all on the floor! Then he asked me if I have any referees; I thought he meant the kind of referees they have in a football match, so I told him that I didn't play team sports but that I had been doing long-distance running for years. I was sure that I had messed up the interview, but then he enquired when I can start! He wanted me that I start the following Monday!

7.3 A Make the soap opera script more dramatic by using the words in brackets.

1 A: What's the matter? You look terrible. (on earth)

2 B: I've just seen Marco with Claudia. I'm furious, I can hardly speak. (so)

3 A: That's crazy. I'm sure there's a mistake. Why don't you call him? (totally)

4 B: I'm not going to phone him. (there's no way)

5 A: But Marco's a great guy and you're good together. (such, so)

6 B: Well you can be sure that Claudia's going to regret it. (really)

7 A: I hope you're not going to do anything stupid. (do)

8 B: You told me to fight for him. I'm just following your advice. (the one)

The screenshot shows a news website with a navigation bar at the top containing 'UK', 'World', 'Politics', 'Business', 'Technology', 'Entertainment', and 'Sport'. Below the navigation bar is a 'BREAKING NEWS' banner with the headline 'Marathon champion to run Mother turns son in to the police'. The main content area features a lead story titled 'Hiker risks his life' with a sub-headline 'Chamonix, France – A hiker who risked his own life to save the lives of two stranded hikers says he would do the same thing again.' To the right of the lead story is a 'most popular' section with a list of trending topics. Below that is a 'Drivetime Insurance' advertisement. At the bottom left, there is a 'UK weather report' section showing temperatures for different regions. On the right side, there is an 'ALSO IN THE NEWS' section with a list of related articles. The website also includes social media links and a comment section.

PARTS OF A NEWS WEBSITE

1A Match the parts of the news website to the picture.

- | | | |
|-----------------|--------------------|----------------------|
| 1 breaking news | 5 forum | 9 navigation buttons |
| 2 lead story | 6 weather forecast | 10 banner ad |
| 3 headlines | 7 video link | |
| 4 news feed | 8 podcast | |

MULTI-WORD VERBS (2)

2A Look at the sentence pairs. How are the meanings of the multi-word verbs in bold different?

- a) Did your parents **bring you up** as a Buddhist?

b) Oh, here's Edith now. Just don't **bring up** anything about her divorce.
- a) Anna keeps **putting off** the meeting. I don't think we'll ever get a chance to discuss things.

b) Stop talking about your illnesses. You're **putting me off** my food!
- a) Why did they **turn Neil down** for the job?

b) Could you **turn the cooker down** – the sauce in the pan is going to burn.
- a) If we **go by** her work so far, I don't think she has the skills for the new position.

b) Time can **go by** slowly when you're a child.
- a) The company **took on** ten school-leavers last month.

b) After Brazil won the semi-finals, they **took on** the favourites, Spain.

B Complete the table with the multi-word verbs from Exercise 2A.

a		hire compete against
b		say no lower the level
c		pass judge from
d		make sb dislike sth postpone
e		raise start to talk about

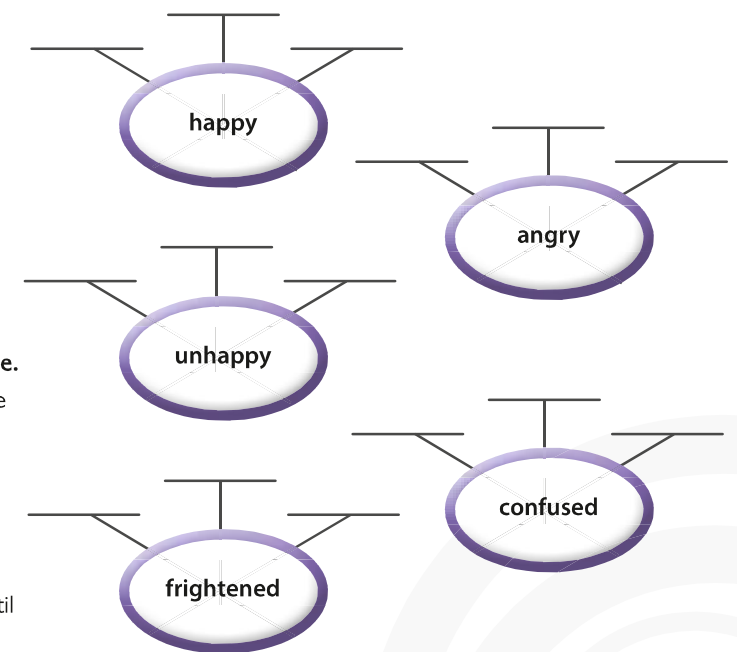
FEELINGS

1A Write the feelings in the correct groups

- | | | |
|--------------|---------------|-----------|
| apprehensive | disorientated | mystified |
| cheerful | furious | petrified |
| cross | glad | puzzled |
| delighted | livid | terrified |
| depressed | miserable | upset |

B Replace the word in bold with one of the words above.

- Sam's always very **happy** first thing in the morning, while I'm usually in a bad mood until I have my first coffee.
- Sometimes I get very **angry** with the children.
- Richard was a little **frightened** before he went into the meeting.
- Neera is **unhappy** because she's just hurt her hand.
- It's common to feel **confused**, at first, in this building until you work out where everything is.



IDIOMS

2A Match the phrases and idioms in bold with pictures A–H.

- The boss completely **lost his head** and started shouting at the client. A f)
- Could you **catch the waiter's eye**? I'd like to ask for the bill. — —
- The job hunting isn't going well, but if I can **get my foot in the door** things will be fine. — —
- I can't afford this mobile – it **costs an arm and a leg**. — —
- I don't really mind paying taxes, but filling out these forms **is a pain in the neck**. — —
- He's **got a big mouth** – he told everyone in the office about my problems at home. — —
- Sorry, we just don't **see eye to eye** on this, and I don't think we'll ever agree. — —
- The teacher **turned a blind eye to** cheating in the exam, so almost all the students did it. — —

B Match meanings a)–h) to the phrases and idioms.

- have the same opinion
- get someone's attention
- be very annoying
- get a chance to start
- be very expensive
- be unable to think clearly under pressure
- ignore a bad thing
- be someone who tells secrets

