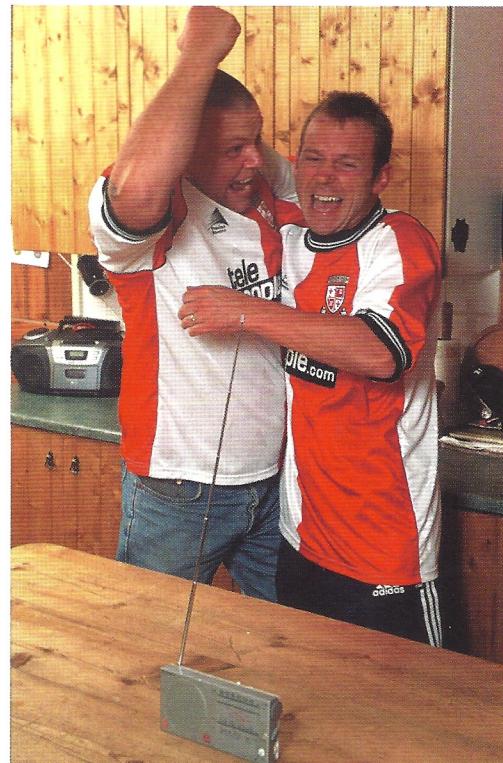
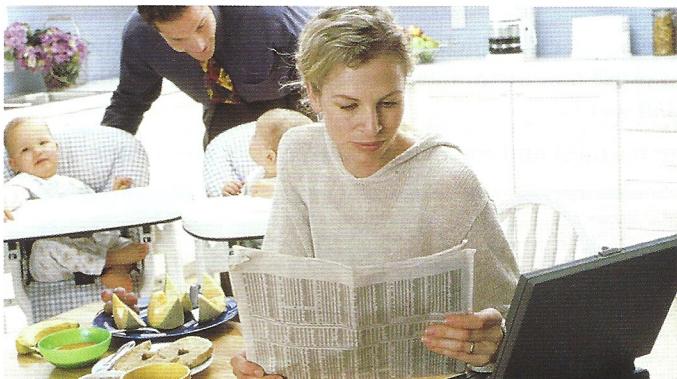


Have I got news for you!

8.1 The media

TOPIC VOCABULARY



A

Discuss these questions:

- What do you think has happened in the photos?
- How do you find out what's in the news?
- Which newspapers do you read regularly? Which do you prefer and why?
- What current affairs programmes do you watch or listen to on the TV or radio?
- If you go to websites for news, which do you prefer and why?
- Which English-language newspapers have you read? What were they like?
- Is there a local English language newspaper in your country? What's it like?
- Do you believe everything you read in the newspapers? Why/Why not?

B

Match the words and phrases in red to their synonyms in blue.

article circulation editorial issue
magazines main story newsreader
the papers reporter reviewer

critic the dailies journalist lead story
leader monthlies & weeklies newscaster
number number of copies sold report

C

Here are some (genuine) newspaper headlines. Explain the double meaning or joke.



8.2 Modal verbs

GRAMMAR REVIEW

A

Discuss the differences in meaning (if any) between these sentences:

- 1 Could you finish the article?
- 2 Can you carry this box?
- 3 You can't leave yet.
- 4 I don't need to read the paper today.
I don't have to read the paper today.
I haven't read the paper today.
- 5 There could be an election this year.
There should be an election this year.
- 6 That could be Tony at the door.
That will be Tony at the door.
That might be Tony at the door.

Were you able to finish the article?
Could you carry this box?
You needn't leave yet.
I needn't read the paper today.
I shouldn't read the paper today.
I haven't got to read the paper today.
There has to be an election this year.
There will be an election this year.
That must be Tony at the door.
That can't be Tony at the door.
That should be Tony at the door.

B

Write TWO reports of each sentence; one using a modal verb, and one using a longer phrase, as in the example:

- 1 'You must do it now.'
a He said that we had to do it.
b He said that we were obliged to do it/it was necessary for us to do it.
- 2 'Maybe we can help you.'
- 3 'You can't use a dictionary in the exam.'
- 4 'Must you leave so soon?'
- 5 'You mustn't believe everything you read in the newspapers.'
- 6 'I daren't dive into the swimming pool.'
- 7 'You need to book a table.'
- 8 'What time must I arrive there?'

He said that

They said that

He told me that

She asked me if

He told us that

She told us that

He told us that

She wondered

C

Rewrite each headline as a full sentence:

- 1 'Non-swimmers on the up' says sports minister
- 2 Ban on smoking in cinemas
- 3 Seat belts to be worn in rear seats
- 4 70 mph speed limit to be lifted
- 5 1000s forced to flee after quake
- 6 RECESSION LOOMS AGAIN
- 7 Left set to win election
- 8 Rail strike stops commuters getting home



D

- 1 **Imagine that you're giving advice to a British person who is about to visit your country for the first time. What advice would you give about social customs, rules of behaviour and laws, using these modal verbs:**

can / can't have to / don't have to
need to / don't need to / needn't
must / mustn't should / shouldn't

- 2 **Write a paragraph, giving the most important pieces of advice.**



8.3 Goodbye, England's Rose ...

READING AND SPEAKING

A

Read this *Guardian* leader. It appeared the morning after the accident in which Diana, Princess of Wales, and Dodi Al Fayed were killed – and before the causes of the accident came to light.

Flying too close to the sun

SHE WAS 36. She leaves two young sons. She died at a moment when her personal life had brightened and her public life seemed to be making progress. "Unthinkable," people said when they heard of the news of Princess Diana's death, but few families altogether escape such tragedies. Though treated yesterday as barely more than a sideline, the death of Dodi Al Fayed is a tragedy too. So too is the death of their chauffeur, not even dignified in yesterday's reports with a name. Maybe he too was young; maybe he too leaves young children.



2 Yet the death of Diana was also spectacular, an event which reverberated across the world. She was probably the most famous woman, perhaps the most famous person, of her time. People will remember for years where and when they heard of her death, as they did with the death of John F Kennedy. As with Kennedy and with James Dean, John Lennon and Marilyn Monroe, she was a superstar who died young in violent circumstances, and as with them, it will guarantee her a mythological status.

3 In her time, and with her participation, the process accelerated which has made the British monarchy more and more a mix of fantasy with reality. Its role as the most dignified ingredient in our constitution, once apparently unassailable, is so badly eroded today that it looks beyond repair. The Queen herself commands a continuing respect, but for many people in Britain, the principal use of the Royal Family now is to keep us entertained and titillated and tantalised, to give us something new and spicy to discuss in the pub and the shops. More and more, their story has become a kind of rich psychological drama, more gripping even than any soap opera because its people really exist: a drama in whose cast list Diana had become not just the most alluring but perhaps the most influential player.

4 She came to all this hopelessly unprepared; sweet, shy, gauche, somewhat untutored, plucked from nowhere at 19 to be the bride of the heir to the throne, in the sort of transformation one doesn't expect outside bedtime stories. Even had things gone well, this would have been a brutally tough assignment. As it was, they began to go wrong chillingly soon – as we later learned, within a few months of the marriage. The truth about the marriage, at first shadowy and elusive, seeped gradually into the light: the shade of Camilla; her own uncertain temperament; the post-natal depression; the bulimia; the desperate alienation. Her very misfortunes increased the fascination she held for the Press and the public: not just a romantic figure, but a tragic figure too.

5 As things came apart, she had several options. One – which she briefly chose, but soon abandoned – was to pull out of public life and go into hiding; a second, simply to carry on with the life she wanted and do her best to survive the constant, unrelenting exposure; the third, to turn that exposure to positive use by enlisting it to promote her favourite causes. This last she did to huge beneficial effect.

6 She didn't just meet victims of Aids, she embraced them, in defiance of a tabloid press which taught that they were unclean. Her campaign to ban landmines, from which government agents made public and private attempts to dissuade her, took a cause long and obscurely argued by others without her magnetism, and put it on front pages across the world.

7 In doing this, in exploiting her hybrid role, part royal and part non-royal, she laid herself open to the charge of manipulation. It was hard to escape the impression that while claiming to hate the unsleeping eye of the media, she also craved it: not least because a quiet retreat to obscurity would be bowing her knee to the will of an Establishment

which had wronged and damaged her and now wanted her out of the way. The result was to put her even more on the nation's centre stage. Increasingly, the story of the Royal Family's troubles came to resemble a script where the scriptwriters had excelled themselves in piling one twist on another. No scriptwriter, in this sense, could have contrived a more symbolic dénouement than that which occurred in the midnight streets of Paris this weekend.

8 And now the princess takes her place in the long and melancholy record of queens and princesses who led sad lives and met still sadder deaths. She will enter into legend, where it may come to be said of her that she met the fate which so often awaits those who fly too near to the sun.

B

Highlight the following words and phrases in the article. Match their meanings in this context to the definitions below.

¶1 sideline dignified

¶2 reverberated mythological status

¶3 accelerated unassailable eroded titillated and tantalised spicy alluring

¶4 gauche chillingly elusive alienation

¶5 unrelenting causes

¶7 hybrid craved Establishment dénouement

attractive awkward charities continuous couldn't live without damaged echoed

ending excited and fascinated exciting feeling of isolation frighteningly invulnerable

legendary position mixed mysterious ruling classes shown respect went faster

unimportant event

C

 **Discuss these questions:**

- Do you remember where you were when you heard about Princess Diana's death? How did the news affect you?
- What points are made in the article which praise Princess Diana?
- What points are more critical of her and of the Royal Family?
- How would you feel if photographers took photos of YOU everywhere?
- Who is most to blame for invading the privacy of famous people: the photographers or the people who buy newspapers and magazines?
- Does the press have too much power? What should be done to control the press?

8.4

... that is part of the job'

LISTENING

A

 **Jayne Evans** is a news journalist. Complete the sentences with a word or short phrase.



- 1 When you're a news journalist, you're never really **1** .
- 2 A news anchor reads from an autocue but must be ready to **2a** those words if instructed, and remain **2b** .
- 3 Shocking stories are very **3** but she must report them calmly.
- 4 It's almost impossible to remain detached when reporting disasters, but that is **4** .
- 5 In her career she has to enjoy the **5** .
- 6 The funniest situation she has been in was when **6** .
- 7 Being a news journalist is almost like being another **7** service.
- 8 Although your adrenalin is pumping, your report must be **8** .

B

Discuss your reactions to the interview:

- What kind of personality and skills do you need to be a news journalist?
- What would it be like to have Jayne's job? Do you envy her? Why (not)?
- What difference does it make to see a TV on-the-spot report, rather than hear a news anchor person give the same information?
- How can reporters manage to give unbiased versions of events?

8.5 Cream and punishment

READING

A

Six paragraphs/sentences have been removed from this article. Choose the most suitable paragraph/sentence from the list A–F for each gap (1–6) in the article.

Cream and punishment

"WATCH this bit carefully," says Noël Godin, fast-forwarding the video to the right place. "Bill Gates is walking towards the government building, slowly, slowly, his security guards all around him. Meanwhile, 30 pie-throwers, who have been standing in groups of three, suddenly come together, and, in a whirlwind of cakes, they strike their target. Gloup. Gloup. Gloup."

With a contented chuckle, Godin leans back in the black-leather sofa in his Brussels flat. On the screen, his victim is wiping cream pie from his face. "See, he is trying to suppress a small smile," says Godin, delightedly. Suppressing it very successfully, it appears. Gates looks completely stunned.

1

The first few seconds after an attack reveal the true character of the target, believes Godin. Jean Luc Godard, the film director, showed 'real stature'. "He smiled, pulled off his bespattered jacket, lit a cigar and said: 'It tastes rather good.'"

Godin, who also acts under the pseudonym Georges le Gloupier, shakes his head sorrowfully. "After nearly 30 years of attacks, Godard is the only one who turned the situation to his advantage. I was very pleased with his reaction and I will never attack him again." Sylvie says that he is exhausted after all the excitement surrounding the Bill Gates coup.

2

Godin prides himself on the rigorous selection of his targets, mostly those who have an inflated sense of their own importance and little sense of humour. But he also targets those who, in his opinion, abuse their power or simply get in the way of the total freedom he thinks should be every person's right. Any politician is fair game, although he is wary about attacking them individually as he does not want to give them 'free publicity'.

3

His list of potential targets in England is growing. "Mr Virgin [Richard Branson] would be a good idea and Rupert Murdoch is also on the list." When she comes here, perhaps later this year, priority number one will be Lady Thatcher. "We will not leave her in peace just because she no longer has power. She is a symbolic target and we will go on a safari mission after her." After that, he is not sure.



4

So, during the Gates attack, he stood in a side street, waiting to intervene with back-up cream pies if needed. Sylvie, who has long feared that he will get himself shot by an over-alert bodyguard, is pleased, but Godin says that he will still deliver the pie to some of his victims, just to keep his hand in.

5

He works on a very low budget, with cream pies donated by local pâtissiers and part-time gloupiers drawn from friends, would-be actors and students.

"I am very careful about who I target. For example, I have been offered lots of money to do Sharon Stone and Catherine Deneuve. But I like them both. I'm not a cream-cake mercenary. I will accept sponsorship, but only for targets I think are worthy."

6

Ideally, he would like more people to follow his example. "Unlike Bill Gates, I don't feel I have a monopoly on my trade. Quite the reverse. If everyone attacked big bosses and pompous people, the message might start getting through. Custard pies are a sort of esperanto: a universal language."

Helena de Bertodano

A Bill Gates, as "a symbol of the new merchant arrogance", has been Number One on his hit list for some time. Now Bill Clinton and the Pope have replaced Gates as top targets, with Margaret Thatcher and Tony Blair running close behind.

B Godin, 52, loves watching re-runs of his attacks and if Sylvie, his partner, were not here to restrain him, he would probably have rewound the tape and started again. Last month's attack on Bill Gates was his most high-profile yet and has earned him a new fan club in the United States, with an Internet site and lengthy articles about him appearing in papers such as *The Wall Street Journal*.

C I ask him if it has ever occurred to him that he might be a little mad. "Of course. Like Falstaff. The world needs a bit of madness."

D Inevitably, he has become a target of his own joke. Once, on a talk show, the presenter planted a cream pie in his face. How did he react? "I went and sat on the knee of the most important guest and wiped myself all over him." Does he ever get angry when he is flanned? "I laugh every time. If not I would be a perfect imbecile."

E These days Godin himself reluctantly stands back from the front line of attack. He is so well-known in Belgium that his presence would be a giveaway. "When I go to the theatre, even in a private capacity, there is instant panic around me."

F Usually he only carries out one or two attacks a year. Each *entartement*, or flanning, is meticulously planned and he agrees that it is a form of terrorism. "It is a burlesque terrorism. We do not wound our victims, they are only wounded in their *amour propre*." Sylvie points out that they were very careful not to ram Bill Gates' glasses too hard against his nose.

B

 Discuss these questions:

- Do you approve or disapprove of Noël Godin's philosophy and tactics? Why?
- Which famous people would you like to attack with a cream pie? Why?

C

 Summarise Noël Godin's attitude to famous people (50–70 words).

- 1  Before writing, first make notes and discuss them with a partner.
- 2 When you've written your summary, compare it with a partner's.

8.6 Prefixes

VOCABULARY DEVELOPMENT

All the prefixes in this section are 'ACTIVE' prefixes – they can be used to form new words or phrases.

A

Study the examples and then add the words below to the appropriate lists:

anti-	(= opposed to)	anti-nuclear anti-government anti-war
pro-	(= supporting)	pro-environment pro-nationalist pro-strike
pre-	(= before)	pre-recorded pre-Christmas pre-prepared
super-	(= larger/greater than usual)	superglue super-rich superpower
half-	half-finished half-empty half-full half-frozen	

American asleep brother cooked democracy expect federal feminist
 intelligent monarchy packed star store test time truth union way

B

Study the examples and then add the words below to the appropriate lists:

re	(= again)	re-elect rewritten recycled
un	(= reverse action)	unbutton undress untie
over	(= too much)	over-react overcooked overindulge
under	(= too little)	underfunded underdeveloped
out	(= more than)	outlive outrun outsell

appear block build capture estimate fasten fillable grow
 load number print simplify united usable value vote work



C

Study the examples and then add the words below to the appropriate lists:

self-	(= by or for itself/oneself)	self-adjusting self-catering self-contained
co-	(= together)	co-author co-educational
counter-	(= against)	counter-attack counter-productive counter-intuitive
ex-	(= former)	ex-colleague ex-boyfriend ex-boss
semi-	(= half)	semi-professional semi-final semi-precious
sub-	(= below)	sub-zero sub-committee

automatic circular defeating director educated employed exist
 explanatory governing heading measure official owner policeman
 preservation president productive standard sufficient title

The examples in A, B and C show which prefixes generally take hyphens. When pronunciation might be difficult, a hyphen is generally used: *re-election* (not *reelection*) and *super-rich* (not *superrich*). If in doubt, use a hyphen.

D

Fill each gap using a prefix with a suitable form of the words in red:

- It's an to say that a change of leader will solve all our problems.
- The minister was accused of the numbers of unemployed.
- The members were by the moderate union members.
- It may be to force them into making a decision, and if you upset them they're quite likely to
- Foreign-language films may be dubbed or shown with
- Magazines devoting page after page to reports on the lives of the and usually more serious magazines.
- You needn't refer to the manual: the use of the camera is
- He his to turn up at the wedding ceremony.
- The began after the troops received a signal.
- He went out into the snow and later looking

simple
estimate
strike
produce
react
title
rich
star
sell
explain
expect
wife
attack
arrange
appear
frozen

8.7 **There ...****A 1** Rephrase each sentence, using *there* ... :

Verbs that describe actions (rather than states) can't be used with *there*:

There fell an apple off the tree. X

- 1 Someone is waiting to see you. *There's someone waiting to see you.*
- 2 Most political problems have no easy answers.
- 3 It's pointless trying to explain the problem to them.
- 4 Some papers give more coverage to sport than others.
- 5 Luckily for us a telephone box was nearby.
- 6 It's unnecessary to shout, I can hear you perfectly well.
- 7 Mitsukoshi has 14 branches in Japan and 14 associate stores.
- 8 Come quickly! An accident has happened! Someone may have been hurt.
- 9 He stood in the doorway with a sheepish grin on his face.
- 10 I was waiting in the lecture hall with fourteen other students.

2  Discuss the difference in emphasis when *there* is used in each sentence.**B** Fill the gaps in these examples with suitable words:

Yesterday there came my friend to see me. X

There arrived the train on time. X

- 1 We expect there difficulties ahead.
- 2 There misunderstanding about this: you have to arrive at 7.15 sharp.
- 3 There a time when everyone has to face up to their responsibilities.
- 4 There nonsense talked about politics by people who ought to know better.
- 5 There more question I'd like to ask.
- 6 There's no that some newspapers distort the truth.
- 7 We were surprised/amazed/shocked at there so many people present.
- 8 There to be something wrong with my back, doctor.

C Explain the meaning of each headline in a full sentence, using *there*:

- 1 **'Fewer than 5,000 attend peace demo'**
- 2 **More sunshine next week**
- 3 **'NO DOUBT ABOUT A VICTORY'**
- 4 **'Too many cars cause pollution and accidents'**
- 5 **General election possible this year**
- 6 **Peace moves in teachers' dispute**
- 7 **Road accidents down this year**
- 8 **None killed in ferry sinking**

The police say ...
The forecasters say ...
The England soccer manager says ...
Environmentalists say ...
According to the newspaper ...
There ...
There ...
There ...

D  Student A should look at **Activity 8**, student B at **17** and C at **27**. There's a short news item for you to read and then retell to your partners in your own words, using *There* ...8.8 **Hitting the headlines**

LISTENING AND SPEAKING

A

 You'll hear a radio programme. Indicate where the events in 1–8 happened by writing the appropriate letter in each box.

In each box write:

I if it happened in Italy
or J if it happened on the way to Japan
or USA if it happened in the USA

- 1 One can of beer every evening.
- 2 Police knew the licence number of the car.
- 3 Roller-skating champion.
- 4 Accurate throwing caused deaths.
- 5 Shortage of fresh water.
- 6 Video camera stolen, but not videotape.
- 7 Waving to relatives was dangerous.
- 8 Workmates were very kind to their colleague.

1	
2	
3	
4	
5	
6	
7	
8	

B  Which places in the world are in the news this week? What headline news has come from each of the continents during the past month?

C **1** Before the next lesson, listen to the news on the radio or TV (or read the news on the Internet) and make notes on the main points of TWO interesting stories.

2  Then, back in class, tell your partners about your stories.

8.9 Freedom

SPEAKING

A  Read this poem and then discuss the questions below.

EPITAPH ON A TYRANT

Perfection, of a kind, was what he was after,
And the poetry he invented was easy to understand;
He knew human folly like the back of his hand,
And was greatly interested in armies and fleets;
When he laughed, respectable senators burst with laughter,
And when he cried the little children died in the streets.

W.H. Auden (1938)



- Which tyrants and dictators spring to mind when you read the poem?
- Why is it that tyrants and dictators succeed in politics – and on a smaller scale in business and family life too?
- What can the individual (i.e. you and I) do to stop them from succeeding?
- How important is it for a country to have a strong, charismatic leader?

B  Which of these quotations do you agree with, and which do you disagree with? Which do you agree with up to a point? Give your reasons.

'All men are created equal.'

– Thomas Jefferson (1743–1826)

'The ballot is stronger than the bullet.'

– Abraham Lincoln (1809–1865)

'No one can be perfectly free till all are free; no one can be perfectly happy till all are happy.'

– Herbert Spencer (1820–1903)

'Nationalism is an infantile disease. It is the measles of mankind.'

– Albert Einstein (1879–1955)

'Unhappy the land that is in need of heroes.'

– Bertolt Brecht (1898–1956)

'Politics is too serious a matter to be left to the politicians.'

– General de Gaulle (1890–1970)

'Political power grows out of the barrel of a gun.'

– Mao Zedong (1893–1976)

'Ask not what your country can do for you; ask what you can do for your country.'

– John F. Kennedy (1917–1963)

'All animals are equal, but some animals are more equal than others.'

– *Animal Farm* by George Orwell (1903–1950)

'There is no such thing as a free lunch.'

– anon

C

 Take turns to talk for about two minutes WITHOUT INTERRUPTION on ONE of the topics below. Then the others should react to your talk by answering these questions:

- Is there anything you'd like to add?
- Is there anything you don't agree with?

Should individuals be free to decide whether or not to do the following things – or should there be laws to control them?

drink alcohol at any age
take drugs
do military service
wear seat belts in cars

drive at any speed
have an abortion
immigrate into your country
own a gun

In Part 3 of the Speaking Paper you'll have to speak for two minutes about a topic you are given. You don't have time to prepare a talk, so this is quite hard to do. You have to express your opinions and develop the topic. This is something you can practise on your own at home, preferably using a cassette recorder with a microphone.

After both candidates have spoken and answered follow-up questions, the interlocutor leads a general discussion on a related topic.

8.10 Long and short sentences

WRITING SKILLS

A

 Read this magazine article and then discuss the questions below:

These are bad times for talking. According to a recent study, dinnertime conversation is disappearing, with people now preferring to eat meals in front of the television. "Social conversation will soon be a thing of the past," said one researcher. It already is in Australia, where one couple haven't spoken to each other for 43 years. Doris and Ivan Weeds stopped communicating in 1954, shortly after their marriage. "We talked incessantly when we were courting," recalled Mrs Weeds, "and I guess we just said everything we had to." They've since lived in near total silence, chattering away happily to friends, but saying nothing whatsoever to each other. Early in the Seventies Mr Weeds did break his silence to ask his wife if she wanted to go to Thailand, and she broke hers to say no, but otherwise all has been mutual muteness, a fact which, insists Mrs Weeds, in no way affects their love for each other. "There are many ways of saying, 'I love you' without actually saying it," she explained, "like blowing kisses, and tap dancing together."



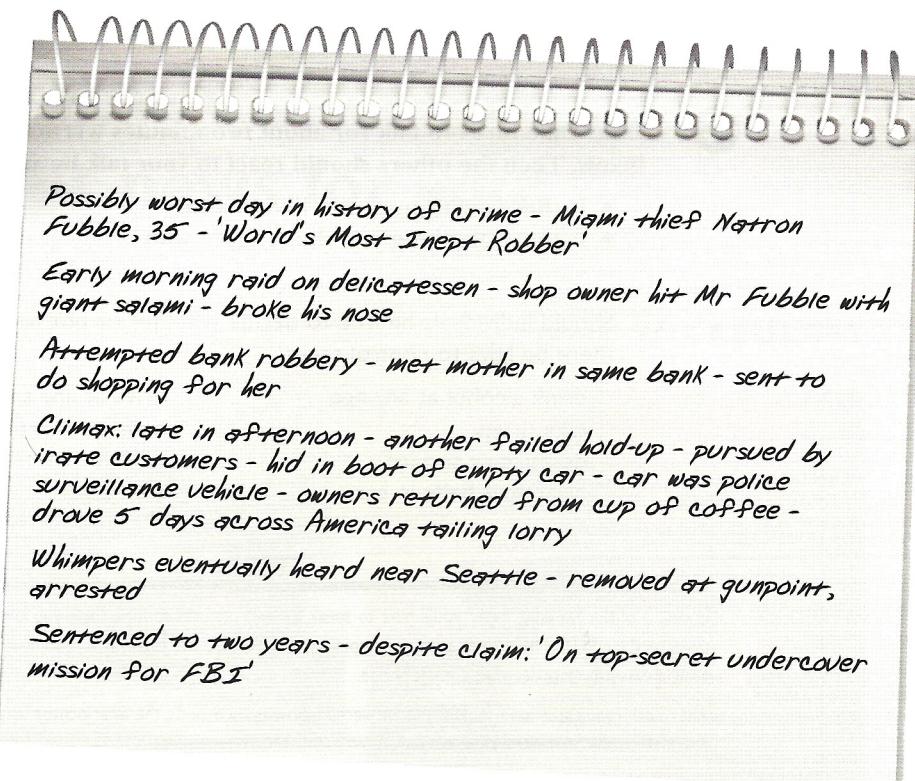
Paul Sussman

- 1 Which is the shortest sentence? What is the effect of this?
- 2 Which is the longest sentence? How many different ideas and clauses are there in that sentence? What is the effect of this?
- 3 How much is direct speech used? (How would the effect be different if reported speech had been used instead?)

B

 Re-read the first TWO paragraphs of *Flying too close to the sun* on page 86 and *Cream and punishment* on page 88. Then discuss the same questions.

C 1  Rewrite these notes, using a suitable mixture of long and short sentences, and direct or reported speech.



2  Read each other's stories. What are the best features of each?

3  Write a final version, combining the best features of the versions you've read.

Shorter sentences tend to be easier to understand (and easier to write) than long ones, but lots and lots of very short sentences may look silly. 'A good balance' of long and short sentences is preferable.

Put yourself in your reader's position as you write and bear in mind these questions:

'Would I like to be reading this?' 'Have I made my meaning clear?'

8.11 Points of view

SPEAKING AND COMPOSITION



A 1  The class is divided into an even number of pairs (or groups of three). Half the pairs should work out together how they would tell the story of what happened in the photos from the point of view of the person on the LEFT of each photo – the other half from the point of view of the person on the RIGHT of each photo.

2  →  Then each 'left-hand' pair joins a 'right-hand' pair to tell their stories.

B 1 Find an interesting news story in a newspaper – it can be in your own language, not in English – preferably one involving more than one person. Alternatively, you may prefer to use a photograph instead.

2 Make notes on the events that occurred. Don't attempt to translate the article into English but use your own words.

3  Write a report to the police on what happened, from the point of view of one of the protagonists (300–350 words). Use section headings in your report.

8.12 bring and get

VERBS AND IDIOMS

A Explain the phrases in red, or find synonyms. Use a dictionary if necessary.

- 1 Talking to her really brought it home to me how important it is to bring children up in the right way. They shouldn't be allowed to get away with bad behaviour.
- 2 Whatever brought this problem about, we must get round it somehow.
- 3 They hope to get over their difficulties by bringing in a management consultant.
- 4 Her attitude brings out the worst in me, I'm afraid. I just can't get on with her. The whole situation's really getting me down.
- 5 He told an anecdote which brought the house down. But I didn't get the joke.
- 6 He gets terribly upset when he thinks people are getting at him, but he usually gets over it fairly quickly.
- 7 I've been cheated and I want to get my own back. How can I get even with them?
- 8 Time's getting on, I think we'd better get the meeting over with.
- 9 It was hard to get it across to them that they had to work harder.
- 10 What did he mean? I really didn't understand what he was getting at.
- 11 He's terribly gauche and shy with strangers, he needs someone to bring him out.
- 12 I had a terrible night: I didn't manage to get off to sleep till 3 a.m. I was so worried about getting behind with my work.
'You should have got up and got on with some reading. You could have got through quite a lot during that time.'



B Fill the gaps with suitable phrases from the list below. You may need to change the form of the verbs.

- 1 She's a very gregarious person and seems to everyone.
- 2 I promised to go food shopping for them and now I can't it.
- 3 Was it because they pleaded guilty that they a fine, instead of a jail sentence? Or was it because the judge had been?
- 4 There's no point in having good ideas if you don't them in writing.
- 5 The UN intervention a peaceful settlement of the conflict.
- 6 If you want to in politics you have to have the right connections and the people who matter.
- 7 I'm sorry to the subject of politics, I know it's a sore point with you.
- 8 I know how to handle him, so leave it to me – I'll be able to him.
- 9 I haven't done the work yet and I don't know when I'll it.
- 10 I have to be at work early tomorrow, can you me at 5.30?
- 11 I'm sorry to this – I know it's embarrassing.
- 12 What have the children been while I've been away?

bring about bring up
 get at get down get in with
 get off with get on get on to
 get on with get out of get round
 get round to get up get up to

