

G passive (all forms), it is said that ..., he is thought to ...

V crime and punishment

P the letter u

3

A

The one place a burglar won't look

1 SPEAKING & LISTENING

GET IT RIGHT agreeing and disagreeing

Use a variety of expressions for agreeing and disagreeing:

I think it must be ... That's what I was thinking.

Do you agree with that? Exactly!

Don't you think ...? I don't think that's true.

a Take the quiz in pairs. Give reasons for your answers.

BEAT THE BURGLARS!

1 How long do you think a burglar usually takes to search someone's house?

- a 10 minutes
- b 20 minutes
- c 30 minutes

2 Which of these are the most common things burglars steal?

- a TVs, digital cameras, etc.
- b paintings and antiques
- c money and jewelry

3 Which of these is more likely to stop a burglar from coming into your house?

- a a dog
- b a burglar alarm

4 Which three of these would most influence a burglar to choose a particular house or apartment?

- a It looks expensive.
- b There is no one at home.
- c There aren't many other neighbors nearby.
- d There are good places to hide around the house.
- e They have burglarized the home before.

5 How are burglars more likely to get into a house?

- a through an open door or window
- b by breaking a door or window

6 What is the best place to hide your valuables? Number these rooms in the order that burglars usually search them.

- | | |
|--|--|
| <input type="checkbox"/> the living room | <input type="checkbox"/> the main bedroom |
| <input type="checkbox"/> the kitchen | <input type="checkbox"/> a child's bedroom |
| <input type="checkbox"/> the dining room | <input type="checkbox"/> the office |

Adapted from a newspaper

c Look at the photos. Have you seen the movie *Oliver Twist* or read the book by Charles Dickens? What do you think the old man is teaching the boys to do?



b Communication There's only one place burglars won't look... p.117. Read the answers to the quiz - provided by ex-burglars themselves!

the same way we pick *چاپ* / *چاپ کردن*

2 VOCABULARY crime and punishment

a Match the words for people who steal with the definitions in the list.

- pickpocket mugger burglar robber shoplifter thief
- 1 A burglar is someone who breaks in and steals from a private home.
 - 2 A robber is someone who breaks in and steals from, e.g., a bank or business.
 - 3 A shoplifter is someone who steals something when he / she is in a store.
 - 4 A pickpocket is someone who steals from you on the street, often without you noticing.
 - 5 A mugger is someone who uses violence to steal from you on the street.
 - 6 A thief is the general word for someone who steals.

b 3.2 Listen and check. Underline the stressed syllable.

c p.149 Vocabulary Bank Crime and punishment.

3 PRONUNCIATION the letter u

a Look at the words in the list, which all have the letter u in them. Put them in the correct column below according to how the vowel sound is pronounced.

accuse burglar caught community drugs fraud guilty judge jury manslaughter mugger murderer punishment smuggling

↑	ur	o	/yu/	oo	oo
drugs judge mugger punishment smuggling	murderer burglar	caught manslaughter	community accuse	jury	guilty traffick

b 3.3 Listen and check. What happens to the pronunciation of u in guilty?

c Practice saying the sentences.

- 1 "Murderers must be punished," said the judge.
- 2 The burglar is doing community service.
- 3 It wasn't murder; it was manslaughter.
- 4 The jury said he was guilty of fraud.
- 5 The mugger was caught by the police.

pull over the car → ماشین رو بکن کنار

d Talk to a partner. Find out as much information as possible.

What are the most common crimes in your town or city?
What crimes have been in the news recently?
Do you have trial by jury in your country? Do you think it's a good system?
Do you know anyone ...?

- whose home has been burglarized
- who has been mugged
- whose car has been stolen
- who has been unfairly accused of shoplifting
- who has been stopped by the police while driving
- who has been robbed while on vacation
- who has been offered a bribe → رشوه
- who has been kidnapped

- 4 **GRAMMAR** passive (all forms), it is said that ..., he is thought to ..., etc. Check what you know. You are going to read two true crime stories. In *World Cup thief's own goal*, complete the article with the verb in parentheses in the simple past, active or passive. Then in *Parrot held in prison*, circle the correct form. Any problems? **Workbook p.25**

World Cup thief's own goal

A thief who ^{had} ~~has~~ (steal) a World Cup ticket from a woman's handbag ^{and} ~~and~~ (catch) after he sat down to watch the game next to the victim's husband.

Eva Standmann, 42, ^{was} ~~was~~ (going) as she was going to the Munich stadium for the game between Brazil and Australia. The thief, a 34-year-old man, ^{discovered} ~~discovered~~ (discover) the ticket in her bag and decided to use it.

But when he ^{took} ~~took~~ (take) the woman's seat in the stadium, he ^{met} ~~met~~ (meet) by her husband, Berndt, 43, who immediately called the police on his cell phone.

A Munich police spokesperson said, "The thief ^{found} ~~found~~ (find) the ticket in the bag and decided to watch the game. When he sat down next to his victim's husband, officers on duty at the stadium ^{informed} ~~informed~~ (inform) of the situation and the thief ^{was arrested} ~~was arrested~~ (arrest)." ^{in volume 6}

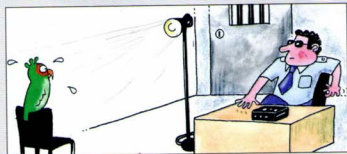


Parrot held in prison

A parrot has spent five days ^{interrogating} ~~interrogating~~ (interrogated) by the police in a prison in Argentina.

A judge ^{ordered} ~~ordered~~ (order) the parrot, which ^{calls} ~~calls~~ (call) / ^{is called} ~~is called~~ (called) Pepo, ^{to hold} ~~to hold~~ (to hold) ^{to be held} ~~to be held~~ (to be held) in custody until he told the police who his real owner was. Two neighbors, Jorge Machado and Rafael Vega, were ^{disputing} ~~disputing~~ (dispute) who the bird ^{belonged} ~~belonged~~ (belonged) / ^{was belonged} ~~was belonged~~ (was belonged) to.

Judge Osvaldo Carlos decided the parrot should ^{send} ~~send~~ (send) / ^{be sent} ~~be sent~~ (be sent) to prison until he said the name of his owner. After five days, Pepo said Jorge's name and also sang the anthem of his favorite soccer team, San Lorenzo. Mr. Machado said, "I knew he wasn't going to let me down. He is a real friend, and we ^{supported} ~~supported~~ (support) / ^{are supported} ~~are supported~~ (are supported) the same soccer team."



- b New grammar. Read another true story. How does the hypnotist rob banks?

Hypnotic bank robber



Bank clerks in Moldova have been told by the police not to make eye contact with customers after a series of robberies. The robber is believed to be a trained hypnotist from Russia.

He is said to put cashiers into a trance before making them hand over tens of thousands of dollars' worth of bills.

It is thought that the criminal begins talking to bank tellers and gradually hypnotizes them. After getting them to give him money, he then brings them back out of the trance and leaves them with no memory of handing over the cash. It is believed that the man has robbed at least three banks in the last month.

- c Look at the **highlighted** phrases in b. Do people know this information for sure about the robber or do they only **suspect** it? How is the structure different after 'and after it'?

- d **p.136 Grammar Bank 3A.** Read the rules and do the exercises.

- e Complete the newspaper crime story using the words in parentheses.

The world's most polite armed robber

Police are looking for a man who ^{is believed} ~~is believed~~ (believe / be) the world's most polite armed robber. The robber, who always says "please" and "thank you" when he orders store employees to give him the money in the cash register, ^{is} ~~is~~ (say) / ^{be} ~~be~~ (be) a tall man in his early forties.

He wears a mask and rubber gloves during robberies. It ^{is} ~~is~~ (think / he / rob) at least four stores recent weeks.

A police officer said, "He ^{is reported} ~~is reported~~ (report) to be polite to his victims, but there is nothing polite about armed robbery. Last week this man used a knife to threaten employees in a store. They were terrified. Saying 'please' and 'thank you' cannot change that."

They play football

Alireza Hobbzadeh
www.13shelli1.blog.ir

food ball is being played

READING

What do you think would be an appropriate punishment for...?
 a woman who abandoned some kittens in a forest
 people caught speeding in a residential area
 a man who was caught carrying a loaded gun illegally
 some teenagers who vandalized a school bus
 noisy neighbors who play rock music very loudly at all hours

Read the first four paragraphs of the article. What sentences did Judge Cicconetti give these people? Why? Do you think his sentences would be more effective than yours? *رهنه بارت*

Sometimes when you read a newspaper article for detail, the information is not given in chronological order. You may need to re-read the article to clarify in your mind information about people and events. *مهم است که بدانید*

Read through the questions below. Then read the whole article to find the information. *مقاله را بخوانید و جواب دهید*

The judge

What was his early life like? How successful has he been professionally?

The punishments

Which three creative punishments get the offenders to learn from a personal experience? *عقوبات*

Which two punishments get them to do something for other people? *تصمیم*

The reasons behind his system

What inspired the judge's system of creative punishments? *انگیزه*

Why does he think they are better than conventional punishments? *دلایل*

What evidence does he have that the punishments are successful? *مخاطرات*

What do you think of his system? Would you like to have a judge like Cicconetti in your town? *مأثور از این غیر رسد*

PEAKING

GET IT RIGHT giving your opinion

When we are giving our opinion about the best way to punish someone, we often use *should* + passive infinitive:

think they should be made to ...

I don't think they should be allowed to ...

In groups, decide on creative punishments for these crimes or offenses. *گفتگو کنید*

An arsonist who sets fire to a local scenic area, for example, a forest. *آتش زدن*

A 15-year-old who is caught smoking. *سیگار کشیدن*

Someone who parks illegally, causing major traffic delays. *ترافیک*

A group of teenagers who paint graffiti all over walls in a small town. *non-slap*

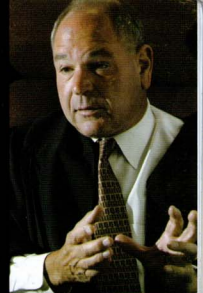
A couple whose dogs bark incessantly and bother the neighbors. *بازگشت*

A young person who creates a computer virus that infects thousands of computers. *آلوده کردن*

Compare with other groups and decide which you think are the best solutions. *مقایسه کنید*

Making the punishment fit the crime

– Mike Cicconetti, a judge with a difference



Judge Cicconetti



Michelle Murray

- When Michelle Murray was arrested for abandoning 35 kittens in a forest, she expected to get a fine or a short prison sentence. Instead, she was sentenced to spend the night in the same cold, dark forest. In the end, it was so cold that she only had to spend three hours in the woods, but Judge Mike Cicconetti had made his point. He wanted the 26-year-old Ohio housewife to feel the same pain and suffering as the animals she had abandoned, many of which later died.
- Judge Cicconetti's unusual ruling was just the latest example of his unique brand of "creative justice," which has won him national acclaim. He was elected unopposed to serve another six years in Lake County, Ohio, last month, and this year he won the presidency of the American Judges Association.
- Cicconetti allows offenders to choose between jail and an alternative, "creative" sentence. For example, people accused of speeding are offered a choice between having their license suspended for 90 days or having it suspended for a shorter period and spending one day working as a school crossing guard. The judge says that offenders who spend a day helping school children cross the street never appear in his courtroom for speeding again.
- The judge also sent a man who was caught with a loaded gun to the morgue to view dead bodies and ordered teenagers who let the air out of tires on school buses to organize a picnic for elementary school children. He has ordered noisy neighbors to spend a day of silence in the woods or to listen to classical music instead of rock.
- Cicconetti attributes his unusual approach to his tough family background. He was the oldest of nine children and had to work part-time collecting garbage to pay his way through college. He studied law at night school. "I didn't go to a prestigious law firm," he says, "I had to get to where I am the hard way. It makes you understand what the working man has to go through and why some of them commit crimes. I want to give people a positive lesson, not a negative one."
- A drawer in his cramped office in the Painesville Municipal Courthouse is full of thank-you letters from both victims and criminals. "Some people will say that my punishments are cruel or unusual," the judge said. "OK, it's a little bit of embarrassment and humiliation. But when you have people fulfilling these sentences, you are doing it for them and the victims and the community. And above all, I can remember only two people who have been sentenced to alternative punishments and who have reoffended."

3

B

Stormy weather

1 READING

- a Read the extracts from three blogs. In pairs, guess which country / city the people are writing from.

- b Read the blogs again and check (✓) the correct box(es). In which blog(s) does someone ...?

- | | | | |
|---|-------------------------------------|-------------------------------------|--------------------------|
| 1 go out in spite of a severe weather warning | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 seem to be a foreigner living abroad | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 have fun in spite of the weather | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4 complain about how the weather makes him / her feel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5 talk about problems with transportation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 describe how surprised people are by the weather | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 criticize some people for doing something | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 talk about the damage caused by the weather | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 complain that people are not well prepared to cope with the weather | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- c Look at the highlighted words in the blogs and discuss what they mean with a partner.

- d Would any of these three types of weather be surprising where you live? Have you had any surprising weather where you live recently?

1

Posted: Tuesday September 4th

Yesterday was unbelievable. Though we were warned there was going to be a terrible storm, no one really expected or could possibly have visualized hurricane-force winds destroying bus stops and ripping trees out of the wet soil. They told us not to cycle anywhere and to stay indoors, but I had a job interview downtown, so I had to go out. Thank goodness I did manage to get there, but I had to grab hold of traffic lights so I wouldn't be blown into the street. I saw some crazy people on



bikes – some of them got blown over, and one even seemed to be going backward. The canals were full of trash cans that had gotten blown in, and there were piles of bikes in the streets and broken umbrellas everywhere, which people had obviously thought they would be able to use and then couldn't. What a mess!

Comments 12

2

Posted: Sunday July 22nd

Yet another scorching, sunny day...

I never knew this kind of heat was possible here. Last Wednesday was the hottest day ever in this country. The roads were melting in some areas, and the underground was a total nightmare – it was like being slowly cooked in an oven.

The main problem is that people here don't seem to understand the need for air-conditioning during the summer. There is no escaping the heat, and if you actually want to go anywhere, you have to be willing to sweat and learn to enjoy your task sweating. Please tell me, how do you shop? Try on clothes? No, thank you. Even going for an ice-cold drink can be uncomfortable if the cafe isn't at least equipped with a large fan.

So I sit here sweating in my living room. The French windows are open, but the coolest room in the apartment is the bathroom, and sadly, there is no Internet connection, so I can't work there!

Comments 22

3

Posted: Thursday November 8th

I got woken up today by my daughter screaming. "Dad... it's snowing... it's snowing!" She just couldn't believe it – not surprising as they said on the news that it hasn't snowed here for nearly 50 years! We decided not to send her to school, and we had a great time – we even made a snowman in the backyard. We used dried cranberries for the eyes and a baby carrot for the nose because it was a baby snowman. People are so amazed by the "totally awesome" weather that I've seen some people just standing there staring as if they were in a trance. You kind of feel it's the work of a skillful set decorator for a high-budget movie.

It was chaos, though, for people going to work – Interstate 5 was closed in some parts, and a whole load of trucks were stuck in the snow. And it's been very bad news for the citrus trees – they're all frozen. Even if it thaws tomorrow, the damage is already done. I'm afraid we won't be eating any local oranges this year!

Comments 104



VOCABULARY weather

p.150 Vocabulary Bank Weather.

1 Talk to a partner.

2 What kind of weather do you think is good or bad for ...?

- a camping
- b going for a walk in the mountains
- c running a marathon
- d sailing
- e sightseeing

2 What cities or countries do you associate with ...?

- a typhoons
- b smog
- c heavy snow
- d floods
- e hurricanes

PRONUNCIATION vowel sounds

Most vowels, or combinations of vowels, can be pronounced in more than one way. If you are unsure what the vowel sound is in a new word, check with your dictionary.

Look at the groups of words below. Circle the word with a different sound.

- | | | | |
|-----------|----------|---------------|---------|
| blow | snow | showers | below |
| weather | sweat | heavy | heat |
| drizzle | blizzard | chilly | mild |
| hard | warm | yard | farm |
| flood | cool | monsoon | loose |
| ought | ought | drought | brought |
| thunder | sunny | uncomfortable | humid |
| scorching | force | world | storm |

3.4 Listen and check.

3.5 Dictation. Listen and write down five sentences. Then practice saying them.

LISTENING

3.6 You're going to listen to Martin Cinert from Prague talking about the night the River Vltava flooded. Mark the sentences T (true) or F (false).

- 1 He wasn't at risk at his office, but he was at risk at his apartment.
- 2 He took his wife and child to his parents' house.
- 3 He went back to the apartment because he was excited by the situation.
- 4 Martin went to a place near his apartment to watch the water level rising.
- 5 He looked out the window and saw that his parking lot was starting to flood.
- 6 He was the last person to leave his apartment building.
- 7 All of the roads he tried were flooded now.
- 8 He decided to follow another car through the water.
- 9 Martin's car broke down as he drove through the water.
- 10 All the apartments in his building were seriously damaged.

Listen again. Then in pairs, correct the false sentences.

What do you think you would have done in Martin's situation?

5 SPEAKING & WRITING

GET IT RIGHT modifiers

Cross out the wrong form. Put a check (✓) next to the sentences if both are correct.

- 1 It's very cold! / It's very freezing!
- 2 It's really windy! / It's incredibly windy!
- 3 It's really boiling today! / It's incredibly boiling today!
- 4 I was absolutely frightened! / I was absolutely terrified!

a In small groups, talk about a time when you were somewhere and ...

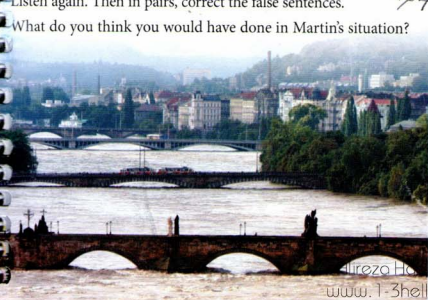
- there was a flood.
- it was very foggy or there was a lot of smog.
- it was unbearably cold.
- it was pouring rain for days on end.
- there was a gale or hurricane.
- there was a terrible heat wave.
- you were caught outside in a thunderstorm.

What were you doing at the time?

What did you do to protect yourself from the weather?

Did you ever feel scared or in danger?

b Write a short blog (like the ones in 1 on page 40) describing what the weather has been like recently. Write about how it has made you feel and how it has affected what you have been doing.



6 GRAMMAR future perfect and future continuous

- a Check what you know. Put the verb in parentheses in the correct future form (will + base form, going to, or present continuous). Sometimes more than one form is possible.

Future forms

- A It's freezing in here!
B OK, OK. I will close the window. (close)
- The sky is really clear! I'm sure it is going to be a beautiful day tomorrow. (be)
- A Do you think it rains while we're in Seoul? (rain)
B I don't know, but I am taking my umbrella just in case.
I've already put it in my suitcase. (take)
- A Let's have lunch on the patio.
B will it be warm enough? (be)
A I think it will be fine. I will set the table outside. (be, set)
- A What time are you going to (leave)
B Soon, in about ten minutes. It's very foggy, but don't worry. I am driving really slowly.
I promise. And I'm sure there is not going to be too much traffic. (drive, not be)

Any problems? Workbook p.28

- b New grammar. Read some of the predictions scientists are making about climate change and complete them with a word from the list below.

become — closed down — doubled — having (x2) — melted — risen (x3) — suffering

- c Read the predictions again. Which ones worry you most? Have you noticed the effects of climate change in your country?

Storm clouds on the horizon

Climate change is now something that we cannot close our eyes to, and governments all over the world have finally realized that they have to sit up and take notice. These are some of the things that many scientists predict will happen if we keep on polluting the atmosphere with CO₂ emissions.

Short term: by the year 2050

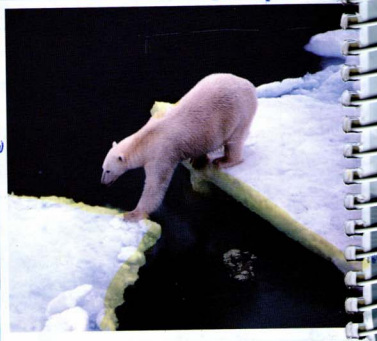
- More than a third of the world's plant and animal species will have become extinct.
- The ice in the Arctic Sea will melt every summer, causing the extinction of polar bears. Many glaciers, for example, on Mount Kilimanjaro, will have melted completely.
- Fifty percent of the world's ski resorts will have closed down due to lack of snow.

Mid term: by the year 2100

- Sea levels will have risen by 6–27 inches (16–69 centimeters). This means that low-lying islands like the Maldives will no longer be habitable.
- The number of serious coastal storms and tsunamis will have doubled.
- Northern European cities, e.g., Paris and London, will be having 50 days a year of heat waves when temperatures are over 86°F (30°C) (there are currently 6–9 days).

Long term: by the year 3000

- Temperatures will have risen by about 59°F (15°C).
- Sea levels will have risen by more than 36 feet (11 meters), flooding large areas of Bangladesh, and many low-lying cities, such as New York. Hundreds of millions of people will be displaced.
- One third of the world will be suffering from extreme droughts, and half the world will be suffering moderate droughts. Tens of millions of Africans will have to emigrate.



d Match the sentences A-C with pictures 1-3.

- A At this time tomorrow it will be snowing.
B By tomorrow evening it will have snowed.
C It will snow tomorrow.



e p.136 Grammar Bank 3B. Read the rules and do the exercises.

f What do you think? Explain why (not). What are the alternatives? Talk to a partner.

In 20 years ...

we'll all be using solar power to heat our homes.

discount airlines will have disappeared, and tickets will be extremely expensive.

private swimming pools and golf courses will have been banned.

everyone will be using public transportation to get to work.

we'll have stopped using gas, and we will be using electric cars.

people won't be going on skiing vacations anymore.

I think it will have become so warm that we won't need any heat.

I disagree. I think we'll be using nuclear power.

7 LISTENING & SPEAKING

a 3.8 Listen to the first part of a news story about a woman named Barbara Haddrill. What did she do? Why?

b Listen to the first part again and answer the questions.

- 1 What was Barbara's dilemma? Why?
- 2 What changes has she made to her lifestyle over the last six years? Why?
- 3 How did Barbara travel? Through which countries?
- 4 How was she able to take such a long vacation?

c 3.9 Listen to the second part and complete the information in the chart.

UK TO AUSTRALIA ONE-WAY

	Cost	Distance	Time	CO ₂ emissions
Barbara	\$5000	15000 miles	51 days	1.9 metric tons
plane	\$900	15000 miles	25 hours	2.7 metric tons



Barbara Haddrill

d What do you think of Barbara's trip?

e Read *What can you do to help?* about what you can do to help prevent climate change. Talk to a partner or in small groups.

Which of the tips below ...? a do you already do b are you willing to try to do c are you not willing to try

What can YOU do to help? The top tips

- 1 Fly less. Use buses or trains instead where possible. If you have to fly, give money to an organization like Carbon Footprints to compensate for the CO₂ emissions of your flight.
- 2 Drive as little as possible. Use bikes or public transportation. And if you need to drive, buy a hybrid, a car with an extra electric motor that charges up when you stop. You could also carpool with a friend.
- 3 Use only energy-saving lightbulbs.
- 4 Plant trees. Two or three dozen trees can absorb a whole household's emissions of CO₂.
- 5 Unplug electrical appliances when they're not in use; they use electricity even in "standby" mode.
- 6 Use the cold water wash on your washing machine, and use a short-wash cycle on your dishwasher, which uses less energy and water than handwashing dishes.
- 7 If possible, try to buy organic food that has been grown locally. Take your own bags when you go to supermarkets.
- 8 Turn your heat down and wear a sweater if you're cold. If you use air-conditioning, don't set it lower than 78°F (26°C).
- 9 Take showers, not baths.
- 10 Support an environmental organization, for example, Friends of the Earth or Greenpeace.
- 11 Regularly recycle paper, glass, plastic, and household waste.
- 12 Call or write to government officials to let them know your opinion on combatting climate change.

Taking a risk

1 READING

a Which of these things scares you more?

- being shot or drowning?
- mad cow disease or bacteria in the kitchen?
- flying or driving?
- terrorist attacks or heart disease?

b Read the article once fairly quickly and find out which of the things in a is riskier.

c Read the article again and answer the questions.

1 Molly's parents ...

- a worry too much about their daughter.
- b are scared of the wrong thing.
- c don't take danger seriously.

2 Having bacteria in our kitchen doesn't worry us because ...

- a it isn't really dangerous.
- b we can keep our kitchen clean.
- c we are too worried about mad cow disease.

3 People are more afraid of flying than driving because ...

- a on a plane, they are in a situation where they can't do anything.
- b more people die in plane crashes than car crashes.
- c flying is more dangerous.

4 People ...

- a believe that terrorism is more of a threat than heart disease.
- b shouldn't worry so much about heart disease.
- c are less worried about dangers in the near future.

5 People tend ...

- a to worry too much about danger.
- b to confuse terror with danger.
- c not to do enough to stop accidents.

The risk factor

Our daily lives are full of dangers, from driving our cars to eating cholesterol in our food. But how good are we really at assessing these risks?



Not very good at all, according to Steven Levitt and Stephen Dubner in their best-selling book *Freakonomics*. Parents, they say, take danger very seriously, but they often worry about completely the wrong things. The authors give us an example of the fictitious case of a little girl they call "Molly." Her parents know that the parents of one of her friends keep a gun in their house, so Molly's parents decide that she is not allowed to play there. **Instead**, they feel that Molly would be much safer spending time at another friend's house, where there are no guns, but there is a swimming pool. You may think this is the right choice, but according to the statistics, you would be wrong. Every year, one child per 11,000 private swimming pools is drowned in the United States. However, only one child is killed by a gun for every million guns. This means that a child is 100 times more likely to die in a swimming accident than because of playing with a gun.

Molly's parents are not unique. Generally, people are just not very good at assessing risk. Peter Sandman, a risk consultant in Princeton, New Jersey, says, "The risks that scare people and the risks that kill people are very different things." He compares the dangerous bacteria in our kitchen and diseases such as mad cow disease: the first is very common, but for some reason not very frightening; the second is extremely rare, but terrifies us. "Risks that you can control are much less worrisome than risks you can't control," says Sandman. "We can't tell if our meat is infected, whereas we can control how clean our kitchen is."

This "control factor" probably explains why flying tends to scare people more than driving. Levitt argues, "Their thinking goes like this: since I control the car, I am the one keeping myself safe; since I have no control of the airplane, I am at the mercy of external factors." Actually, the question of which is more dangerous is not as simple as many people think. Statistics for the United States show that although many more people die each year in car accidents than in plane crashes, driving isn't necessarily more dangerous. This is because, generally, people spend far less time flying than driving. In fact, statistically, the number of deaths for each hour of driving compared with each hour of flying is about the same. So flying and driving carry a very similar risk. It is just our lack of control when we are flying that makes it seem more scary.

Levitt also says that people tend to be much more scared of short-term dangers than long-term ones. The probability of someone being killed in a terrorist attack is infinitely smaller than the probability that this same person will eat too much fatty food and die of heart disease. "But a terrorist attack happens now," says Levitt. "Death from heart disease is a distant, quiet catastrophe. Terrorist acts lie beyond our control - French fries do not. Finally, there is what Peter Sandman calls 'the dread factor,' that is, how horrific we consider something to be. We are horrified by the thought of being killed in a terrorist attack, but for some reason we are not horrified by the thought of death from heart disease. Sandman uses the following equation: for most people risk = hazard (or danger) + outrage (or horror). "When the hazard is high but the terror is low, people underreact. When the hazard is low and the outrage is high, people overreact." Which is why so many parents will do more to protect their children from a gun accident than from a swimming pool accident. A gun horrifies us, but a swimming pool does not.

Look at the **highlighted** words and phrases in the article and use them to complete these sentences.

1 Motorcycles are much cheaper than cars. **however** they are more dangerous.

2 **According to** doctors it isn't a good idea to go swimming right after lunch.

3 The open-air concert was a success. **Although** it rained a little bit.

4 People worry about terrorists, but, **in fact**, the risk of an attack is rather small.

5 John loves meat, **whereas** his wife is a strict vegetarian.

6 **Since** the weather forecast is awful, I think we should cancel the trip.

7 There was nothing good playing at the movies, so we went out for a meal **instead**.

8 Is there anything **you** are scared of? Do you think this is a real risk to you?

b 3.10 Listen once and check your answers.

Listen again for more information.

d Talk to a partner.

- 1 Would these statistics probably be similar in your country?
- 2 Do you often travel at dangerous times and on dangerous roads?
- 3 Do you think punishments for dangerous driving should be more severe?

3 VOCABULARY expressions with take

a Complete the questionnaire with the words in the list.

advantage after care credit easy notice
part place seriously risks time up

The take questionnaire

- 1 Are you a cautious person or do you enjoy **taking risks**?
- 2 Do you **take care** for your accomplishments, or are you overly modest and shy?
- 3 Do you **take** climate change **seriously**? What are you doing about it?
- 4 Are you like your father or your mother? Who do you **take after**?
- 5 When you're on vacation, do you relax and **take it easy**?
- 6 Do you always **take** ~~care~~ of rules and regulations, or do you sometimes ignore them? **notice**
- 7 Do you worry about your health? Do you **take care** of yourself?
- 8 Do you get up very quickly in the morning or do you **take your** _____?
- 9 Have you ever not **taken** ~~advantage~~ of a good opportunity (and regretted it)?
- 10 Have you ever **taken** _____ in a demonstration?
- 11 Have you **taken** ~~up~~ a new sport or hobby recently?
- 12 Has any big sporting event ever **taken** _____ in your city?

b In pairs, take turns asking and answering the questions. Ask for more information.

MINI GRAMMAR likely and probably

A child **is** 100 times more **likely to die** in a swimming accident than because of playing with a gun.

This "control factor" **probably explains** why flying tends to scare people more than driving.

Likely and probably are very similar in meaning, but *likely* is more frequently used as an adjective whereas *probably* is always an adverb.

Use *be + likely + infinitive*, e.g., *She's likely to be off work for a long time.*

Use *probably* before the main verb in an $\boxed{+}$ sentence, e.g., *She'll probably be off work for a long time*, but before the auxiliary verb in a $\boxed{-}$ sentence, e.g., *He probably won't come.*

Complete the sentences with *likely* or *probably*.

- 1 I don't think the boss is very **likely** to agree.
- 2 They **probably** won't be here before 6:00.
- 3 That isn't **likely** to happen in the near future.
- 4 I'll **probably** be home late tonight.

2 LISTENING

a You are going to listen to a risk expert talking about the risks of driving in the US. Before you listen, in pairs, predict which option you think is correct.

1 The most dangerous thing to be on the road is _____.

- a a pedestrian
- b a driver
- c a motorcyclist

2 Driving at night is _____ as dangerous as driving during the day.

- a three times
- b four times
- c ten times

3 You're most likely to have a nonfatal accident on a _____.

- a Tuesday morning
- b Friday afternoon
- c Saturday night

4 Most fatal accidents happen on _____.

- a highways
- b freeways
- c country roads

5 Mile for mile, women have more _____ than men.

- a minor accidents
- b serious accidents
- c fatal accidents

6 The age at which a driver is most at risk is _____.

- a over 65
- b between 25 and 34
- c under 25

4 GRAMMAR conditionals and future time clauses

a Check what you know. Circle the correct verb form.

- 1 If I like I'll like the car when I see it, I'll buy it.
- 2 I don't go won't go to work tomorrow unless I feel better.
- 3 We'll keep on playing until it gets will get dark.
- 4 If it rains tonight, we won't have to I don't have to water the lawn tomorrow.
- 5 I won't make a decision until I have I'll have all the information.
- 6 I'll tell you when I hear I'll hear from him.

Any problems? Workbook p.31

b New grammar. Match the sentence halves.

Main clause

- 1 Don't throw your notes away
- 2 You are more likely to have an accident
- 3 They'll call us
- 4 You're going to be late
- 5 I'll probably be driving
- 6 I'll call back later
- 7 Take your umbrella
- 8 Please put everything away
- 9 I'll have already had lunch
- 10 I'm not starting the car

Other clause

- A in case it's raining when you finish work.
- B if you don't hurry up.
- C if you're having dinner now.
- D if you're finished cooking.
- E if you arrive at two.
- F in case you need them later.
- G when you call me, so leave a message.
- H until everybody puts their seat belt on.
- I as soon as they've landed.
- L if you drive too fast.

c Answer the questions with a partner.

- 1 Which sentence is a zero conditional and refers to something that always happens, not a future possibility?
- 2 In the other sentences, what tenses can be used in the main clause? What tenses can be used in the other clause after *if*, *in case*, *when*, etc.?
- 3 What does *in case* mean in sentences 1 and 7?

d p.136 Grammar Bank 3C. Read the rules and do the exercises.

e In pairs, complete each sentence to make some useful safety tips.

- 1 Don't let children play near a swimming pool unless...
- 2 Never leave a dog locked up in a car if ...
- 3 Keep a first aid kit in your house in case you need it.
- 4 You shouldn't leave children alone in the house until ...
- 5 Always unplug electrical appliances (e.g., a hairdryer) as soon as ...
- 6 Always keep medicine in a safe place in case ...
- 7 Don't allow strangers into your house unless ...
- 8 If you are frying something and the oil catches fire, ...

5 PRONUNCIATION sentence stress and rhythm

a Dictation. Listen and write six future sentences to complete the dialogues.

- 1 A If we rent a summer house in June, will you come and stay?
B I'll tell you as soon as I have my plan.
- 2 A Do you think you'll be able to repair them soon?
B I'll have them fixed by tomorrow.
- 3 A How will I know where to find you?
B I'll be waiting at the box office when you get there.
- 4 A What time did Mandy say she was coming?
B At 8:00. But if she doesn't hurry up.
- 5 A What do you have in that bag?
B I'm taking my laptop in case I need it.
- 6 A Will it be a problem if they stay for lunch?
B There won't be enough space unless you go and get some more.

b Listen again and underline the stressed words.

c In pairs, practice the dialogues. Try to say the sentences as fast as possible with the correct rhythm.

LISTENING

Look at the photo and read an extract from an article about a children's playground in Japan.

What are the main safety measures? What do you think of them?

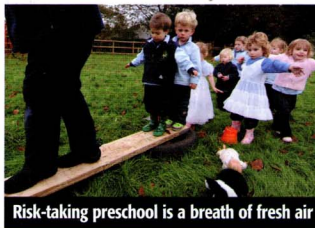
آفرینات ایمن

- b 3.12 Now listen to an interview with Sue Palmer, director of a preschool in England. How is her attitude different from that of Mr. and Mrs. Suzuki?

- c Listen again and complete the information about the school with a word or phrase.

- The preschool is in a village in southern England.
- Children spend most of their time outside, even in the winter.
- They learn about the world by doing things.
- Sue thinks children today don't have enough freedom.
- They need to be allowed to _____ when they play.
- She thinks that schools are obsessed with eliminating risk because if children have knowledge their parents will sue the school.
- Parents at her school are reluctant about what the school is doing.

- d Do you agree with Sue Palmer's philosophy about young children and risk?



Risk-taking preschool is a breath of fresh air

Japan's children play safe

When Ryosuke and Taemi Suzuki take their 18-month-old daughter to Fantasy Kids Resort in Japan, they are guaranteed total peace of mind. Fantasy Kids Resort is one of several similar playgrounds in Japan that provide for the growing number of parents who constantly worry about possible dangers threatening their children, such as disease and accidents.

First-time visitors to the playground must provide proof of identification before they enter, and shoes must be removed at the entrance because they carry germs. Even the wheels of baby carriages are sprayed with an antibacterial solution.

Inside, children are watched over by about 10 staff members, dressed in bright yellow uniforms, and more than a dozen security cameras are mounted on the ceiling. Pets are banned from the playground, its large sandpit contains sterilized sand that is cleaned daily to remove any potentially harmful objects. Most of the bigger toys are inflatable to reduce the risk of injury. This is to protect the resort as much as the children because parents of a child injured while at the playground might easily sue the resort.

"We've been here before and we'll definitely come again," says Mr. Suzuki. "This place has everything under one roof, but most importantly, it puts absolute priority on safety."

Mr. and Mrs. Suzuki are not alone in wanting to remove just about every element of risk from their children's lives. According to a recent government survey ...

7 SPEAKING

Talk in small groups.

GET IT RIGHT comparing past and present

Cross out the wrong form. Check (✓) the sentences if both are correct.

- 1 I ~~must~~ had to walk to school by myself when I was little.
- 2 I was ~~allowed to~~ / could play in the street. ✓
- 3 I ~~used to~~ / use to go to the park alone when I was a child / young. ✓
- 4 ~~Nowadays~~ / Today parents think this is too risky.
- 5 They don't let children ~~go to~~ go on the bus by themselves.

Did you use to do the following things when you were younger?

- play in the street
- walk to school
- go to a nearby park or playground alone or with friends
- use public transportation by yourself or with friends
- stay at home alone
- go swimming without an adult supervising
- use the Internet
- choose whatever TV programs you wanted to watch
- travel in a car without a seat belt

Do you think it was safe?

Do you think it is safe for children to do them today?

Are there any other things you used to do as a child that you think would be risky today?

➔ p.157 Phrasal verbs in context File 3.

THE INTERVIEW

- a You are going to listen to an interview with EZ, a "free runner" who started the organization Urban Freeflow. Free runners use obstacles in a town or city to create movement by running, jumping, and climbing. Before you listen, read the glossary and look at how the words are pronounced to help you understand what he says.

Glossary

the South Bank /saʊθ bæŋk/ the area of London on the south side of the River Thames

lamppost /ˈlemp.pəʊst/ a tall post with a lamp on top used to illuminate the street

scheme /skɪm/ (British English) a program or plan for organizing sth

PE physical education, especially as a school subject

skateboard /ˈsketbɔːd/ a short narrow board with small wheels at each end, which you stand on and ride as a sport

BMX a kind of mountain bike

calluses /ˈkæləsɪz/ areas of thick hard skin on a hand or foot

straight away /streɪt əˈweɪ/ (British English) immediately, right away

- b **3.13** Listen to part 1. Answer the questions with a partner.

- Can you do free running anywhere? *nowhere*
- Does EZ usually do it alone or with other people?
- What sports did he practice before free running?
- Why did he take up free running?
- How many athletes are there on the Urban Freeflow team? What kind of work do they do?
- How is free running helping youth offenders and schoolchildren? Why do they like it?

- c **3.14** Listen to part 2. Answer the questions with a partner.

What does he say about ...?

- | | |
|--------------------------------|--------------|
| 1 being safety conscious | 4 a tree |
| 2 the sense of freedom | 5 gymnastics |
| 3 blisters and sprained ankles | |

ON THE STREET

- a Look at this list of high-risk sports. Do you know what they all are?

bungee jumping	<input type="checkbox"/>	rock climbing	<input type="checkbox"/>
jet skiing	<input type="checkbox"/>	scuba diving	<input type="checkbox"/>
parachuting	<input type="checkbox"/>	skydiving	<input type="checkbox"/>
race car driving	<input type="checkbox"/>	white-water rafting	<input type="checkbox"/>

- b **3.16** Listen to four people talking about high-risk sports. Write the number of each speaker next to the sport(s) they have tried. Which sports haven't any of the speakers tried yet?



Tim



Duey



Josh



Christina



- d **3.15** Listen and complete the phrases. What do you think they mean?

COMMON PHRASES

- If you wanted to, you could _____ do it anywhere.
- ... someone leading _____ and the rest follow.
- I had to just change my life around and become sensible all of *your life*.
- To *be a*, the risk element played a part.
- ... does a bit of running and _____ up straight away. *pv*
- As *long as* you start out very small scale ...

- e Listen to the interview again with the audioscript on page 125. Do you think free running is a good thing for young people to do? Why (not)?

- c Listen again. Who ...?

- wants to try out a sport with a family member
- had a sports injury
- says they're too nervous to try skydiving
- learned a high-risk sport as a child

- d **3.17** Listen and complete the phrases. What do you think they mean?

COMMON PHRASES

- ... and I never _____ up on it with them. *pv*
- I cannot _____ myself doing any high-risk sports.
- ... and jumping out of a plane _____ for me.
- ... so I would definitely love to _____ into white-water rafting.

- e Listen to the interviews again with the audioscript on page 125. Then answer the same questions with a partner.

DO YOU UNDERSTAND THIS TEXT?

Read the article and choose a, b, or c.

Mr. Green did not fight the burglar because _____.

- a he was wearing his best clothes
- b he knew he would lose
- c the burglar was too quick

"Flat" (line 6) means happy.

- a broken
- b not round
- c without air

Mr. Green used to be sad.

- a an artist
- b a soccer player
- c a journalist

"Cruised" (line 15) means tired.

- a drove around slowly
- b looked everywhere
- c went at top speed

According to the police, he is tired.

- a crime victims should take photos
- b a drawing can be better than a photo
- c cell phone photos cannot be used in court

"Assault" (line 23) means beat.

- a attacking someone
- b stealing property
- c breaking into someone's house

DO YOU UNDERSTAND THESE PEOPLE?

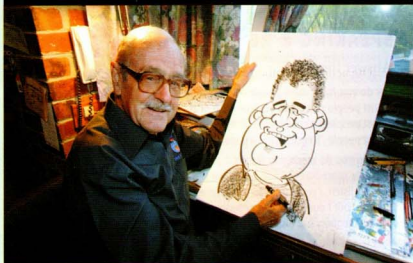
3.18 You will hear five people talking about teenage crime. Match each speaker with the people A-F. There is one person you don't need.

- | | | | |
|--------------|-------------------------------------|-----------------------------|-------------------------------------|
| a journalist | <input checked="" type="checkbox"/> | D a police officer | <input checked="" type="checkbox"/> |
| a lawyer | <input checked="" type="checkbox"/> | E a teacher | <input type="checkbox"/> |
| a parent | <input type="checkbox"/> | F a victim of teenage crime | <input type="checkbox"/> |

3.19 You will hear part of an interview with two mountain climbers. Write D next to what Dan says, M next to what Marion says, and N next to what neither of them says.

- Climbing is safer than driving. D
- I try to control the element of risk when I climb. N
- Avalanches are a climber's worst enemy.
- Climbing helps me do my job better.
- My job is pretty boring.
- My spouse is not happy that I go climbing.
- People with young children shouldn't go climbing.
- Accidents are usually a climber's own fault.

Burglar caught by clever cartoonist



WILLIAM ELLIS GREEN, 82, was making his breakfast when he heard somebody in his garden. "I went out the back door, and suddenly I saw this guy running toward me. He pushed me out of the way and took my bicycle from the garden shed." Mr. Green did not resist, as he knew he would end up second-best in a fight with the intruder. The burglar tried to cycle away, but the tires on the bike were flat, making it difficult to ride. "He kept falling off the bicycle," said Mr. Green, "at least three or four times." After the man fled, Mr. Green called the local police.

When they arrived, officers asked him to describe the man, but instead he offered to draw them a picture. "When Mr. Green started drawing," said one of the police officers, "I knew right away who the burglar was." In fact, Mr. Green had worked for more than 20 years in daily newspapers doing caricatures of Australian soccer players. "I had no difficulty in remembering the man's face because he was so close to me," he said.

Police cruised the neighborhood in a patrol car with the sketch in search of the alleged burglar and found him within half an hour. "The cartoon was a perfect likeness of the burglar," said another police officer.

The police believe that this is the first time they have ever caught a suspect by using a cartoon sketch. Phil Rushford, a senior police officer, said that in the past some victims had used their cell phones to take photographs at crime scenes, but they had not been as effective.

A 34-year-old man is expected to be charged with theft, burglary, and assault. The missing bike was later found on a nearby street.

CAN YOU SAY THIS IN ENGLISH?

Can you ...?

- ☒ talk about appropriate punishments for different crimes
- ☒ describe things we can do to reduce the effects of climate change
- ☒ talk about whether life is riskier today than it was in the past

Would you get out alive?

1 SPEAKING & READING

a Answer the questions with a partner.

1 How do you think most people react in a life-or-death disaster situation?

- (a) Most people panic and become hysterical.
b Most people act coolly and calmly.
c Most people "freeze" and can't do anything.

2 What do you do when you are on a plane and the flight attendant starts to explain the safety procedures?

- a I don't listen. I've heard it so many times!
b I listen, but I don't take it very seriously.
c I pay attention and also read the safety information in the seat pocket.

3 What would you do if you were in a hotel on the fifth floor and the fire alarm went off in the middle of the night?

- a I would pick up essential things like my wallet and phone and find the quickest way down to the lobby.
b I would follow the emergency instructions on the back of the door, which I had read when I arrived.
c I wouldn't pay any attention. I would think it was probably a fire drill.

b Read *How humans behave when the worst thing happens* and check your answer to question 1 above. Then answer the questions below with a partner.

- 1 What two reasons are given to explain why a lot of people freeze in a crisis?
2 Is it possible to predict how people will react in a crisis?
3 What do you think you would do?

c Work in pairs. A read about a survivor of the World Trade Center, and B read about a survivor from the Tenerife air crash. Then use the questions below to tell each other about what you read.

A 1 Where was Elia on September 11, 2001?

- 2 How did she react when the plane hit the World Trade Center?
3 What saved her life?
4 How quickly did she leave?
5 According to experts, how could more lives have been saved?

B 1 Where was Paul Heck on March 27, 1977?

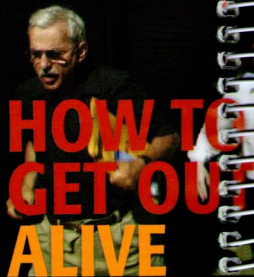
- 2 How did the accident happen?
3 According to experts, how could more passengers have survived?
4 Why did Paul Heck survive?
5 What previous experience influenced Paul?

d Read the whole article and, in pairs, mark the sentences T (true) or F (false).

- 1 Elia Zedeño's first instinct was to run.
2 If her coworker hadn't shouted, she might not have reacted as she did.
3 She took her time leaving because she didn't know where the exit was.
4 Experts say that some people who died in the World Trade Center could have survived.
5 The 1977 Tenerife air crash happened in bad weather conditions.
6 The Pan Am passengers had plenty of time to escape.
7 Heck had always worried about how he would be able to escape from places.
8 People don't read safety information because they aren't worried about crashing.

e Look at the highlighted words related to disasters. In pairs, try to figure out the meaning of the ones you didn't know from the context.

f What survival tips have you learned from this article? Which were the best options in questions 2 and 3 in exercise a above?



How humans behave when the worst thing happens

WE ALWAYS THINK "It will never happen to me," but disasters can strike at any time, anywhere - from fires to train crashes to terrorist attacks. How would you cope if the unthinkable happens?

According to experts, people caught up in disasters tend to fall into three categories. About 10% to 15% remain calm and act quickly and efficiently. Another 15% completely panic and screaming and obstructing the evacuation. But the vast majority (70%) of people do very little. They are "stunned and confused," says psychologist John Leach.

Why is this? Research suggests that under stress, our minds take much longer to process information. So, in a crisis, many people freeze just at the moment when they need to act. It also seems that personality is not a good indicator to how people might react - a normally decisive person may not act quickly enough in a crisis and vice versa. "Most people go through their entire lives without a disaster," says Michael Lind, a professor at Texas A&M University. "So when something bad happens, they are so shocked, they just think, 'This can't possibly be happening to me,' instead of taking action."

A

WHEN THE PLANE hit the World Trade Center on September 11, 2001, Elia Zedeño was working on the 73rd floor. She heard an explosion and felt the building actually move, as if it might fall down. Zedeño first shouted out, "What's happening?" You might expect that her next instinct was to run. But she had the opposite reaction. "What I really wanted was for someone to scream back, 'Everything is OK! Don't worry.'"

Luckily, at least one of Zedeño's coworkers responded differently. He screamed, "Get out of the building!" she remembers now. Years later, she still thinks about that command. "My question is what would I have done if that person had said nothing?"

Even then Zedeño still did not immediately run. First, she reached for her bag, and then she started walking in circles. "I was looking for something to take with me. I remember I took my book. Then I kept looking around for other stuff to take. I felt as if I were in a trance." When she finally left, she went slowly. "It's strange because the sound of the explosion and the way the building shook should have made me go faster." But Zedeño made it to safety. Experts have estimated that at least another 130 people would have gotten out of the World Trade Center alive if they had tried to leave the building sooner.

Office workers flee the collapsing towers on September 11, 2001.

B

ON MARCH 27, 1977 a Pan Am 747, which was waiting to take off from Tenerife airport, collided with a Dutch KLM 747 that was taking off in the fog. It was the worst air crash in history. Everyone on the KLM plane was killed, but 62 passengers on the Pan Am plane survived. Experts say that many more would have survived if they had gotten off the plane immediately.

One of the survivors was 65-year-old Paul Heck. He led his wife Floy toward the exit, and they got out just before the plane caught fire, just 60 seconds after the collision. Why Paul Heck and not others? In the hours just before the crash, Paul did something highly unusual. While he was waiting for the plane to take off, he studied the 747's safety diagram. He looked for the nearest exit and pointed it out to his wife. He had been in a theater fire as a boy, and ever since then, he always checked for the exits when he was in an unfamiliar environment. When the planes collided, Heck's brain had the data it needed. He could work "on automatic pilot," whereas other passengers froze, their minds paralyzed by a storm of new information. Why don't more people read safety information on airplanes and fire escape information in hotels? The answer, according to research, is that people think it's not "cool" to do so. So next time you fly or stay in a hotel or find yourself in any new environment, forget about "being cool" and take a few seconds to find out where the nearest emergency exit is. It may just save your life.

Tenerife air crash March 27, 1977. The accident led to research into why people sometimes freeze when they need to flee.

2 VOCABULARY feelings

a Look at How humans behave when the worst thing happens on page 52 and find adjectives that mean ...

- 1 unable to think clearly or understand what's happening. *confused*
- 2 not excited or nervous. *calm*
- 3 very surprised by something unpleasant. *shocked*
- 4 so surprised that you can't move or react. *stunned*

b p.151 Vocabulary Bank Feelings.

c Look at the pictures. Try to remember an adjective and an idiom to describe how each person feels.



d Choose two adjectives from below and tell your partner why you felt like that.

Can you remember a time when you felt ...?

- amazed
- delighted
- exhausted
- furious
- grateful
- homesick
- terrified
- really fed up

3 GRAMMAR unreal conditionals

- 1 What would you do if your school caught fire?
- 2 What would you have done if you had been on the Pan Am plane in Tenerife?

a Look at questions 1 and 2 above. Which one refers to a **hypothetical** situation in the past? Which one refers to a hypothetical situation in the present or future?

b Underline the verb forms in the box above. Which forms are they?

c Without looking back at pages 52 and 53, try to complete 1-4 below.

- 1 What would you do if you were (be) in a hotel and the fire alarm went off in the middle of the night?
- 2 Another 130 people would have (get out) of the World Trade Center alive if they had tried to leave the building sooner.
- 3 Many more people would have survived if they had (get off) the plane immediately.
- 4 If a fire alarm went off at work, I would (pay) (not pay) any attention.

d **p138 Grammar Bank 4A.** Read the rules and do the exercises.

4 PRONUNCIATION sentence rhythm

a **4.1** Listen and write down the beginning of six sentences. Then match them with the sentence endings A-F.

- 1 I would have been terrified.
- 2 If I told you what happened.
- 3 If I hadn't read the safety info.
- 4 I wouldn't fly with that airline.
- 5 If I stayed in the building longer.
- 6 I'd travel more.

- A I would have died.
- B if my husband weren't afraid of flying.
- C if I were you.
- D I wouldn't have acted so quickly.
- E if I'd been in that situation.
- F you wouldn't believe me.

- 5 native
- 6 floating boat
- 4 slow
- 2

b **4.2** Listen and check.

c Listen to sentences 1-6 again and underline the stressed words. Practice saying the sentences.

d Write conditional chains. For each chain, write two sentences in the third conditional.

If I hadn't read the safety information, I wouldn't have known where the emergency exit was.

If I hadn't known where the emergency exit was, I wouldn't have survived the crash.

1 If I hadn't accepted the invitation, ...

2 If I hadn't gotten up so late, ...

3 If I had remembered to turn my cell phone on, ...

4 If I had known we had a test, ...

on

5 READING & LISTENING

- a If you were going to go backpacking in the Amazon rainforest, what do you think would be the biggest dangers?
- b Read the beginning of a true survival story and then answer the questions below.
 - 1 What was the three friends' original plan? How did this change?
 - 2 What caused tensions between ...?
 - a the three men and the guide
 - b Kevin and Marcus
 - 3 Why did they finally separate?
 - 4 Which pair would you have chosen to go with? Why?
 - 5 How would you have felt if you'd been in Marcus's situation?

Escape from the Amazon

Four young men went into the jungle on the adventure of a lifetime. Not all of them would come out alive.

THE AMAZONIAN RAINFOREST is roughly the size of Europe or Australia. It is the home of more than half the plant and animal species known to many of which are **lethal**.

In 1981 three friends went backpacking in a remote area of Bolivia: Yossi, 22, and his friends Kevin, 29, and Marcus, 29. They hired an experienced guide, an Austrian named Karl, who promised that he could take them deep into the rainforest to an undiscovered **indigenous** village. Then they would raft nearly 200 kilometers down river before flying to the capital, La Paz. Karl said that the journey to the village would take them seven or eight days. Before they entered the jungle, the three friends made promise that they would "go in together and come out together."

The four men set out on their trip from the town of Apolo and soon they had left civilization far behind. But after walking for more than a week they saw no sign of the village, and tensions began to appear. The three friends began to **suspect** that Karl, the guide, didn't really know where the indigenous village was. Yossi and Kevin began to get fed up with the friend Marcus because he was complaining about everything, especially his feet, which had become infected and were hurting.

Eventually they decided to **abandon** the search for the village and just to hike back to Apolo, the way they had come. But Kevin was **angry** because he thought that it was Marcus's fault that they had had to cut short their adventure. So Kevin decided that he would raft down the river, and he asked Yossi to join him - he didn't want Marcus to come with them. Karl and Marcus agreed to go back to Apolo on foot. The three friends agreed to meet in a hotel in La Paz one week later.

Early next morning the two pairs of travelers said good-bye and set out on their different journeys...

How I trained my husband

1 GRAMMAR past modals



- a Check what you know. Look at the photo and then answer the questions using *must be*, *might be*, or *can't be*.

- What time do you think it is?
 a 2:00 p.m. **b 8:00 a.m.** c 6:00 a.m.
- What day of the week do you think it is?
 a Friday **b Saturday** c Sunday
- What do you think she is drinking?
 a tea **b coffee** c soda
- What do you think the man is looking for?
 a his glasses **b his car keys** c his briefcase

Any problems? ➔ **Workbook p.37**

- b **4.10** Listen to check your answers to a. What was the problem?
- c **4.11** Now listen to two more conversations. What are they arguing about?
- d New grammar. Listen again to all three conversations and complete the extracts with *must have*, *may / might have*, *couldn't have*, or *should have*.

Conversation 1

- You ~~may~~ **must have** left them in your jacket pocket.
- ~~Could~~ **must have** put them there - I wasn't wearing a jacket.
- Someone ~~have~~ **must have** moved them.

Conversation 2

- We ~~must~~ **must have** taken a wrong turn again.
- We ~~should~~ **must have** turned left at the last traffic light.
- OK, I ~~might~~ **must have** said "right."

Conversation 3

- Yes, but I think you ~~should~~ **should have** used less sugar.
- You ~~could~~ **could have** read it correctly.

- e Look at the extracts in d again. In pairs, put A, B, C, or D in the box after each sentence. Which phrases (*may have*, *couldn't have*, etc.) mean ...
- A** you are sure about something that happened or something that somebody did
- B** you think it's **possible** that something happened or somebody did something
- C** you think it's impossible that something happened or somebody did something
- D** you think somebody did something wrong
- f ➔ **p.138 Grammar Bank 4B**. Read the rules and do the exercises.

2 PRONUNCIATION reduced form of *have*

- a **4.12** Listen to the extracts from the dialogues in 1d again. Underline the stressed words. How is *have* pronounced?
- b **4.13** Dictation. Listen and write down six sentences.
- c In pairs, complete B's responses with your own ideas. Then-practice the dialogues.
- A It was my birthday yesterday!
 B You should have told me.
 - A I can't find my glasses anywhere.
 B You couldn't have lost them.
 - A I gave Peter a map, but he hasn't arrived yet.
 B He may have been lost.
 - A I have a terrible stomachache.
 B You shouldn't have eaten a lot.
 - A I thought the meeting was this morning, but no one came.
 B _____
 - A I failed my math test.
 B _____
 - A I was in a restaurant with Jane and she suddenly walked out.
 B _____
 - A Mary didn't come to the birthday party last night.
 B _____
 - A We're going to be late. There's so much traffic.
 B _____

READING

You're going to read an article by Amy Sutherland, a writer who wanted to cure her husband of some irritating habits. What do you think they might have been?

Read the article paragraph by paragraph, using the glossary to help you. After each paragraph, stop and answer the questions with a partner.

1 What did Amy use to do when her husband couldn't find his keys? What does she do now?

Why and how did she learn about animal training? What idea occurred to her? What is the main principle of animal training?

What is the technique called "approximations"? How did she apply it to her husband?

What behavior did the bird trainer want to stop? How did he do it? How did she apply this technique to her husband?

What did she learn from the dolphin trainer? How did she apply this to her husband?

What sometimes happens when animals learn a technique? What technique did her husband use on her, and how?

What do you think of the author's approach to changing her husband's behavior and improving their relationship? Is there anyone you would like to "train"? What technique do you think would work best?

Glossary

snarl make an angry noise, like an animal does

faucet the thing you turn to let water come out

join the hunt take part in looking for sth (i.e., her husband's keys)

rapt so interested that you don't pay attention to anything else

reward give sth to sb because they have done sth well, e.g., worked hard

gag talk to sb continuously in a complaining or critical way

hamper basket for dirty clothes

praise say sth positive about sb

African crested cranes tall thin birds with very long legs

(4) **parsley** a herb commonly used in cooking

(5) **fuel** (v) increase sth, make sth stronger

(5) **mackerel** a kind of oily fish

(6) **be up to sth** be doing sth, often secretly

(6) **braces** metal wires worn on the teeth to correct dental problems

(6) **excruciating** very painful

(6) **tirade** a long angry speech

(6) **acknowledge my rant** show that I heard my angry words

(6) **do the trick** succeed

How I trained my husband

When nagging failed, Amy Sutherland tried a new strategy...

1 As I wash dishes at the kitchen sink, my husband, Scott, paces behind me, irritated. "Have you seen my keys?" he snarls and stomps from the room with our dog, Dixie, at his heels. In the past, I would have turned off the faucet and joined the hunt while trying to soothe my husband. But that only made him angrier, and a simple case of missing keys soon would become a full-blown drama, starring the two of us and our poor nervous dog. Now, I focus on the wet dish in my hands. I don't turn around. I don't say a word. I'm using a technique I learned from a dolphin trainer.

2 For a book I was writing about a school for exotic animal trainers, I started spending my days watching students do the seemingly impossible: teaching hyenas to pirouette on command and chimps to skateboard. I listened, rapt, as professional trainers explained how they taught dolphins to flip and elephants to paint. Eventually it hit me that the same techniques might work on that stubborn but lovable species, the American husband. The central lesson I learned is that I should reward behavior I like and ignore behavior I don't. After all, you don't get a sea lion to balance a ball on the end of its nose by nagging. The same goes for the American husband.

3 I began thanking Scott if he threw one dirty shirt into the hamper. If he threw in two, I'd praise him. I was using what trainers call "approximations," rewarding the small steps toward learning a whole new behavior. You can't expect a baboon to learn to flip on command in one session, just as you can't expect an American husband to begin regularly picking up his dirty socks by praising him once for picking up a single sock. With the baboon you first reward a hop, then a bigger hop, then an even bigger hop. With Scott the husband, I began to praise every small act every time: if he drove just a mile an hour slower, tossed one pair of shorts into the hamper, or was on time for anything.

4 On a field trip with the students, I listened to a professional trainer describe how he had taught African crested cranes to stop landing on his head and shoulders. He did this by training the leggy birds to land on mats on the ground. This, he explained, is what is called an "incompatible behavior," a simple but brilliant concept. Rather than teach the cranes to stop landing on him, the trainer taught the birds something else, a behavior that would make the undesirable behavior impossible. The birds couldn't alight on the mats and his head simultaneously. At home, I came up with incompatible behaviors for Scott to keep him from crowding me while I cooked. I piled up parsley for him to chop or cheese for him to grate at the other end of the kitchen island. Soon I'd done it: no more Scott hovering around me while I cooked.

5 I followed the students to SeaWorld San Diego, where a dolphin trainer introduced me to "least reinforcing scenario" (L. R. S.). When a dolphin does something wrong, the trainer doesn't respond in any way. He stands still for a few beats, careful not to look at the dolphin, and then returns to work. The idea is that any response, positive or negative, fuels a behavior. If a behavior provokes no response, it typically dies away. It was only a matter of time before Scott was again searching for his keys, at which point I said nothing and kept at what I was doing. It took a lot of discipline to maintain my calm, but results were immediate. I felt as if I should throw him a mackerel.

6 Professionals talk of animals that understand training so well they eventually use it back on the trainer. My "animal" did the same. When the training techniques worked so beautifully, I couldn't resist telling my husband what I was up to. He wasn't offended, just amused. Then last fall, firmly in middle age, I learned that I needed braces on my teeth. They were not only humiliating, but also excruciating. One morning, as I launched into yet another tirade about how uncomfortable I was, Scott just looked at me blankly. He didn't say a word or acknowledge my rant in any way, not even with a nod. I started to walk away, then I realized what was happening, and I turned and asked, "Are you giving me an L. R. S.?" Silence. "You are, aren't you?" He finally smiled, but his L. R. S. had already done the trick. He'd begun to train me, the American wife.

Adapted from a newspaper

4 LISTENING

- a **4.14** What's the difference between a discussion and an argument? You're going to listen to a **psychologist** giving some tips to help people when they disagree with somebody about something. Listen once and put a check (✓) next to the six things she suggests.
- ✓ 1 Think carefully about what to say when you begin a discussion.
 - ✗ 2 Try to "win" the argument as quickly as you can.
 - ✓ 3 Say you're sorry if something really is your fault.
 - ✓ 4 Never avoid an argument by refusing to talk.
 - ✓ 5 Don't say things that aren't completely true.
 - ✓ 6 Don't shout.
 - ✓ 7 Don't talk about things that aren't relevant to the argument.
 - 8 Use another person to **mediate**.
 - ✓ 9 **Postpone** the argument until later, when you have both calmed down.
 - ✗ 10 It's a bad thing for a couple to argue.



- b Listen again and, with a partner, try to add more detail to the tips you selected in a.
- c With a partner, decide which two of the psychologist's tips you think are the most useful.
- d Look at these sentences and try to figure out what the missing words are.

- 1 But of course this is **easier said than done**.
- 2 If you're the person who is **in the wrong**, just admit it!
- 3 It is important to **keep things under control**.
- 4 Raising your voice will just make the other person **lose their temper**, too.
- 5 Stop for a moment and **take a deep breath**.
- 6 It is also very important to **stick to the point**.
- 7 There is much more chance that you will be able to **reach an agreement**.
- 8 **Dealing with conflict** is an important part of any relationship.



- e **4.15** Listen and check.

5 SPEAKING

- a **Communication Argument! A p.117 B p.120.** Role-play two arguments with a partner.
- b Did you follow any of the psychologist's tips about how to argue? Was there anything you should / shouldn't have done?

Circle the correct verb in each pair of sentences.



- 1 a When I saw my wife's face, I noticed / realized that I had bought the wrong size.
- 2 b My husband noticed / realizes when I've been to the hairstylist.
- 3 a The water level in the river is raising / rising.
- 4 b Don't raise / rise your voice when you are having an argument.
- 5 a I think we need to argue / discuss our new marketing plan.
- 6 b Teenagers often argue / discuss with their parents.
- 7 a There is a new road safety campaign to avoid / prevent accidents.
- 8 b We took the freeway to avoid / prevent getting stuck in downtown traffic.
- 9 a Please remember / remind to lock the door before you go out.
- 10 b Remember / Remind me to call my mother later - it's her birthday.
- 11 a I expect / hope she'll come to the birthday party. I'd really like to see her.
- 12 b My driving test is next week, but I'm not expecting / hoping to pass - I've only had a few lessons.
- 13 a Mandy didn't invite me to her birthday party, but I don't mind / matter.
- 14 b It doesn't mind / matter if we're a little late.
- 15 a Oh no! Somebody stole / robbed my bike!
- 16 b A 40-year-old man has been charged with robbing / stealing a bank on Main Street.
- 17 a I woke up during the night because I heard / listened to a noise.
- 18 b If you had heard / listened to what I was saying, you'd know what the problem was.
- 19 a Your brother seems / looks exactly like your father - he has the same eyes.
- 20 b When I spoke to him on the phone, I thought he seemed / looked very friendly.

6 Compare your answers with a partner, and try to explain what the difference is between the verbs in each pair.

prevent sb
avoid myself

- c Complete the questions with the correct form of one of the verbs from the corresponding pair in a. Then ask and answer with a partner.

- 1 Do you usually notice what color eyes people have?
- 2 What would your boss do if you asked him / her to take your salary?
- 3 Do you often argue with people in your family?
With who? About what?
- 4 Do you usually avoid going shopping when the stores are crowded?
- 5 Are you good at remembering peoples birthdays?
- 6 Are you expected to pass or fail your next English exam?
- 7 Do you think it is fair if a wife earns more than her husband?
- 8 Has your car or bike ever been stolen?
- 9 Are women really better at looking than men?
- 10 Who do you look like in your family?

a Look at two sentences from the listening. Which of the **highlighted** phrases means *should*? Which means *would prefer to*? Do you know what *'d* refers to in each case?

I'd rather talk about this tomorrow after we've both calmed down.

I think **we'd better** take another look at how we divide up the housework.

- b Now read the rules for using *had better* and *would rather*.

- Use *had better* with the base form, e.g.,
You'd better hurry up. Your train leaves in ten minutes.
You'd better not tell your parents – they'll be furious.
NOT *You hadn't better tell ...*

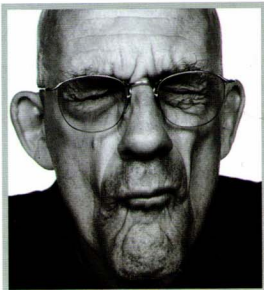
 had better is stronger and more immediate than *should* and is often used as a warning.

- Use *would rather* with the base form, e.g.,
I'd rather go on vacation in July this year, not August.
Would you rather stay in or go out tonight?
I'd rather not come to the meeting this afternoon. I'm really busy. **NOT** *I'd not rather.*

- c Rewrite the **bold** phrases using *had better* (not) or *would rather* (not).

- 1 I think I **should go now**. It's very late.
- 2 I'd **prefer to go out** on Friday instead of Saturday.
- 3 You **shouldn't walk home**. It's kind of dangerous here at night.
- 4 Ana said she'd **prefer to meet** on Thursday afternoon.
- 5 Jaime **should be careful**. If the boss finds out, he'll fire him.
- 6 **Would you prefer not to go to the birthday party** if David is going to be there?
- 7 You **shouldn't leave your bag there** – someone will steal it.
- 8 My wife **would prefer not to fly**. She had a bad experience once.

Let your body do the talking



1 GRAMMAR verbs of the senses

a Look at the photo. In pairs, choose the best description of the man.

- He looks ...
a angry. b pained. c depressed.
- He looks like ...
a a teacher. b a bank manager. c a chef.
- He looks as if ...
a he just ate something horrible.
b he just heard some bad news.
c he is listening to something that sounds awful.

b Now read about a book called *In Character: Actors acting* and check your answers.

- Who is the man in the photo? 2 What's he doing?

In character: actors acting

The photographer Howard Schatz had a very unusual idea for a book. He invited actors into his studio and asked them to "be" certain characters in certain situations, and he then photographed them. For example, he told the actor Christopher Lloyd to be "a violin teacher who is listening to his student **massacre** a Mozart piece."

c p.138 Grammar Bank 4C. Read the rules and do the exercises.

d Look at the photos of Alan Cumming and Michael Cumpsty from the book and describe the actors. Use *looks*, *looks like*, and *looks as if*.

e Match the faces A-D with situations 1-4, and the faces E-H with situations 5-8.

- You realize you have been **betrayed** by your best friend. D
- You are a four-year-old child letting the family's pet parrot out of its cage. A
- You are a man begging your wife to come with you to visit your parents. C
- You are a young child trying not to listen as your mother **tells you off** hav. B
- You are a young driver telling a police officer that you weren't driving too fast. E
- You are a police officer leaning on the car door waiting for a driver to show his license. G
- You are a young driver admitting that you've had maybe a small drink. H
- You are a police officer looking into a car filled with teenagers. F



4.16 Listen to these sounds. What do you think is happening? Use *It sounds as if...* or *It sounds like...*

Make pairs of opposites from the adjectives in the list. Do they usually describe how something feels or how something tastes / smells?

hard loose rough / rat / smooth / smoo / soft sour / bitter strong sweet tight weak

Use *feels, smells, or tastes* + an adjective or + *like* + noun, etc. to describe one of the objects below for your partner to guess. Then change roles.

hair that has just been washed

roses

overcooked steak

cabbage being cooked

a full ashtray

a marble statue

a silk scarf

a lemon → tastes sour

a baby after its bath

a cat's tongue → rough

espresso coffee without sugar

a two-day beard → rough

Mexican food → taste spicy

jeans that are too small for you

cat howling → cat o'ies

2 LISTENING

4.17 You are going to listen to a radio quiz show called *Use Your Senses*, where **contestants** have to identify a mystery food, a mystery drink, a mystery object, and a mystery sound. Listen once and write what you think the answers are.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

b Listen again and complete the phrases.

Mystery drink

It smells fresh / delicious / fruity - a D pineapple juice

It smells a little bitter

Mystery food

It tastes a little bit chicken / fat

It tastes fairly light / rabbit

Mystery object

It feels like corn

It definitely feels metallic / smooth / button

Mystery sound

It sounds like thunder / natural / horse running

It sounds very distant / galloping

c Discuss your answers to a with a partner.

d 4.18 Now listen to the answers. Were you right?

3 VOCABULARY the body



- a Look at a photograph of the actress Judi Dench. Match the words in the list with 1-8 in the photo.

cheek chin eyebrow eyelashes
forehead /'fɒrheɪd/ lips neck wrinkles /'rɪŋklz/

- b p.152 Vocabulary Bank *The Body*.

- c Take the *Body quiz* with a partner.

BODY QUIZ

A Which part of the body?

- The place where you wear a watch.
- The two places where you might wear a belt, which holds
- You can easily twist this when playing sports.
- These are often red after you've been out in the cold or if you're embarrassed.
- You use these to breathe.
- Doctors sometimes listen to this to see if you have a breathing problem.

B Which idiom do you use ...?

- when you are very nervous (stomach)
- when you can't quite remember something (tongue)
- when you can't stop thinking about something, e.g., a particular song (head)
- when you think a friend is telling you something that isn't true as a joke (leg)
- when you memorize something (heart)
- when you have said something that you shouldn't have said because it is a secret or may cause embarrassment (foot)

4 PRONUNCIATION silent letters

- a Cross out the "silent consonant" in these words.

calf wrist palms wrinkles comb kneel thumb

- b 4.20 Listen and check.

- c Look at some more common words with silent consonants. In pairs, decide which they are and cross them out. Use the phonetic transcriptions to help you.

asthma /'æzmə/ castle /'kæsl/ doubt /daʊt/ half /ha:f/ honest /'ɒnɪst/
island /'aɪlənd/ knock /nɒk/ psychologist /saɪ'kɒlədʒɪst/ receipt /rɪ'si:t/
sign /saɪn/ whole /həʊl/ would /wʊd/

- d 4.21 Listen and check.

- e 4.22 Dictation. Listen and write down six sentences.

5 READING

- a What do you understand by the phrase "body language"?

- b In pairs, look at the pictures below and try to match the body language with the feelings.

- A saying something important
B feeling attracted to someone
C feeling defensive
D feeling nervous

- E feeling superior
F being honest
G lying
H thinking hard



- d 4.19 Listen and mime the action.

- c Read *Let your body do the talking* and check your answers.

fold your arms → *harman roshan*

Alireza Habibzadeh

raise your eyebrows → *www.93shelli.blog.ir*

bite your

shrug →

sharsh

Let your body do the talking

The parts of our body that convey most about how we feel are our hands and arms – and the way we move them. Hand and arm gestures are sometimes deliberate, but most often they occur unconsciously and naturally.

Saying something important Open hands and arms, usually extended and with palms up in front of the body at chest height, indicate that what you are saying is important, and especially when people are speaking in public, a pointing finger or a hand waving above the shoulders emphasizes an important point. However, research shows that people often find speakers who point their fingers a lot rather annoying.

Openness or honesty When people want to be open or honest, they will often hold one or both of their palms out to another person. Soccer players who have just committed a foul often use this gesture to try to convince the referee that they didn't do it.

Nervousness If you put your hand to your mouth, this often indicates that you are hiding something, or that you are nervous. Fidgeting with your hands, for example, tapping the table with your fingers, also shows nervousness, and so does holding a bag or briefcase very tightly in front of the body.

Superiority People who feel superior to you often appear relaxed, with their hands clasped behind their heads. The chin and head is often held high. This gesture is typical of lawyers, accountants, and other professionals who feel they know more than you do. Another gesture of superiority is to put your hands in your pockets with the thumbs protruding.

Feeling defensive Arms folded tightly over the chest is a classic gesture of defensiveness and indicates that you are protecting yourself. It is often seen among strangers standing in lines or in elevators or anywhere where people feel slightly insecure. People also sometimes use this gesture when they are listening to someone, to show that they disagree with what is being said. However, this gesture can simply mean that the person is cold!

Thinking hard A hand-to-cheek gesture, where you bring your hand to your face and extend your index finger along your cheek, with the remaining fingers positioned below the mouth, often shows that you are thinking deeply. When you stroke your chin, you are probably thinking about something important or making a decision.

Attraction If men are attracted to someone, they sometimes play with one of their ear lobes, whereas women will play with a lock of hair or continually tuck their hair behind their ears.

Listening There are many gestures that indicate that someone is listening, and in order to be sure, you would expect a person to show more than one. Gestures include putting your hand in front of your mouth, touching your nose, rubbing your ear, touching your ear, scratching your neck, pulling at your collar, or putting your finger or fingers in your mouth.

- d Focus on the highlighted words, which describe more parts of the body or gestures. In pairs, try to figure out what they mean.
- e In pairs, read the article again, paragraph by paragraph, and try to do each of the gestures described. Do you use any of these gestures a lot?

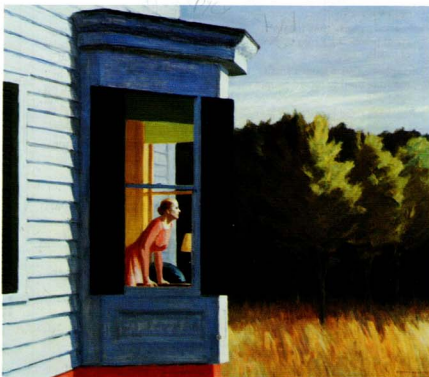
6 SPEAKING

GET IT RIGHT describing pictures

When you are describing the pictures, use these expressions to explain precisely what / who you are referring to:

The woman ... on the right / left / in the center of the picture; ... in the background / foreground ...

Remember you can also use might be / may be / could be for speculating, as well as looks, looks as if, etc.



Cape Cod Morning (1950) Edward Hopper

- a In pairs, look at the painting. Talk about where the woman is, how she is feeling, and what is happening or has happened. Use her body language to help you.
- b **Communication** Two paintings A p.118 B p.120. Describe your painting for your partner to visualize.
- c **p.157 Phrasal verbs in context** File 4.

The psychology of music



1 LISTENING & SPEAKING

- a 5.1 Listen to some short pieces of music. How do they make you feel? Would you like to keep on listening?

Taking notes

We often need to take notes when we are listening, for example, to somebody giving a lecture. If you need to take notes when you are listening to someone speaking in English, try to write down key words or phrases because you won't have time to write complete sentences. After the lecture, you may want to expand your notes into full sentences.

- b 5.2 Listen to John Sloboda, a British music psychologist, talking about why we listen to music. Try to complete the notes below by writing key words or phrases. Then with a partner, try to remember as much as you can of what he said.

Why do we listen to music?

- 1 to make us remember
important moments in the past
2 to help us change activities
e.g. vary
3 to intensify emotion
e.g. raw

pleasure

w

pitch

used to be exploded

a lot of interesting, new

- c 5.3 Now listen to John explaining how music can affect the way we feel. Complete the notes below. Then compare with a partner and try to remember what he said.

How does music affect our emotions?

Three important human emotions:

- 1 happiness
- 2 sadness
- 3 anger

How we feel affects the way we speak, e.g.:

- 1 happy - speak faster / higher
- 2 sad - speak slower / lower
- 3 angry / shout - higher

Music copies this, e.g.:

- 1 fast / high music sounds happy
- 2 sad /
- 3 loud / irregular

Examples:

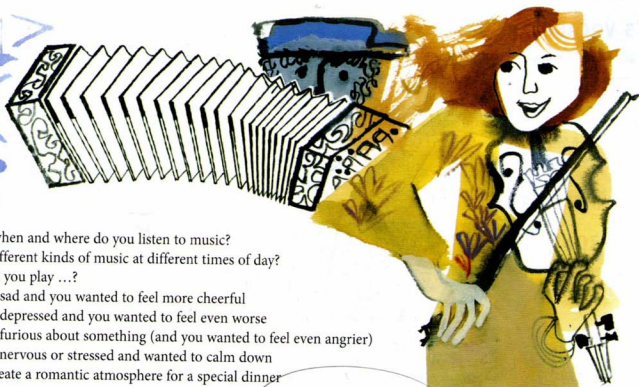
Music that sounds

- 1 happy, e.g.:
- 2 angry, e.g.:
- 3 sad, e.g.:

This is especially exploited in ...

e.g.:





a Talk to a partner.

- 1 On a typical day, when and where do you listen to music?
- 2 Do you listen to different kinds of music at different times of day?
- 3 What music would you play ...?
if you were feeling sad and you wanted to feel more cheerful
if you were feeling depressed and you wanted to feel even worse
if you were feeling furious about something (and you wanted to feel even angrier)
if you were feeling nervous or stressed and wanted to calm down
if you wanted to create a romantic atmosphere for a special dinner

GRAMMAR gerunds and infinitives

a Check what you know. Put the verbs in parentheses in the infinitive or the gerund (-ing form).

- 1 I ~~listen~~ to music can change how we feel. (listen)
- 2 We play sad music when we want ~~to feel~~ even sadder. (feel)
- 3 Movie score writers are experts at ~~using~~ music to ~~create~~ an atmosphere. (use, create)
- 4 Most people enjoy ~~play~~ music in the car. (play)
- 5 It's difficult ~~to concentrate~~ when there's loud music playing on the radio. (concentrate)

Any problems? **Workbook p.44**

b New grammar. Now look at the pairs of sentences. Use your instinct to circle the correct form.

- 1 I remember to hear / hearing that song the first time we met. یا دفعه‌ای شنیدم / یاد دارم شنیدن
Please remember to buy / buying me those concert tickets. یا بخر / یاد دارم بخرن
- 2 Don't forget to listen / listening to that song. You'll love it!
I'll never forget to go / going to my first live concert.
- 3 I need to exchange / exchanging the CD I bought Mark. He already has it.
This remote control doesn't work. I think the batteries need to change / changing.
- 4 A These headphones don't work.
B Try to plug / plugging them in! امتحان کن
I tried to hear / hearing all the words in the song, but I couldn't. نمی‌شنیدم

p.140 Grammar Bank 5A. Read the rules and do the exercises.

d Tell your partner about something that ...

- you'll never forget **seeing** for the first time. →
- you often forget **to do** before you go out.
- you remember **doing** when you were less than five years old.
- you have to remember **to do** before you go to bed.
- needs doing** in your house / apartment.
- you need **to do** this evening.
- you tried **to learn** but couldn't.
- you usually try **doing** when you can't sleep at night.



3 VOCABULARY music

- a 5.4 Listen and say what instruments you can hear.
- b p.153 Vocabulary Bank Music
- c 5.5 Listen and say what you can hear, e.g., a choir singing.
- d With a partner, think of ...

- a song with a catchy chorus.
- a singer with a monotonous voice.
- a classical composer.
- a song or piece of music you find very moving.
- a famous singer-songwriter.
- the lead singer of a well-known band.
- a world-famous tenor.

4 PRONUNCIATION ch and y

- a Use your instinct to put these words in the correct columns:

character, chef, research.

		
character	character	chef

- b Read the rules below and check your answers.

The letters ch

- are usually pronounced /tʃ/, e.g., check.
- are sometimes pronounced /k/, especially in words of Greek origin, e.g., chemistry, technology.
- are very occasionally pronounced /ʃ/, especially in words of French origin, e.g., chauffeur, chef.

- c Use the rules to put some more words in each column.

change cheerful choir choose chorus
machine mustache orchestra psychologist

- d 5.6 Listen and check.

- e Now read the rules for the letter y. Then use them to put the words in the correct columns.

The letter y

- in the middle of a word ...
 - is usually pronounced /i/ when it is between consonants, e.g., symptoms, physics.
 - is pronounced /ai/ when y is followed by a consonant + e, e.g., byte, or in the prefix psych-, e.g., psychoanalyst.
- at the end of a word ...
 - is pronounced /ai/ in words ending -ify, e.g., terrify, and words where the stress is on the last syllable, e.g., deny, and in one-syllable words, e.g., fly.
 - is pronounced /i/ in all other words ending in y, e.g., melody, windy, etc.

apply country heavy lifestyle lyrics physical psychiatrist
qualify rhythm shy symphony try type typical

- f 5.7 Listen and check.



5 SPEAKING

GET IT RIGHT the

Don't use *the* when you are talking in general about kinds of music, e.g., I love classical music NOT the classical music. Use *the* when you are talking about instruments, e.g., I play the violin, the guitar, etc.

Answer the questions with a partner.

What kind of music do you like?

Do you have a favorite ...?

band solo artist
song piece of music (symphony, sonata, etc.)
composer soloist conductor

Do you play a musical instrument?

YES

- Have you ever had lessons?
- Can you read music?
- Have you ever played in a band / orchestra?



NO

- Have you ever tried to learn to play an instrument?
- Is there an instrument you would like to learn to play?

What do you think of ...?

alternative music classical music
country music electronic music folk music
funk gansta rap heavy metal hip-hop
jazz opera pop music reggae rock music
soul music

Have you ever ...?

- sung in a choir
- been in a talent contest
- performed in front of a lot of people

What's the best live concert you've ever been to?

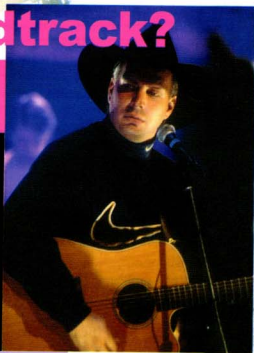
6 READING

- Do you think *What kind of music do you like?* is a good question when you are getting to know somebody? Why?
- Read the introduction to the article. Do you agree with the psychologists?
- Read the rest of the article. Which category(ies) do you fit into best?

What's your soundtrack?

Your taste in music can reveal a lot about you...

The question "What kind of music do you like?" is very revealing. It is the number one topic of conversation among young adults who are getting to know each other, according to psychologists from the universities of Texas and Cambridge. Their research has shown that knowing another person's musical tastes can provide remarkably accurate personality predictions. For most people, music is a very important part of their lives, and psychologists believe that their preferences reveal information about their character and their lifestyle. They think that personality clues are conveyed in the music's tempo, rhythm, and lyrics.



Upbeat and simple music

Fans of "Top 40" pop, country, and soundtrack music tend to be more conventional and conservative compared with fans of other genres; family and discipline are important life values. They are also typically cheerful, outgoing, and sociable kinds of people who enjoy helping others. In their free time they often enjoy playing or watching sports. They also enjoy watching major Hollywood movies, especially comedies. According to the psychologists, "People who like country pop try to avoid making their lives unnecessarily complex."

Energetic and rhythmic music

Hip-hop, funk, rap, soul, and electronic music attracts people who are talkative, outgoing, and romantic and who tend to express their thoughts impulsively. They are the kind of people for whom friendship and social recognition is very important. They tend to see themselves as physically attractive. When they go to the movies, they typically enjoy watching action movies, science fiction, gangster movies, or comedies.

Complex and reflective music

Fans of classical, jazz, and other "complex" music typically have above-average intelligence. They tend to be creative and open to new experiences and lovers of classic or foreign films. Regarding lifestyle, fans of this kind of music tend to be politically liberal, are usually rather sophisticated, and often don't like sports. However, compared with other music fans, opera lovers are three times more likely to commit suicide, psychologists say. But don't blame *Madame Butterfly* – people with dramatic personalities, whose moods go up and down a lot, are attracted to opera, not influenced by it.

Intense and rebellious music

Fans of alternative, heavy metal, rock music, and gangsta rap tend to be people who enjoy taking risks and having thrilling experiences. They are usually physically active. They are typically independent, curious about the world, and rebellious. They're the kind of people who are likely to enjoy watching action, fantasy, war, and horror movies. Parents often worry that this kind of music promotes aggressive behavior in teenagers, but research has found no direct link. In fact, younger fans of gangsta rap or heavy metal are often quieter and shyer than other young people.

- According to the article, what kind of music would these people like best? Write A, B, C, or D.

- Someone who is fairly vain. ☐
- Somebody who enjoys dangerous sports. ☐
- A person who speaks their mind without thinking. ☐
- Someone who watches subtitled movies. ☐
- A person who does voluntary work in the community. ☐
- Somebody who enjoys the simple things in life. ☐
- A person who might have been quiet as a child. ☐
- Someone who is intellectual. ☐

- Read the article again and underline five new words or phrases that you would like to learn, and compare with a partner.
- Think about people you know who like each kind of music. Do you agree with what the article says about their personalities?

5 B

U used to, be used to, get used to
V sleep
P linking words

Counting sheep

1 GRAMMAR *used to, be used to, get used to*

a Take turns interviewing each other with the questionnaire *Are you sleep deprived?* Ask for and give as much information as you can. Circle the answer that best describes your partner.

b **Communication** *Sleep p.118*. Read the results of the questionnaire and calculate your score. Are you sleep deprived?

c Match the sentence beginnings 1-4 with endings A-D.

- 1 I usually sleep 6 hours a night ☐
2 I used to sleep 7 hours a night, ☐
3 I'm not used to sleeping only 4 or 5 hours a night, ☐
4 I'm getting used to sleeping only 4 or 5 hours a night, ☐

A but now I sleep less.

B so it's new and strange for me.

C so it's becoming less of a problem.

D or more if I can.

d **p.140 Grammar Bank 5B**. Read the rules and do the exercises.

2 PRONUNCIATION linking words

a **5.8** Dictation. Listen and write down six sentences. Try to separate the words in your head before you write.

b Practice saying the sentences quickly, trying to link the words.

c Ask and answer the questions with a partner.

When you were a child, did you use to be frightened of the dark?

Did you use to share a room with a brother or sister?

Do you find it difficult to sleep when you're in a bed that you're not used to, for example, in a hotel?

Do you think you could get used to working at night and sleeping during the day?

What do you usually do as soon as you wake up in the morning?

What's the last thing you usually do before going to bed?

Are you sleep deprived?

Answer these questions and find out

1 **How long does it usually take you to fall asleep at night?**

- a less than 5 minutes b more than 5 minutes

2 **How many hours do you usually sleep?**

- a fewer than b 7-8 c more than 8

3 **Did you use to sleep ...?**

- a more than now b the same amount c less than now

4 **How do you feel about the amount of sleep you get?**

- a I think it's OK.
b I probably don't sleep enough, but I'm used to it. It's not a problem.
c I usually feel tired.

5 **If you don't sleep enough at night during the week, what do you do?**

- a I take short naps during the day.
b I sleep late on the weekend.
c I don't do anything. You get used to not sleeping enough.
d I just get more and more tired.

6 **How do you usually feel during the morning?**

- a Wide awake and energetic.
b Awake and able to concentrate, but not at my best.
c Half asleep and unable to concentrate well.

7 **How often do you take a nap on a weekday?**

- a Never. I don't need one.
b Always. It's the only way I can get through the day.
c When I need one. Then I always wake up refreshed.
d I'd love to, but I never get the chance.

8 **Do you ever find it difficult to stay awake ...?**

(Circle all the ones that apply to you.)

- a at work or in class
b on the sofa in the evening
c at the movies
d when you are driving

**Tiredness can kill
Take a break**

READING & SPEAKING

Read the introduction of the article. What exactly is the test and what does it show? What does the last sentence mean?

Work in pairs. A read *So much to do, so little time* and *Going against nature*. B read *Sleepy people* and *SLEEP TIPS*. Then check (✓) the questions that are answered in your paragraphs.

- How did the invention of the electric light change our sleep habits?
- Why is it probably better to have an operation during the day than at night?
- Are naps really useful?
- How much does the average person sleep? Does it vary according to profession?
- Why should politicians sleep more?
- What is our "sleep debt"?
- What is the world's most popular drug?
- Do people sleep more or less than they used to? Why?
- What should your bedroom *not* be if you want to sleep well?
- How did lack of sleep cause the Chernobyl nuclear disaster?
- How much sleep does the average person need?

Read your two paragraphs again so you can answer the questions in b.

In pairs, explain your answers, giving as much information as you can.

Now read the parts of the article that you didn't read, to see if your partner left anything out.

In pairs or small groups, discuss these questions.

- Do you agree with Paul Martin that we live in a sleep-deprived society?
- Do you think it's wrong that doctors who are on "night call" sleep so little?
- Do you think it should be illegal to drive when you are too tired?
- What do you think are the best three SLEEP TIPS?

Sleepy people – the dangers of sleep deprivation

Take this test tonight when you go to bed. Put a plate on the floor next to your bed. Lie down with one hand hanging over the bed and holding a spoon above the plate. When you fall asleep, the spoon will fall on the plate and should wake you up. If you don't wake up until the next day, it probably means you are "sleep deprived."

We live in a world of tired, sleep-deprived people. This is the theory of behavioral biologist Paul Martin. In his book *Counting Sheep*, he describes a society that is just too busy to sleep and does not give sleeping the importance it deserves. We all know the value of having a healthy diet and exercising, but we don't worry enough about sleeping the hours we need. Paul Martin says: "We might live longer and happier lives if we took our beds as seriously as our running shoes."

So much to do, so little time

Modern society has invented reasons not to sleep. We are now a 24/7 society where stores and services must be available at all hours. We spend more time at work than we used to and longer getting to work. Cell phones and e-mail allow us to stay in touch around the clock, and late-night TV and the Internet tempt us away from our beds. When we need more time for work or pleasure, the easy solution is to sleep less. The average adult sleeps only 6.2 hours a night during the week, whereas research shows that most people need eight or even eight and a half hours' sleep to feel their best. Nowadays many people have gotten used to sleeping less than they need and live in an almost permanent state of "sleep debt," owing their bodies perhaps 25–30 hours of sleep.

Hours slept a night

Lawyers	7.8
Architects	7.5
Social workers	6.9
Teachers	6
Politicians	5.2
Hospital doctors (on call)	4.5

Sleep survey

Going against nature

Until the invention of electric light in 1879, our daily cycle of sleep used to depend on the hours of daylight. People would get up with the sun and go to bed at sundown. But nowadays our hours of sleep are mainly **determined by** our working hours (or our social life), and most people are woken up **artificially** by an alarm clock. During the day caffeine, the world's most popular drug, helps keep us awake. Seventy-five percent of the world's population **habitually consumes** caffeine, which, up to a point, **masks** the symptoms of sleep deprivation.

Sleepy people

What does a chronic lack of sleep do to us? As well as making us **irritable** and unhappy, it **also reduces** our **motivation** and ability to work. This effect has serious implications for society in general. Doctors, for example, are often chronically sleep deprived, especially when they are on "night call" and may get less than three hours' sleep. Lack of sleep can seriously impair their mood, judgment, and ability to make decisions. **Politicians** are often **"jet-lagged"** after crossing time zones. **World summit** meetings **called** to deal with a **crisis** often result in decisions being made after marathon sessions when everyone is **severely** sleep deprived. Human error caused by tiredness **contributed** to the worst nuclear accident in history in Chernobyl in 1986, when tired engineers, in the early hours of the morning, made a series of mistakes with **catastrophic** results. On our streets and highways, lack of sleep kills thousands of people every year. As Paul Martin says, it is ironic that we admire people who function on very little sleep instead of criticizing them for being irresponsible. Our world would be a much safer, happier place if everyone, whatever their job, slept eight hours a night.

SLEEP TIPS

- Give sleep a high priority in your life.
- Listen to your body. If you feel tired, you probably need more sleep.
- Pay off** your "sleep debt" by going to bed half an hour earlier for a few weeks.
- Have a regular routine – try to go to bed at **roughly** the same time every day.
- Take a nap during the day (ideally after lunch). Research has shown that short naps are very effective in restoring our energy levels and mood.
- Make sure your bedroom isn't too hot.
- Don't use your bedroom as an office or for watching TV.

you don't stand a chance.



4 VOCABULARY sleep

alarm blankets comforter dreams fall keep you awake insomnia jet-lagged log nap
nightmares oversleep pillow set sheets siesta sleeping pills sleepy snore yawn

a Vocabulary race. In pairs, write the correct word in the column on the right.

- Most people start feeling _____ around 11:00 at night.
- They often open their mouth and _____.
- They go to bed and set their alarm clock.
- They get into bed and put their head on the pillow.
- They cover themselves up with a comforter, or with sheet and blanket.
- Soon they _____ asleep.
- Some people make a loud noise when they breathe. They snore.
- During the night people have dreams or nightmare.
- If you don't hear your alarm clock in the morning, you might oversleep.
- If you drink coffee in the evening, it might keep you awake.
- Some people can't sleep because they suffer from insomnia.
- These people often have to take _____.
- Some people take a siesta or nap after lunch.
- A person who sleeps well "sleeps like a _____".
- Someone who is tired after flying to another time zone is jet-lagged.

sleepy

b 5.9 Listen to the sentences and check.

c Cover the column of words and test yourself.

5 SPEAKING

Answer the questions in pairs.
Ask for more information.

Have you ever
stayed up all night?

Do you sometimes have problems
getting to sleep? What do you do?

Have you ever overslept and
missed something important?

Do you take or have you
ever taken sleeping pills?
Did they work?

Is there any food or drink that
keeps you awake or that
keeps you from sleeping well?

Are you a light sleeper or
do you sleep like a _____?

Have you ever fallen asleep at an
embarrassing moment, for example,
during a class?

Have you ever been jet-lagged?
Where were you going? How long
did it take you to recover?

Do you usually have nightmares
or recurring dreams?

Have you ever sleepwalked or do you
know anyone who sleepwalks?

Do you sleep with a comforter or blankets?
How many pillows do you like to have?

Do you snore? Have you ever had to share a room
with someone who snores? Was this a problem?

Do you remember a time
or place where you
slept very badly? Why?

Breaking news

1 GRAMMAR reporting verbs

- a Read the headline of this news story. What do you think it's about? Then read the story. What do you think of Mr. Ivanov?

Man leaves wife at gas station



A Macedonian man drove six hours at the start of his vacation before he noticed that he had forgotten something – his wife. Ljubomir Ivanov left her at a gas station in Italy when he stopped to **fill up** with gas and didn't realize his **mistake** until he got a call from the police on his cell phone.

"Are you Ljubomir Ivanov?" they asked.

"Yes, I am," he said. "What's the matter?"

"Where are you?"

"I'm in Germany."

"Well, your wife is waiting for you at a gas station near Pesaro in central Italy."

"I was very tired and not thinking," Ivanov told reporters later. "She usually sits in the back seat, so I didn't notice that she wasn't there."

Mr. Ivanov immediately drove back to Pesaro to pick up his wife so that they could continue their vacation.

"I'll have to apologize a lot when I see her," he said.

- b Check what you know. Read the conversation between the police officer and Ivanov again. Then complete the sentences in reported speech.

- The police asked the man if he was Ljubomir Ivanov, and he said that he was.
- Then they asked him where he was and he told them that he was in Germany.
- He later told the police that he had noticed that his wife wasn't there because she usually sat in the back seat.
- He said that he would have to apologize a lot when he saw her.

Any problems? ➔ Workbook p.50

- c New grammar. Read four more news stories. Three of them are based on true stories, but one has been invented. Which do think is the invented one?

No, you can't have your ball back!



A British soccer team has **threatened** to sue a neighbor because he refused to give back their balls. The team has kicked 18 balls over Paul Vose's backyard fence, and the balls are now all locked inside his shed. Gary Ford, the coach of the team, says: "His garden is eight meters from the back of the goal. Some balls are bound to go over the wall." But Vose says, "They should learn to shoot better."

sue take somebody to court, usually to get money from them

shed a small building where people keep tools, etc.

bound to certain to, very likely to

shoot kick a ball toward the goal

Locked out of her life



When Andy Barker, from New Jersey, forgot his wife's birthday for the third year in a row, she decided she had had enough and locked him out of the house. Sue Barker had reminded her husband several times to make reservations for dinner, and she was hoping for a nice present, too. Andy promised not to forget, but when the day came, it went right out of his head. He was working late and when he got home, the door was locked and a suitcase with his things in it was on the doorstep. Since then Andy has been living in a tent in the backyard. He says, "I'm hoping that if I stay here for a few days, she will forgive me."

Boy glues himself to bed



A Mexican boy glued his hand to his bed so he wouldn't have to return to school after his winter break. "The holidays were such fun," the ten-year-old boy said. His mother found him watching TV in bed with his hand glued to the headboard. After spending two hours trying to unglue him with nail polish remover, she finally gave up. She then called the police and persuaded them to come right over. While paramedics used a spray to try to dissolve the glue, the boy happily watched TV. Eventually, they managed to free him and he got to school only a few hours late. Some people say he was warned by his teacher not to try a trick like that again!

Worker mistaken for jumper



A German construction worker is expecting a big bill after emergency services mistook him for a potential suicide jumper. When the police saw the man on the roof of a five-story building, they closed off a busy street and called the fire department. They then asked negotiators to talk to the man. The negotiators tried to convince him not to jump by shouting to him. But the worker was so busy talking on the phone to his friend that he didn't realize what was happening below, until she asked what the sirens were for. A police spokesperson said that the worker would be given a bill for wasting police time.

sirens the noise made by a police car, fire engine, etc.

d Read the stories again and match sentences A-I with the people who said them. Then underline the words in the text where these ideas are reported.

- 1 The soccer team
- 2 The angry neighbor
- 3 Sue Barker
- 4 Andy Barker
- 5 The mother
- 6 The teacher
- 7 The police
- 8 The negotiators

F
B
E
H
P
C
G
N

- A "Don't jump! It's not worth it."
B "I'm not going to give them back."
C "Please talk to this man."
D "Please come right away. It's urgent!"
E "Don't forget to call the restaurant."
F "We're going to take you to court!"
G "You'd better not do anything like that again."
H "I'll remember this time. I really will."

e p.140 Grammar Bank 5C. Read the rules and do the exercises.

2 PRONUNCIATION word stress

a Look at all the two-syllable reporting verbs in the list. All except three are stressed on the second syllable. Circle the three exceptions.

accuse admit advise agree convince deny insist invite
offer persuade promise refuse regret remind suggest threaten

b 5.13 Listen and check.

If a two-syllable verb ends in consonant-vowel-consonant, and is stressed on the second syllable, the final consonant is doubled before an -ed ending, e.g., regret > regretted, admit > admitted.

c Complete the sentences below with the correct reporting verb in the simple past. Practice saying the reported sentences.

- 1 "You sit down. I'll do it." He offered to do it.
- 2 "No, I won't do it." He refused to do it.
- 3 "OK, I'll do it." He agreed to do it.
- 4 "I'll do it, believe me." He promised to do it.
- 5 "Don't forget to do it!" He reminded me to do it.
- 6 "I think you should do it." He advised me to do it.
- 7 "Would you like to do it?" He invited me to do it.
- 8 "I didn't do it!" He denied doing it.
- 9 "Yes, it was me. I did it." He admitted doing it.
- 10 "I wish I hadn't done it." He regretted doing it.
- 11 "Let's do it." He suggested doing it.
- 12 "You did it!" He accused him of doing it.

d 5.14 Now listen to the sentences in a different order. Respond with the reported sentence.

stay - stayed

Alireza Habibzadeh studied
www.1-3helli1.blog.ir

3 VOCABULARY the media

news noun [u].

- 1 new information about anything, information previously unknown
- 2 reports of recent happenings, especially those broadcast, printed in the newspaper, etc.
- 3 **the news** a regular television or radio broadcast of the latest news

- a Look at the dictionary extract for the word **news** above. Then correct the mistakes in sentences 1-3.
- 1 The news on TV are always depressing.
 - 2 I have a really exciting news for you!
 - 3 It's 9:00. Let's watch news.
- b **p.154 Vocabulary Bank The media.**
- c Talk in small groups about the following.

The media and you

What kind of news stories do you find most / least interesting? Write 1-6 (1 = most interesting).

- celebrity gossip ☐
- politics ☐
- sports ☐
- science / technology ☐
- business ☐
- health ☐

What stories are in the news right now?

How do you usually find out ...?

- what the weather's going to be like
- the sports results
- what's playing at the movies
- the news headlines

Do you ever ...? Where?

- read your horoscope
- do crosswords, sudoku, or other games
- look at cartoons
- read advertisements, e.g., jobs, apartments

Do you have a favorite ...?

- news anchor
- movie critic
- journalist
- sportswriter or sports commentator

Which newspapers / TV channels / radio stations in your country do you think are ...?

- **biased**
- reliable
- sensational

4 READING & LISTENING

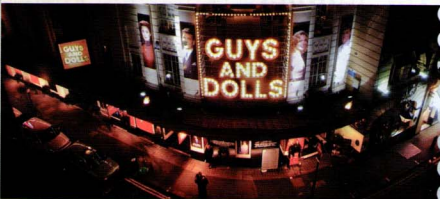
- a With a partner discuss what you think would be the good side and side of being a theater critic and a sportswriter.
- b Now read the articles by two journalists who write for a newspaper and see if your ideas are included.



Irving Wardle, theater critic

The positive side of the job is ¹ getting to see a lot of plays and shows, which I love. But the really great thing about being a theater critic is that, as theater is an ongoing thing, something that's going to be repeated night after night for some time, there's also the feeling that you may have a ² *positive* impact on the work. If the producer or the actors read what you've written and agree with you, they might actually change something and improve the performance. That's not something that movie or book critics can do. Some critics also like making friends with the stars and all that - but personally I don't.

For me the worst part of the job is all the traveling. Getting there on time, parking, getting back to the office to write for a nightly deadline. That all gets really stressful. Another awful thing is that editors ³ take little pieces from your review without you knowing. You learn as a critic that if you have anything ⁴ to say it right from the start because otherwise it might not get printed. I once wrote a review of a play called *Another Country*. I didn't like it much, but there was a new young actor who I thought was great and who later became a star. That was in the last paragraph and it got cut, so it looked as if I'd never ⁵ *noticed* this great new talent.



- c Read the two articles again. Choose the best option, a, b, or c, to complete the sentences.

- 1 *apparently* a **positive**
- 2 a change
- 3 a to complain about
- 4 a noticed
- 5 a permission
- 6 a more exciting
- 7 a vacations
- 8 a drop
- 9 a monotonous
- 10 b gradually
- 11 b harmful
- 12 b add
- 13 b that isn't important
- 14 b spoken to
- 15 b opportunity
- 16 b harder
- 17 b routine
- 18 b throw
- 19 b exciting
- 20 c obviously
- 21 c negative
- 22 c cut
- 23 c worth saying
- 24 c criticized
- 25 c wish
- 26 c easier
- 27 c unpredictability
- 28 c lose
- 29 c frightening

4 Gibson, sports journalist



plus sides – I must have seen some of the most spectacular moments in soccer and other sports over the years.

I also had the ⁶ *chance* to travel to places I wouldn't have seen otherwise, like Australia, South Africa, and the

Caribbean. There are much ⁷ *more* ways to make a living, and it's great to get away from home as much as you can during the winter.

→ negative side

One of the main **downsides** is the ⁸ *lack of*. You don't work regular hours – you can spend a couple of days not working, but you never relax because you're waiting for the phone to ring. And then, when a story breaks – it might be on your day off, it might be in the middle of the night – you just have to leave everything and go. And you never know what time you're going to be home. Another thing is the constant traveling. It's been fantastic visiting the Taj Mahal in India or spending Christmas Day on the beach in Australia, but it ⁹ *is* gets lonely and it can also be very ¹⁰ *time-consuming*. I've spent a large proportion of the last 40 years driving up and down highways, which I can assure you isn't much fun.



You're going to listen to Alice, a freelance restaurant critic, and Tim, a war reporter, talking about the good and bad sides of their jobs. Before you listen, predict some of the things they might say.

5.15 **5.16** Listen and check. Then listen again and mark the sentences T (true) or F (false). Correct the false sentences.

The restaurant critic

- 1 She sometimes reviews restaurants in other countries.
- 2 She never orders the most expensive things on the menu.
- 3 She often misses having company when she's eating out.
- 4 She used to be slimmer than she is now.
- 5 She usually goes back to restaurants she has criticized.
- 6 She never feels like eating out on weekends.

get to have the chance to

The war reporter

- 1 Most war reporters would prefer regular hours.
- 2 They choose the job partly because it's dangerous.
- 3 The job can be rather lonely.
- 4 He has problems getting used to normal life when he comes home.
- 5 Being a war reporter is more dangerous than it used to be.
- 6 One of his best friends was kidnapped last year.

expensive things catch up with

From what you've read and heard, which person's job would you most like to have? Which one would you least like to have?

I feel like doing sth

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5 SPEAKING

- a You are going to debate the following topic in small groups.

Celebrities have to accept that the media publish stories about their private lives. That is the price they pay for being rich and famous.

- Divide into groups of four, two As and two Bs.
 - The As are going to defend the right of newspapers to publish stories about famous people's private lives.
 - The Bs are going to defend the celebrities' right to keep their private lives private.
 - Prepare at least four arguments, and give examples.
- b Hold the debate. The As begin, each making two of their points. The Bs take notes. Then the Bs speak and the As take notes.
- c Now, each side tries to argue against the points made by the other side.



MINI GRAMMAR as

It's great to get away from home **as much as** you can during the winter.

I work **as** part of a team.

We can use **as** in many different ways:

- 1 to compare people or things: *She's as tall as I am.*
- 2 to describe somebody's job or something's function: *She works as a nurse. We had to use a handkerchief as a bandage.*
- 3 to say that something happened while something else was happening: *As they were leaving, the mail carrier arrived. (as = when)*
- 4 to give a reason: *We didn't go out as it was raining. (as = because)*

Decide how **as** is used in each sentence and write 1–4 in the box.

- A The review in *The Times* wasn't as good as the one in the *Post*.
- B You can use that glass as a vase for the flowers.
- C I got to the airport really quickly as there was hardly any traffic.
- D As he was driving home, it started to rain.
- E My son's hair got darker as he got older.
- F He got a job with a TV network as a program researcher.



▶ p.157 Phrasal verbs in context File 5.