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Learn **hot** English magazine

No.165

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How to

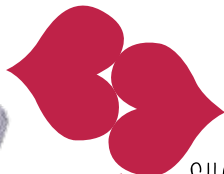
pronounce
regular past
tense
verbs!

UNUSUAL
WARS!

FOOD
IDIOMS
FOR DESCRIBING
PEOPLE!

WHY
YOU SHOULD GO
HIKING!

PHRASAL
VERBS
FOR TALKING
ABOUT
WORK!



SHOULD WE
KISS
IN PUBLIC?

CRAZY
FANS!



DAVID
BOWIE
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EDITOR'S INTRO

How you learn English with *Learn Hot English* magazine

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Hi, and welcome to another issue of *Learn Hot English* – the fun magazine for learning English.

In this month's issue, we're looking at how to pronounce regular past simple verbs. These verbs are used all the time in English, so this will be really useful for you. Basically, there are three ways

of pronouncing regular past simple verbs, even though they may look the same with the *-ed* endings. But don't worry, we'll show you how to pronounce them properly.

Talking about past tense verbs, we're also looking at some irregular past simple verbs. This is the second part of a two-part series on the most common irregular past simple verbs. Do our little exercise to check your understanding of these really important pieces of language.

Of course, that's not all – we're also looking at ghost ships, urban legends, public displays of affection (PDAs), sex scandals, Farmers' Markets, crazy fans, funny language stories and why hiking is great for you, to name just a few. And all this to help you improve your listening skills, learn lots of new words and increase your level of English.

Happy learning!

See you next month!

Andy



AUDIO FILES

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PUBLIC DISPLAYS OF AFFECTION (PDAs)

Look at the different types of public displays of affection (PDAs). Which ones have you seen lately? Which ones are acceptable in your country? Which ones aren't tolerated?



Holding hands



Cuddling someone / hugging someone



Kissing someone on the lips



Sitting on someone's lap



Sitting on someone's lap facing them



Lying on top of someone



Putting your arm around someone's shoulder



Carrying someone in your arms



Stroking someone's hand / caressing someone's hand



Ruffling someone's hair



Giving someone a massage



Kissing someone on the cheek / giving someone a peck on cheek



Giving someone a nose kiss



French kissing someone / snogging someone / making out with someone (with tongues)



Squeezing someone's backside



Hugging someone from behind



Sharing food with someone



Giving someone a piggy back



Riding on someone's shoulders



Giving someone a foot massage



Massaging someone's shoulders



Walking with your hand in someone's back pocket



Feeding someone

Objective To improve your reading and listening skills.

Think about it How do you greet people in your country: with a kiss, a hug or a handshake? What does it depend on? Have you ever hugged or kissed a partner or boy/girlfriend in public? Where were you? When did you do it? What do you think about hugging, kissing, etc. in public? How would people in your country react to this?

Exams This reading and listening activity will help prepare you for English exams such as KET and TOEFL.

© TRACK 1: ENGLISHMAN & US WOMAN

I LIKE PDAS!

Answers on page 44

1 Pre-reading

You're going to read an article about public displays of affection (PDAs). Look at the list below. Which ones would be acceptable in your country? Which ones not?

- Holding hands in the park
- Hugging in the street
- Kissing on the cheek as a form of greeting
- Making out on a bus
- A couple giving each other a massage on a park bench

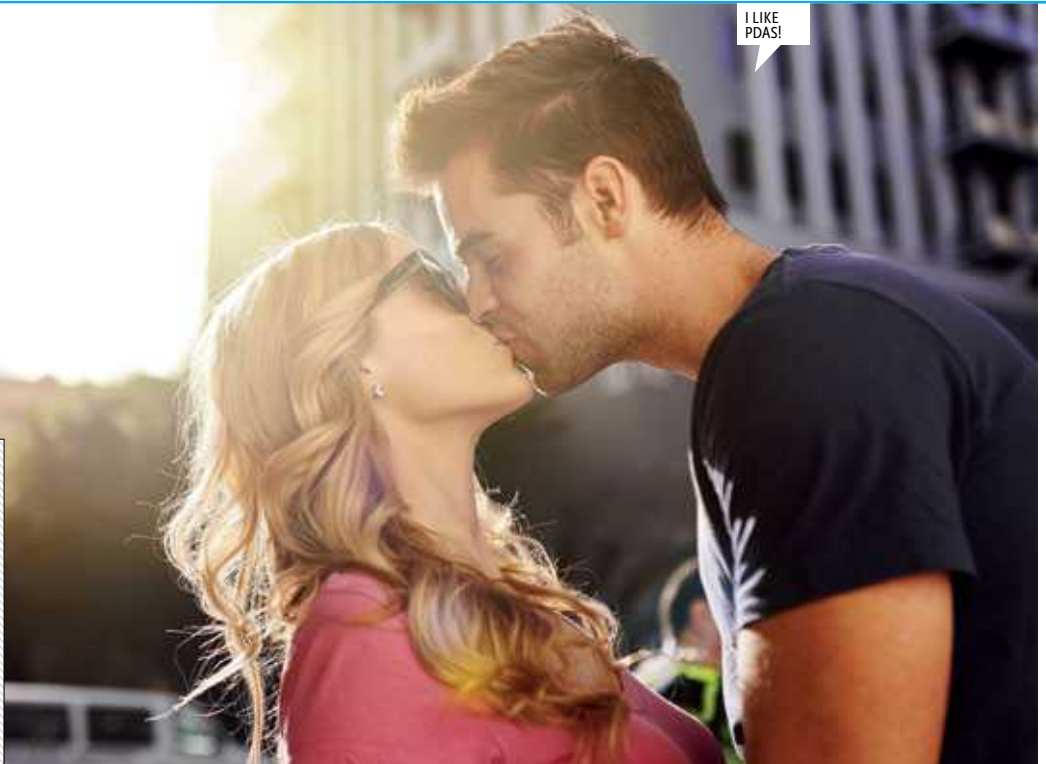
2 Reading I

Which countries do you think have strict rules about PDAs? Which ones are more lenient? Make notes. Then, read the article once to compare your ideas.

3 Reading II

Read the article again. Then, answer the questions.

1. Where is it common to see people holding hands?
2. How much is the fine for kissing on public transport in Vienna?
3. Which famous actor kissed a Bollywood star in public?
4. Which country was he in at the time?
5. How much is the fine for heavy kissing in Indonesia?
6. How long was the jail sentence for the British couple who kissed in Dubai?



IS IT OK TO KISS IN PUBLIC?

Can you hold hands, hug or kiss in public in your country? It seems that every culture has its own ideas about which public displays of affection are acceptable.

Public displays of affection (otherwise known as PDAs) can take place anywhere – in parks, cafés, shopping malls, coffee shops, restaurants, swimming pools, concerts, pubs, bars, clubs, cinemas (particularly on the back row), as well as on trains, buses or the Underground.

In most western countries (The UK, the USA, Canada, European nations...), it's common to see people holding hands, hugging and sometimes even kissing in public, although passionate kissing is generally less tolerated, except in places such as nightclubs.

However, some western countries have introduced laws to control PDAs. In Vienna (Austria), you can get fined for PDAs on public transport. Offenders can be

given a €50 fine for making out, although smaller kisses are generally overlooked.

In some countries, PDAs are illegal. Hollywood actor Richard Gere learnt this in 2007. An arrest warrant was issued for him after he kissed Bollywood star Shilpa Shetty during an AIDS awareness rally in New Delhi. The kiss was described as "vulgar" by some, and effigies of the actor were burned.

In Indonesia, the most populous Muslim country in the world, public displays of affection are definitely taboo. And heavy or passionate kissing could carry a maximum penalty of five years in jail or a 250 million rupiah (\$29,000) fine.

The situation is similar in some Middle Eastern countries. In 2009, a British couple were caught publicly kissing in Dubai. They were deported following a three-month prison sentence. And in another incident, an unmarried Indian couple

were sentenced to one year in prison for hugging and kissing in a taxi. The taxi driver drove the couple directly to a police station.

Hug, anyone? ☺

GLOSSARY

a public display of affection (PDA) *exp*
a hug, kiss, etc. in a public place
passionate *adj*
with a lot of strong, sexual feeling
to tolerate *vb*
if you "tolerate" a situation, you accept it
to fine *vb*
if you're "fined", you must pay money for committing a crime or doing something wrong
to make out *phr vb*
if two people are "making out", they're kissing a lot
an arrest warrant *n*
if there's an "arrest warrant" for someone, there's an official document that says that this person must be arrested
AIDS *abbr*
an abbreviation of "acquired immune deficiency syndrome", a disease which destroys the natural system of protection that the body has against diseases
awareness *n*
if you raise "awareness" of a problem (for example), you help people learn about the problem
vulgar *adj*
rude, not nice, not respectful
an effigy *n*
an object made of paper, plastic, etc. that represents someone (often someone who people hate or don't like)
taboo *adj*
if something is "taboo" in a society, it isn't acceptable in that society
to deport *vb*
if someone is "deported", they're ordered to leave a country and sent to live in another country

Objective To improve your reading and listening skills.

Think about it When was the last time you went to a concert? Who did you see? What are some of your favourite groups now? What were some of your favourite groups when you were younger? What band merchandising have you ever bought? What kind of music do you listen to these days? Have you ever been a fan of a singer, etc.? Who? Why?

Exams This reading and listening activity will help prepare you for English exams such as KET and TOEFL.

TRACK 2 ENGLISHMAN & US WOMAN



CRAZY FANS!

Hysterical, screaming fans is nothing new. In the past it was the Beatles who provoked such reactions. These days, it's Justin Bieber and *One Direction*. But sometimes, things go a little too far.

1 The receptionist

During a visit to a radio station in Australia, *One Direction* member Zayn asked a receptionist out on a **date**. When fans of the group found out, they **bombarded** the receptionist with **hate mail** and **death threats**.

2 The water bottle

Emma Philips, a 16-year-old New Zealand girl, once met Justin Bieber **backstage** at a TV studio. After Bieber took a **sip** of water from a bottle then **discarded** it, Emma **grabbed** the bottle and **put it up for sale** on the website TradeMe. The bottle eventually sold for \$624 to the parents of a Bieber fan.

3 The bus

Security guards for Big Time Rush once caught fans trying to **sneak** onto the band's **tour bus**. Carlos Pena of the band told reporters, "It was really funny because they tried to act like they were part of the **crew**. But we all know who is in the crew, so it didn't really work."

4 The name

In April 2011, Linda Resa legally had her name changed to Mrs Kanye Resa West. When asked why, she said she wanted to show the rapper how much she loved him. She also has Kanye tattooed down her arm.

5 The box

A **house move** by Siva of **boy band** The Wanted gave one fan the perfect opportunity to meet her hero. While boxes were being **loaded** onto a **removal truck**, the fan managed to climb onto the back of the truck and into one of the boxes. Hours later, when Siva opened the box, the fan jumped out. "She was **sweating** a lot," he told reporters. "And then she asked for a picture!"

6 The calls

Justin Bieber fans made more than 2,000 phone calls to the London hotel where the Canadian pop star was staying during a tour in the UK. Desperate to speak to their idol, the fans used names of the singer's relatives and his friends from home. One even claimed to be his personal **stripper**. The hotel, which is located next to Kensington Palace, was forced to change its phone number after the lines became **jammed**.

Crazy! ✨

CELEBRITY WORSHIP SYNDROME (CWS)

Celebrity Worship Syndrome (CWS) is an obsessive-addictive disorder in which a person becomes overly involved with the details of a celebrity's personal life.

GLOSSARY

- a date** *n*
if you go on a "date" with someone, you go to a restaurant, the cinema, etc. with them
- to bombard** *vb*
if you "bombard" someone with messages, you send them many, many messages
- hate mail** *n*
if someone receives "hate mail", they receive letters or e-mails with horrible messages in them
- a death threat** *n*
a promise to kill someone
- backstage** *exp*
the area at the back of a theatre where actors, singers, etc. prepare for a concert, theatre play, etc.
- a sip** *n*
if you take a "sip" of a drink, you have a small amount of it
- to discard** *vb*
if you "discard" something, you throw it away because you don't want it
- to grab** *vb*
to take something quickly in your hands
- to put up for sale** *exp*
if you "put something up for sale", you place an advert for it on a website (for example) so you can sell it
- to sneak** *vb*
if you "sneak" onto a bus (for example), you enter that bus quietly and secretly
- a tour bus** *n*
a bus that a band uses to travel around the country, giving concerts in different cities
- the crew** *n*
the people who help prepare an event: setting up the lights, preparing the instruments, etc.
- a house move** *n*
if you have a "house move", you take all your things to another house so you can live there
- a boy band** *n*
a group with young men as the singers: *One Direction*, *Big Time Rush*, etc.
- to load** *vb*
if you "load" things onto a truck, you put those things onto the truck
- a removal truck** *n*
a large vehicle that is used to take boxes, furniture, etc. from one house to another
- to sweat** *vb*
if someone is "sweating", liquid is coming out of their body because they're hot, etc.
- a stripper** *n*
a person who is paid to take off their clothes while music is playing
- to jam** *vb*
if a phone line becomes "jammed", many people call the number at the same time and the people answering the calls can't answer them all

Answers on page 44

1 Pre-reading

Rate the following groups or singers on a scale of 1 to 10 (10 being the best). What do you know about them? What songs have they released?

The Beatles

One Direction

Justin Bieber

The Wanted

Big Time Rush

2 Reading I

What crazy things do you think fans could be capable of doing? Make notes. Then, read the article once. Were any of your ideas mentioned?

3 Reading II

Read the article again. Then, write the name of a famous person next to each statement.

1. He told reporters about fans trying to get on their tour bus.
2. He received a lot of calls at the hotel where he was staying in London.
3. He visited a radio station in Australia.
4. His name is tattooed on a fan's arm.
5. A bottle of water he'd drunk from was sold online.
6. One of his fans jumped out of a box.

Objective To improve your reading and listening skills.

Think about it What type of exercise do you get? How often do you get it? Have you ever been hiking? Where did you go? How far did you walk? What do you like or dislike about hiking? Where would you like to go hiking?

Exams This reading and listening activity will help prepare you for English exams such as KET and TOEFL.

TRACK 3: ENGLISHMAN & IRISHMAN



By Sarah Asch

Answers on page 44

1 Pre-reading

What are the benefits of hiking? Make notes.

2 Reading I

Read or listen to the article once to compare your ideas from the Pre-reading activity.

3 Reading II

Read the article again. Then, complete the sentences with the words from below.

schedule business
people Sun shots
views free ruins

1. While you're hiking, you're focusing on the scenery and _____.
2. Hiking can help you forget about your busy _____.
3. Hiking is one of the few things in life that's _____.
4. It's a good opportunity to meet other _____.
5. While hiking, you might discover some hidden _____.
6. You get a lot of vitamin D from the _____.
7. You could think up an idea for a new _____.
8. As there are spectacular views, you'll get some amazing _____ for your social media accounts.

8 REASONS WHY YOU SHOULD GO HIKING!

You've had a long week, and you're feeling tired, stressed and exhausted. So, what are you going to do? Spend the weekend watching TV? Or go for a **hike**? Hiking is good for lots of reasons.

1 It's a great form of exercise

While you're hiking, you're focusing on the **scenery** and **views**. So, you don't even realise you're getting a lot of exercise.

2 It's relaxing

Spending time outdoors can give you a sense of peace and **contentment** and help you forget all about your **busy schedules**. It's also good because it lets you just **live in the moment**.

3 It's cheap!

There are few fun things in life that are actually free, but hiking is one of them. Depending on where you go (you may have to pay for parking), your **overheads** will be **minimal**.

4 It's sociable

Hiking is a great way to spend some quality time with your friends. It's also a fantastic opportunity to meet other people, especially if you go hiking in

a group or as a member of a walking club.

5 It's adventurous

Hiking can give you lots to talk about. While you're walking in the country, you might meet some interesting people, see wild animals, **get caught up in** some crazy weather, discover hidden **ruins**... the possibilities are **endless**.

6 It's healthy

As you're walking in the countryside, you're breathing in **crisp**, fresh mountain air. You're also getting lots of Vitamin D from the Sun, which is good for your bones and teeth, and it makes you feel great.

7 It's creative

Hiking is great if you need some **inspiration**. While you're walking, your mind starts to **wander** and you could come up with an answer to a problem, think up an idea for a new business, or resolve an issue that's been **bothering you**.

8 It's picture perfect

If you aren't **into** hiking for the spiritual or health benefits, then at least do it for your Instagram, Facebook or Twitter

account. With spectacular views, you'll get some amazing **shots** to **post** on social media.

Go on, take a hike! ☘

GLOSSARY

a hike *n*
a walk in the country
scenery *n*
the things around you in the country: the mountains, trees, hills, etc.
a view *n*
what you can see from a window, etc.: the mountains, hills, etc.
contentment *n*
a feeling of happiness and satisfaction
a busy schedule *n*
if you've got a "busy schedule", you've got lots of things to do
to live in the moment *exp*
if you "live in the moment", you focus on what you're doing and you don't think about other things or what other people are doing
overheads *n*
things you have to pay for when you do an activity: food, accommodation, etc.
minimal *adj*
if your expenses are "minimal", they aren't very high – they're very low
get caught up in *exp*
if you "get caught up in" bad weather, the bad weather happens suddenly and surprises you
ruins *n*
the "ruins" of a building are what you can see of the building after it's been destroyed
endless *adj*
if the possibilities are "endless", there are many, many possibilities
crisp *adj*
if the air is "crisp", it is fresh and cold
inspiration *n*
if something gives you "inspiration", it makes you feel creative and gives you some new ideas
to wander *vb*
if your mind starts to "wander", it starts to go in different directions
to bother *vb*
if something is "bothering" you, it's annoying you
into *exp*
if you're "into" something (hiking, for example), you like that thing
a shot *n*
a photo
to post *vb*
if you "post" something (a picture, etc.) on a website, you put it on that website

GRAMMAR BOOSTER

FUTURE PASSIVES WITH "WILL"

Affirmative	Negative	Interrogative
I'll be told.	I won't be told	Will I be told?
You'll be told.	You won't be told	Will you be told?
He'll be told.	He won't be told	Will he be told?
She'll be told.	She won't be told	Will she be told?
It'll be told	It won't be told	Will it be told?
We'll be told	We won't be told	Will we be told?
They'll be told.	They won't be told	Will they be told?

The full forms are: I'll = I will; you'll = you will; he'll = he will; she'll = she will; it'll = it will; we'll = we will; they'll = they will. **Negatives:** won't = will not.

We can use *will* to talk about the future. For example:

- a) She will send the letter.
- b) He will clean the rooms.

We form future passives with *will be* + a past participle. For example:

- a) The letter **will be sent**.
- b) The rooms **will be cleaned**.

We form negatives with *won't be* + a past participle. For example:

- a) The letter **won't be sent**.
- b) The rooms **won't be cleaned**.

In active sentences, the person or thing doing the action is the subject of the sentence. For example:

- a) **Abbie** will prepare the food. = *Abbie* (subject) + *will prepare* (verb) + *the food* (object)
- b) **Jack and Laura** will check the work. = *Jack and Laura* (subject) + *will check* (verb) + *the work* (object)

However, with passives, the person or thing "receiving" the action is the main focus of the sentence. For example:

- a) **The food** will be prepared by Abbie.
- b) **The work** will be checked by Jack and Laura.

Notice how the person who does the action can appear at the end of the sentence after the word "by". You don't have to add this information if you don't need to. For example, "The food will be prepared (by Abbie)."

We use the passive when...

- a) ...we don't know who has performed the action = "The film will be shown tonight."
- b) ...it isn't important who has performed the action = "The streets will be cleaned this evening."
- c) ...it's obvious who has performed the action = "The suspect will be questioned." [Obviously, the police will question the suspect.]

Dialogue: the new job

Daniela has just started a new job as a tour guide in a 13th-century castle. It's her first day at work and she's talking to her boss.



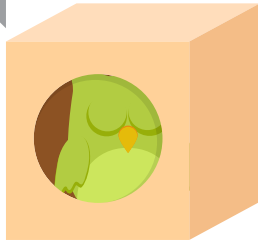
[Listen and complete the dialogue with the correct past participles.] **[Listen and complete the dialogue with the correct past participles.]**
D=Daniela B=Boss

- D:** So, what do I say to the visitors?
- B:** You'll be (1) _____ a script to learn.
- D:** And what do we have to wear?
- B:** You'll be (2) _____ with a medieval costume that you have to wear during the tours.
- D:** All right. Erm, I live in Central London, how do I get to the castle every day?
- B:** There's a coach that leaves from Victoria Station every morning. You'll be (3) _____ up from there at 7am. If you miss the coach, you'll have to take the train and then a bus. It takes quite long, so any lost time will be (4) _____ from your wages.
- D:** OK, so, is there a contract?
- B:** Yes, you'll be given a three-month contract, but if you pass the initial trial stage, it'll be (5) _____ automatically.
- D:** OK, and when do we get paid?

- B:** You'll be (6) _____ at the start of each month – usually around the fourth. So, your first salary will be on 4th December. Plus, you get a bonus. The amount you receive will be (7) _____ on the feedback you get from the visitors. So, if you regularly get good reviews, you'll be (8) _____ 100% of your assigned bonus. If you get poorer reviews, your bonus will be (9) _____ accordingly.
- D:** That sounds fair. So, what are the hours like?
- B:** You'll be working for 8 hours a day, six days a week. You'll have to work one day at the weekend. Any more questions?
- D:** Yes, erm, where's the toilet, please?
- B:** Toilet? This is a 13th-century castle. There are no toilets. You'll have to dig a hole outside.
- D:** You're joking!
- B:** [*He starts laughing.*] Just kidding. The toilets are down the stairs, first on the right... just next to the dungeon.
- D:** OK.
- B:** Watch out for the ghost!
- D:** Ghost? ☆

PREPOSITIONS OF PLACE: *IN*, *ON*, *AT*

This month we're looking at three important prepositions of place: *in*, *on*, *at*.



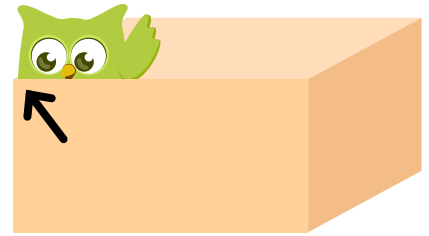
In

This preposition is often used to describe something that's in an enclosed space with walls, boundaries, borders, etc. around it: *in a room, in a city, in a town, in a country, in a box, in a cupboard...*



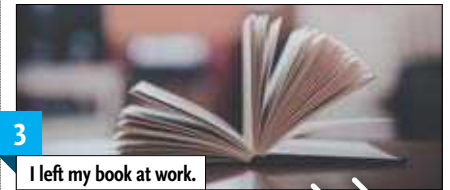
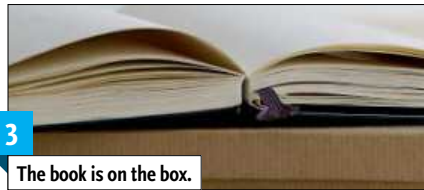
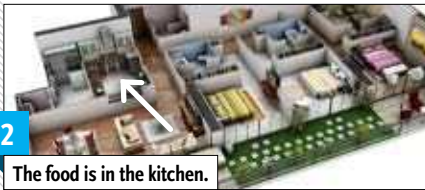
On

This preposition is used to describe something that's on a surface: *on top of a table, on a bed, on a street, on an island...*



At

This preposition is used to describe an exact point, position or specific location: *at the start, at home, at the office, at work, at the airport...*



Comparisons

Look at these sentences to see the difference between the three prepositions.

- a) They're **in** the theatre. (inside the theatre)
- b) They're **on** the street outside the theatre. (just near the theatre)
- c) They're **at** the entrance to the theatre. (at that exact place)

In many cases, there's no right or wrong answer, it just depends what you want to say.



ENGLISH IN ACTION...

INVITING SOMEONE OUT

Learn some useful expressions for inviting someone to something.

The event

- We're going out for a drink after work.
- I'm going to the cinema later.
- I've organised a barbecue for Saturday afternoon.
- There's a new play at the theatre.
- There's a free concert in the city centre.

The invitation

- Would you like to come along?
- We're going out later if you want to come.
- Would you like to come too?

- I was wondering whether you wanted to come.
- Would you like to join us?

Questions

- Where are you meeting?
- Which pub are you going to?
- What film are you going to see?
- What time does it start?
- Do we have to bring anything?

Confirming

- I'll see you there!
- That sounds great.

- I'd love to go.
- See you on Saturday.

Saying no

- Actually, I'm a bit busy.
- I'm sorry but I won't be able to go.
- I'm afraid I don't think I'll be able to make it.
- I'm sorry but I've got to study for an important exam.



WOULD YOU LIKE TO COME BACK TO MY PLACE?

Answers on page 44

1 Listening I

Think of six places or things you could invite someone to: a restaurant, a party... Then, listen once. Were any of the places you thought of mentioned?

2 Listening II

Listen again. Then, answer the questions.

1. In conversation one, what time are they meeting up?
2. Where is the pub where they're meeting?
3. In conversation two, where does Jeff propose going?
4. Where does he suggest meeting?
5. What time does he suggest meeting there? What time does Paula say she'll be there?
6. In the third conversation, when is the barbecue?
7. What do Mark and his friends have to bring to the barbecue?
8. What's Poppy's mobile phone number?

Audio script

- 1**
- Anna:** Hey, we're going out for a drink after work if you want to come along.
- Pete:** That would be great. What time are you meeting up?
- Anna:** Around 6pm in the Horse and Hounds. It's just off Marley Street.
- Pete:** Oh, I know it. So, I'll see you there.
- Anna:** OK. See you there.
- 2**
- Jeff:** Are you doing anything this evening?
- Paula:** I don't think so.
- Jeff:** It's just that I'm going to the cinema with some friends. Would you like to come too?
- Paula:** That sounds good. What are you going to see?
- Jeff:** A film with Tom Hanks. I've heard it's quite good.
- Paula:** OK. Which cinema are you going to?
- Jeff:** The one in St Peter's Square.
- Paula:** Oh, I know.
- Jeff:** The film starts at seven, but we're meeting up at six in a bar nearby – the Golden Gate. It's in the same square. I'll get the tickets if you want.
- Paula:** OK, great. I'll see you in the bar around half past six.
- Jeff:** See you there.
- Paula:** Bye.

- 3**
- Poppy:** So, I've, erm, I've organised a barbecue for Saturday afternoon, and I was wondering whether you wanted to come.
- Mark:** Sure! Oh, erm, the only thing is that I've got some friends over.
- Poppy:** Bring them along too!
- Mark:** Great! Do you want us to bring anything?
- Poppy:** No, just yourselves!
- Mark:** OK. Sounds good. You live in Shepley Road, don't you?
- Poppy:** Yes, that's it. Have you got my mobile number in case you get lost or something?
- Mark:** Oh, no.
- Poppy:** Oh, right, it's 645 893 257.
- Mark:** OK. Great. See you on Saturday.
- Poppy:** See you then. ☺

NATURAL ENGLISH

How often do you go out with your friends? What do you do?

Photos and interviews by Georgie & Danielle

TRACK 6: BELGIAN MAN, N. IRISH WOMAN, SPANISH MAN, US WOMAN, BRAZILIAN MAN & US WOMAN

Remember!

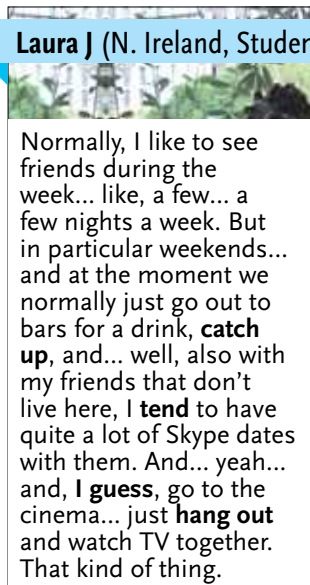
When people talk informally, they often use non-standard English.

Tal (Belgium, Web Designer)



OK. My **all-time favourite** thing to do with friends is going to see a movie at the cinema. I just love the whole experience of going out to see a good movie in a big room. I wish there was nobody else in the room, but that's the price to [sic] pay for having a **huge screen**.

Laura J (N. Ireland, Student)



Normally, I like to see friends during the week... like, a few... a few nights a week. But in particular weekends... and at the moment we normally just go out to bars for a drink, **catch up**, and... well, also with my friends that don't live here, I **tend** to have quite a lot of Skype dates with them. And... yeah... and, I **guess**, go to the cinema... just **hang out** and watch TV together. That kind of thing.

José (Spain, Flight Attendant)



Well, I usually go out with friends two or three nights a week. I like to spend as much time as... as I have with them, and we usually go out, you know... just... er... having some drinks and listening to some music and... you know... talk about the things that are happening during the week.

Ashleigh (USA, English Teacher)



Erm... usually every weekend at least a few times. Usually during the week I'm **pretty busy**, so... And usually, we love going on walks, going to the park, going for picnics, sometimes **grabbing drinks**, er... sometimes going to the theatre... mostly just casual hanging out... talking.

Julio (Brazil, Management Consultant)



Well, mostly weekends, because I work during the week. Or sometimes at night we can do something, like, quickly. But... but yeah, it's mostly weekends.

Laura H (USA, English teacher)



Oh! On Fridays, I love to go salsa dancing with my **roommate**. She got me **addicted** to it. She went and studied abroad in Argentina and fell in love with it there, and then she came back and... now I'm addicted to salsa dancing as well, and it's a lot of fun.

GLOSSARY

all-time favourite *exp*
the thing you like most of all

huge *adj*
very big

a screen *n*
the thing you look at while you're watching a film, the TV, the computer

to catch up *phr vb*
if you "catch up" with someone, you learn about all the things they've been doing

to tend *vb*
if you "tend" to do something, you usually do that thing

I guess *exp*
I imagine, I suppose

to hang out *phr vb*
if you "hang out" with people, you socialise with them in a place (a bar, restaurant, café, etc.) talking, eating, having fun, etc.

pretty *adv*
quite

busy *adj*
if you're "busy", you've got lots of things to do and not much time

to grab a drink *exp*
to have a quick drink

a roommate *n US*
someone you live with in a flat, apartment, etc. A "flatmate" in British English

addicted to *exp*
if you're "addicted to" something, you can't stop doing that thing because you really like it

Objective To improve your listening skills.

Think about it When was the last time you made plans to do something? What was it for? When was the last time your plans were ruined by something? How were they ruined? What happened in the end? Do you ever plan ahead? How?

Exams This listening activity will help prepare you for English exams such as KET and TOEFL.

TRACK 7: ENGLISHMAN & US WOMAN

Note!

Don't read the audio script until you've completed the exercises and activities.

Answers on page 44

1 Pre-listening

What information do you need if you're going to a party? Make notes. For example: *what time it is, where it is, etc.*

2 Listening I

You're going to listen to a conversation between two people, who are talking about a party. Listen once. Did they answer any of the things you thought about for the Pre-listening activity?

3 Listening II

Listen again. Then, answer the questions.

- When is the party?
 - Friday
 - Saturday
- What type of party is it?
 - a housewarming party
 - a fancy-dress party
- What's the name of the pub where Harry's dad works?
 - the Hen and Rabbit
 - the Duck and Goose
- What time is the party?
 - 7pm
 - 8pm
- What is Zoe going to take to the party?
 - a bottle of wine
 - some beer
- What's the address?
 - 19 Hedgegrove Avenue
 - 23 Bartleby Street
- What is it next to?
 - the bus station
 - the train station

4 Listening III

Complete the audio script with the verbs from below. Then, listen to check your answers.

wait runs heard know
replied miss go bring
help tell



WHAT A BUSY SCHEDULE YOU'VE GOT!

Asking about someone's plans

Audio script - Asking about someone's plans

Zoe: ...so, I was just wondering whether you were, erm, whether you were going to the party this Saturday?

Harry: You mean, erm, Jody's, Jody's housewarming?

Zoe: Yeah, I think she said she'd invited you but you hadn't (1) _____ and...

Harry: ...the problem is I'm still not sure whether I can go.

Zoe: Why's that?

Harry: My dad (2) _____ a pub and...

Zoe: ...you never told me that. Which one?

Harry: The Duck and Goose – it's in Marley Lane just by...

Zoe: ...Oh, yeah, I know it. I've been before.

Harry: But anyway, three's three, three of the bar staff are off sick, and he's, erm, he's asked me to go and (3) _____ out.

Zoe: Oh, right.

Harry: Yeah, well, he said he was gonna (4) _____ me for sure by Saturday afternoon whether

I had to go or not. What time is the party?

Zoe: She said to be there for around 8pm – dinner's at 9pm and...

Harry: ...do we have to (5) _____ anything?

Zoe: Not really. I'll probably take a bottle of wine as she's preparing dinner.

Harry: Sounds good. I've (6) _____ she's a great cook.

Oh, yes. You wouldn't want

to (7) _____ it.

So, have you got her address, just in case?

Zoe: Yeah, (8) _____ a sec, I've got it on my mobile. Oh, yes, here it is, it's, erm, 19, 19 Hedgegrove Avenue, it's just next to the train station.

Harry: Oh, right, I (9) _____ know the street. So, I might see you there then.

Zoe: OK, well, let me know before and we can (10) _____ together.

Harry: OK. Will do. ✨

Think about it!

When was the last time you arranged to meet someone? Who was it? Why did you need to meet them? What time did you meet? Where did you meet? What did you talk about? When was the last time you had to reschedule a meeting? Why did you have to reschedule it? What was the original time or date? What was the new one?



Download the MP3 audio files for this issue for FREE from our website: www.learnhotenglish.com/mp3s

PRACTICAL ENGLISH

HOW TO ARRANGE A MEETING

Learn how to arrange to meet up with someone in English.

Expressing a reason for a meeting

- We need to think of an idea for the poster.
- You said you'd show me how to use the new program.
- We need to make plans for the conference next week.

Asking about someone's availability

- What about this Friday?
- How about tomorrow morning?
- Does 6pm sound all right to you?
- Are you free anytime this week?
- Could you come over to have a look at it?
- Do you think we could arrange a time to go over it?

Stating your availability

- I'm free all day on Thursday.
- I've got a meeting at 4pm.
- I'll be really busy all morning.
- I won't be able to make it on the 3rd.
- I've got a dental appointment in the afternoon.

Confirming the time and place

- I'll see you then.
- I look forward to it.
- 4pm sounds perfect.
- Give me a call to confirm.
- I look forward to seeing you there.

Answers on page 44

1 Listening I

You're going to listen to three conversations between people who are arranging to meet. What reasons could there be for not being able to meet up? Think of five ideas. For example: you've got a dental appointment, you've got to pick someone up at the airport...

Then, listen to the conversations once. Were any of your ideas mentioned?

2 Listening I

Listen again. Then, answer the questions.

1. In conversation 1, why can't Lily meet up on Thursday?
2. What time and day do they finally agree to meet up?
3. In the second conversation, why does Chloe want to meet up with Jamie?
4. What time do they arrange to meet up?
5. What is Jamie's address?
6. In the third conversation, what's wrong with Molly's roof?
7. What time does Jack suggest he comes round?
8. Why isn't Molly sure that she can make it at that time?



Dialogue: Arranging a meeting

1 THE POSTER

[fade in]

Lily: Anyway, thanks so much for helping me with all this.

Paul: No problem, hey, by the way, are you free anytime this week? We need to think of an idea for a poster for the play.

Lily: Well, tomorrow isn't looking good, but I'm free all day on Thursday.

Paul: OK, how about 1pm? We could meet at the coffee shop on the high street and brainstorm a few ideas.

Lily: Sounds good. Oh, no wait a minute, I've got to pick up Sandra for a dental appointment at 1:30. How about sometime in the afternoon? 4pm?

Paul: 4pm sounds perfect.

Lily: Great, then I'll see you then.

Paul: OK. Bye.

Lily: Bye.

2 THE COMPUTER PROGRAM

[fade in]

Jamie: So, I'd better get going – I've got to prepare dinner tonight and I still haven't done the shopping.

Chloe: Oh, before you go, do you think we could arrange a time for me to pop over – you said you'd be able to show me how to use that computer program.

Jamie: Sure, whenever you want. What about this Friday? I could make lunch.

Chloe: Sounds great. 2pm?

Jamie: Perfect. Then, afterwards, we could have a look at the

program. It's really easy to use.

Chloe: That would be fantastic. Oh, erm, what's your address again?

Jamie: It's 14 Nelly Street.

Chloe: OK, I'll see you then.

Jamie: Perfect. I look forward to it. Bye.

Chloe: Bye.

3 HOME REPAIRS

[fade in]

Molly: OK, great. Thanks so much for that. We've been meaning to get the toilet fixed for ages.

Jack: Well, if there's anything else, just give me a call.

Molly: Oh, actually there was just one other thing. Do you think you could come over sometime to look at the roof? There's a leak in the upstairs bedroom.

Jack: Erm, how about tomorrow morning?

Molly: Oh, I'm sorry but I've got an appointment with the doctor in the morning. Could you come sometime in the afternoon?

Jack: Erm, let me see, erm, does 6pm sound all right to you?

Molly: I think so. The thing is, I've got a meeting at work and I'm not sure how long it's going to take.

Jack: I know, just give me a call around half past five and let me know how you're getting along.

Molly: That sounds great.

Jack: OK, bye.

Molly: Bye. ✨

Objective To improve your listening and reading skills.

Think about it What do you like reading about: sport, music, film, politics, business, other, etc.? Which websites do you visit to read things? Which online news websites do you use? Why? What type of texts do you enjoy reading: long ones, short ones, ones with numbered points, etc.? When was the last time you read an article in the form of a list? What was it about? How interesting was it?

Exams This listening activity will help prepare you for English exams such as PET and TOEFL.

TRACK 9: ENGLISHMAN & US WOMAN



Answers on page 44

1 Pre-reading

Look at the list of articles below. Which one would you like to read? Why?

- 10 things you can do to become more intelligent
- 12 books you should read before you're 30
- The 8 secrets of a really healthy life
- How to become a millionaire in 10 easy steps
- 10 movies that flopped
- 6 things you should never do in an interview

2 Reading I

Why do you think articles with lists are so popular? Make notes. Then, read or listen to the article once to compare your ideas.

3 Reading II

Read the article again. Then, complete the sentences with the words from below.

fun points linking words
familiar relevant

1. The information in lists is divided up into little _____.
2. With a list, you only get the most _____ information.
3. The format is _____.
4. It's easy to find the _____ you want.
5. With a list, there's no need for _____.
6. Lists are often about _____ things.

7 REASONS WHY LISTS ARE GREAT!

1 They're predictable
Ten ways to lose weight. The 8 habits of highly successful people. 6 ways to get rich fast. Everywhere you look these days, there are lists. In fact, most online articles seem to be made up of lists. So, why are they so popular?

2 They're short
Every day we're **bombarded** with information. However, reading a list is easy as the information is divided up into little points.

3 They're finite
With a list, there's a clear end **in sight**. For example, with an article on *10 ways to make a million*, you know there are only 10 points to read – not 10,000.

4 They're helpful
The person who wrote the list has already organised the information for you, and has spent some time thinking about the most important points related to the topic. So, you only get the most **relevant** information.

5 They're effective
Whether it's the *The top 10 beach resorts in Europe*, or *The 100 greatest guitarists of all time*, the format is **familiar**: there are 6, 8, 10 points, and you simply read each one until you've finished.

6 They're easy to read
Having ideas in a list is a quick and easy way to get the information you want. Imagine you're interested in visiting Los Angeles and you just want the basic facts. What would you rather read: a one-page article with the title *The top 10 things to do in Los Angeles*, or a 200-page book titled *Everything you need to know about Los Angeles*?

7 They're fun
Lists are often written in simple, basic language as there's no need for **linking words** or complex connecting phrases. Plus, it's so much easier to identify important points from a list compared to a

big chunk of text.

8 They're fun
The top 10 funniest jokes, 20 songs people love to sing in the shower, 8 things you should never say to your mother-in-law... lists are often about fun things, so you'll enjoy reading them. Plus, you can compare the list to your own list, and think about what you'd change or add.

In an ever more complex world, it's nice to have something that's easy! ☺

GLOSSARY

to bombard *vb*
if you're "bombarded" with information, you receive a lot of information
finite *adj*
if something is "finite", it has a fixed size and definite end
in sight *exp*
if the end is "in sight", you can see when something is going to end
relevant *adj*
if information is "relevant" to you, it's appropriate or important to you
familiar *adj*
if something is "familiar", you recognise it because you've seen it before
linking words *n*
words or phrases that connect paragraphs or other sentences: *however, although, unless, even though*, etc.
a chunk *n*
a "chunk" of something is a large piece of it

Objective To improve your reading and listening skills.

Think about it Have you made any mistakes in your own language recently? What were they? Which words are confusing in your language? Why are they confusing? Have you ever made a funny or embarrassing mistake while speaking another language? What was it? Which words did you get confused? What did the other people do?

Exams This listening activity will help prepare you for English exams such as PET and TOEFL.

TRACK 10: ENGLISHMAN & US WOMAN

DID I JUST SAY THAT?



Answers on page 44

1 Pre-reading

Look at the words below. What's the difference between them? What do they mean? What other confusing word pairs do you know about?

1. affect-effect
2. advice-advise
3. bare-bear
4. bazaar-bizarre
5. bore-boar
6. custom-costume
7. desert-dessert
8. foul-fowl
9. gorilla-guerrilla
10. rain-rein

2 Reading I

Read or listen to the article once. Which story was the funniest? Why?

3 Reading II

Read the article again.

Then, answer the questions.

1. In the first story, who was the speaker having dinner with?
2. What does "slim" mean in English?
3. What does "schlimm" mean in German?
4. In the second story, what did the student say he did to his house?
5. In the third story, what did the student say he did to his face every morning?
6. What does the word "face" sound like in French?
7. In the fourth story, where was the speaker?
8. What did he end up asking the elderly lady?

FUNNY LANGUAGE MISTAKES

It's easy to make mistakes when you're learning a language. Most errors are completely understandable, but a few are also quite funny, as these examples clearly show.

1 Weight

I went for dinner with the family of a German boyfriend I had once. We were talking about food, **dieting** and **weight loss**, and I wanted to politely tell his mum that I thought she was very "slim". But unfortunately, I used the German word "schlimm" which I thought meant "slim". No one said anything at the time, but a few days later, I found out that "schlimm" means "bad", so instead of telling my boyfriend's mum I thought she was slim, I'd told her that she was "bad"!

2 Washing

I was teaching in a class of international students when one of them started laughing. At the time, my students were practising the Present Simple, talking about their morning routines. One of them, said, "Every morning I wash my face." All of a sudden, this French guy in class started **giggling**. I asked why he thought it was so

funny, and he told me that the way the other student had pronounced the word "face" made it sound like the French word "fesse", which means "bottom". So, the French guy had heard, "Every morning I wash my bottom," which he obviously found extremely funny.

3 Cleaning

I was a teacher in a class of Spanish students once when one of my pupils made a funny mistake. We were practising the past simple and the students were making sentences describing what they'd done at the weekend. One of them said, "Last weekend, I **whipped** the house." When I told the class what "whip" meant, they all started laughing, and the other student **went red**. I think he'd got confused with the name of the **cleaning detergent** "WIPP express", perhaps thinking that "whip" was also a verb that meant "to clean".

4 Swimming

After completing a couple of **lengths** in a swimming pool in Spain, I noticed an **elderly** lady who seemed to be having difficulty **breathing**. I wanted to ask if she was all right, but as my Spanish wasn't very good at the time,

the only thing I could think of was to ask her if she was "cansada", which means "tired". However, instead of using the word "cansada" (tired), I said "casada", which means "married". So, I ended up asking a very elderly lady in a swimming pool about her **marital status**. **Alarmed**, she turned around and swam off. I soon realised my mistake and thought about **swimming after** her to explain, but decided it would probably just make matters worse. ✦

GLOSSARY

dieting *n*

if you're trying to lose weight through "dieting", you're eating less food

weight loss *n*

if you have experienced "weight loss", you weigh less because you have lost kilos from your body weight

slim *adj*

if someone is "slim", they're the perfect size – not too thin or not too fat

to giggle *vb*

to laugh in an uncontrollable way

to whip *vb*

to hit someone with a whip – a long piece of leather or other material

to go red *exp*

if someone "goes red", their face becomes red, often because they're embarrassed

a cleaning detergent *n*

a chemical substance that cleans clothes, etc.

a length *n*

if you swim a "length", you swim from one end of the pool to the other

elderly *adj*

an "elderly" person is over 65, more or less

to breathe *vb*

when you "breathe", you take air in and out of your mouth

marital status *exp*

your "marital status" is whether you're married or single

alarmed *adj*

if someone is "alarmed", they're frightened or worried about something

to swim after *exp*

if you "swim after" someone, you swim behind that person and try to catch them

Objective To improve your reading and listening skills.

Think about it Do you know any ghost stories? What are they about? Have you seen any films about ghosts? Which ones? What were they about? Are you afraid of ghosts? Why? Why not? Have you ever heard a story about a ghost ship? What happened?

Exams This reading and listening activity will help prepare you for English exams such as PET and TOEFL.

© TRACK 11: ENGLISHMAN & US WOMAN



WE'RE SPOOKY!

THREE SPOOKY GHOST SHIPS!

This is another part of our mini-series on ghost ships. Read on... if you dare.



The Octavius

The story of the Octavius remains one of the most famous of all ghost ship stories. In 1775, crew members on the whaling ship the Herald spotted the Octavius floating off the coast of Greenland. A search party was sent to board the mystery ship. To their horror, they discovered the frozen bodies of the crew and passengers, with the captain still sitting at his desk, midway through writing a **log entry** from 1762. This meant the Octavius had been **adrift** for 13 years! No one knows what the ship was doing there.

The Baychimo

The Baychimo was launched in the early 1920s. It was used to transport **pelts** and **furs** in northern Canada. In 1931, it became trapped in **pack ice** near Alaska. The crew were **airlifted** to safety, but the ship was left there. Months later, it broke free when the ice **melted**, but was so badly damaged that it was abandoned by the



company that owned it. They assumed it wouldn't last the winter. But it did... and more. In fact, for the next 38 years the ship remained **adrift** in the waters off Alaska. During that time, it was often seen floating near the frozen ice. It was **boarded** several times, but weather conditions always made **salvaging** it impossible. The Baychimo was last sighted in 1969, once again trapped in ice off Alaska. Although the ship is believed to have sunk, a number of expeditions have been launched to find it.



The Lady Lovibond

The Lady Lovibond set sail on 13th February 1748. It was captured by Simon Peel, who'd recently got married. He decided to take his wife on board, something which the other crew members

weren't happy about (back then it was considered bad luck to have a woman on a ship). To make matters worse, the **first mate** was in love with Peel's wife. During the trip, he became **overwhelmed** with **jealousy** and **steered** the boat into the Goodwind Sands, a **sandbar** in the **English Channel** that's notorious for causing **shipwrecks**. The ship sank, and everyone died. But since then, the ship has been sighted every 50 years: it was seen in 1798 by several different captains. Then again in 1848, and in 1898. The Lady Lovibond was again seen in 1948, but there were no confirmed sightings in 1998. Will it return in 2048? ☺

GLOSSARY

a whaling ship *n*
a ship used to hunt and kill whales
a log entry *n*
one piece of writing in a log (a ship's diary)
adrift *adj*
if a boat is "adrift", it is floating in the ocean, with no one steering or controlling it
pelt *n*
the skin of an animal that is often used for clothing
fur *n*
the soft hair of an animal often used for coats, hats, etc.
pack ice *n*
large blocks of frozen water floating in the sea or ocean
to airlift *vb*
if something is "airlifted", it is picked up by a helicopter or airplane
to melt *vb*
when ice "melts", it becomes water
to board *vb*
If you "board" a boat, you get on it
to salvage *vb*
to rescue or save something from being completely destroyed
the first mate *n*
an officer on a merchant ship (not a warship) just below the rank of captain
overwhelmed *adj*
if you are "overwhelmed" by an emotion, you feel that emotion a lot
jealousy *n*
jealousy is the feeling of wanting something that someone else has
to steer *vb*
to control a boat or other vehicle by turning it left or right with a wheel or stick
a sandbar *n*
a strip of land in the sea or ocean which is dangerous for ships
the English Channel *n*
the sea that separates southern England from northern France
a shipwreck *n*
the ruins of a ship that has sunk (fallen below the water) or been attacked

Answers on page 44

1 Pre-reading

Imagine this: a ship is discovered floating in the middle of the sea with no one on board. What do you think might have happened? Use the ideas to help you think of things.

aliens monsters alcohol

pirates a sea creature

a storm a rebellion a fire

2 Reading I

Read or listen to the article once. Which story is the spookiest? Why?

3 Reading II

Read the article again. Then, write the name of a ship next to each statement.

1. It became trapped in pack ice in 1931.
2. The ship sank in the English Channel.
3. It had been **adrift** for 13 years.
4. It was last seen in 1948.
5. The captain's name was Simon Peel.
6. It was spotted off the coast of Greenland in 1775.
7. It was last sighted in 1969.

Objective To improve your listening skills.

Think about it When was the last time you went to an interview? How did it go? What questions were you asked? How did you answer them? Were you asked any difficult questions? What were they? How did you answer them?

Exams This reading and listening activity will help prepare you for English exams such as PET and TOEFL.

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Answers on page 44

1 Pre-listening

Imagine you're in an interview. Look at the questions below. How would you answer them? Think of some quick ideas.

1. Why should we hire you?
2. Have you ever had an argument with a colleague?
3. If your colleagues were here right now, what would they say about you?
4. Tell me about a problem you've had with your current boss or a previous one.
5. Are you interested in a full-time or part-time position?
6. What's your biggest weakness?
7. Are you willing to put the interests of the company ahead of your own?
8. Where do you see yourself in 5 years' time?

Note!

Don't read the audio script until you've completed the exercises and activities.

How to answer difficult questions in an interview

Audio script - How to answer difficult questions in an interview

Why should we hire you?

Given my level of education, experience and skills, and the fact that I'm dependable, hard-working and persuasive, I think I'd be perfect (1) _____ the job. In my previous post, I helped to improve staff productivity by 28% and reduce employee turnover. I think I could do the same (2) _____ your organisation.

Have you ever had an argument with a colleague?

I've never had a serious problem (3) _____ anyone at work. I think one of my strengths is that I'm really good (4) _____ avoiding conflict and discussing things before they become problems.

If your colleagues were here right now, what would they say about you?

I think they'd say that I'm great to work (5) _____, I'm always willing to help and listen, and that I'd do anything to help the company.

Tell me about a problem you've had (6) _____ your current boss or a previous one.

My current boss is very kind, supportive and sympathetic, as well as being an excellent manager. Sure, we've had our issues, but we've always

managed to resolve them (7) _____ an amicable way.

Are you interested in a full-time or part-time position?

I'm extremely keen (8) _____ the full-time position, but I'd also be willing to look (9) _____ the possibility of taking on a part-time position.

What's your biggest weakness?

Well, I wouldn't really say that I had any specific weaknesses, although I can get a bit stressed if deadlines are approaching and there's still a lot of work to do; I can be a bit (10) _____ a perfectionist too; and sometimes I have trouble delegating, but this is something that I'm working (11) _____.

Are you willing to put the interests of the company ahead of your own?

My family is obviously important (12) _____ me, but I can honestly say that I'd do anything necessary to help the company succeed.

Where do you see yourself in 5 years' time?

I'm looking to increase my knowledge base and experience, and hopefully take (13) _____ greater responsibilities if the opportunities arise. ✪

2 Listening I

Listen once to compare your ideas from the Pre-listening activity.

3 Listening II

Listen again. Then, answer the questions from the Pre-listening activity, with the answers provided by the interviewee in the recording.

4 Listening III

Complete the audio script with the correct prepositions.

How to say 45 irregular past simple verbs! Part II

Irregular past tense verbs are used all the time in English. Practise pronouncing these common irregular past-tense verbs. And do our little exercise to help you learn them.

[This is the second part of a two-part series. The verbs in brackets are (in order): the main verb; the past tense; the past participle.]

1. **(let, let, let)** They let us stay at their _____.
2. **(lie, lay, lain)** I lay down on the _____.
3. **(light, lit, lit)** They lit the _____.
4. **(lose, lost, lost)** I lost all my money in the _____.
5. **(make, made, made)** He made a delicious _____.
6. **(mean, meant, meant)** I meant to fix the _____ but I didn't have time.
7. **(meet, met, met)** I met her at a _____.
8. **(pay, paid, paid)** They paid us for the _____.
9. **(put, put, put)** She put her bag on the _____.
10. **(read, read, read)** I read the _____ in just two days.
11. **(ride, rode, ridden)** She rode the _____ across the field.
12. **(ring, rang, rung)** The _____ rang about six times.
13. **(run, ran, run)** We ran _____ because it was raining.
14. **(say, said, said)** She said she was in _____.
15. **(see, saw, seen)** I saw the _____ last night.
16. **(sell, sold, sold)** She sold the _____.
17. **(send, sent, sent)** They sent the _____ last week.
18. **(shake, shook, shaken)** I shook hands with the _____.
19. **(shine, shone, shone)** The sun shone through the _____.
20. **(shoot, shot, shot)** They shot at the enemy _____.
21. **(show, showed, shown)** I showed her the _____.
22. **(shut, shut, shut)** I shut the _____.



***Smelt, spelt, spoilt**

Smelt (past and past participle) = *smelled* in US English
Spelt (past and past participle) = *spelled* in US English
Spoilt (past participle) = *spoiled* in US English

23. **(sing, sang, sung)** We sang the _____.
24. **(sink, sank, sunk)** The boat sank in the _____.
25. **(sit, sat, sat)** I sat down on the _____.
26. **(sleep, slept, slept)** She slept for about _____ hours.
27. **(smell, smelt, smelt*)** The _____ smelt good.
28. **(speak, spoke, spoken)** We spoke to them last _____.
29. **(spell, spelt, spelt*)** I spelt the _____ for him.
30. **(spend, spent, spent)** I spent all my _____.
31. **(spoil, spoilt, spoilt*)** I spoilt the _____ by putting too much salt in it.
32. **(spread, spread, spread)** He spread the _____ on the toast.
33. **(stand, stood, stood)** I stood up when he walked into the _____.
34. **(steal, stole, stolen)** They stole the _____.
35. **(stick, stuck, stuck)** She stuck the _____ on the wall.
36. **(take, took, taken)** I took a _____ because it was late.
37. **(teach, taught, taught)** They taught us how to use the new _____.
38. **(tell, told, told)** I told her the _____.
39. **(think, thought, thought)** We thought about leaving _____.
40. **(throw, threw, thrown)** They threw the _____ away.
41. **(understand, understood, understood)** They understood the _____.
42. **(wake, woke, woken)** I woke up at about _____ am.
43. **(wear, wore, worn)** He wore some new _____.
44. **(win, won, won)** She won the _____.
45. **(write, wrote, written)** They wrote the _____.



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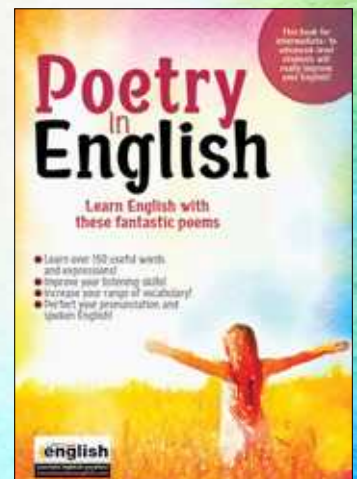
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Objective To improve your listening skills.

Think about it Which musicians do you like? Do you think a musician's image is as important as their music? In what ways? How can their image help their career? What do you know about David Bowie? Do you like his music? Why? Why not?

Exams This reading activity will help prepare you for English exams such as PET and TOEFL.

The changing styles of David Bowie!

“There is old wave, there is new wave, and there is Bowie...”

English musician David Bowie passed away on 10th January 2016. He was 69 at the time. His incredible career began over 50 years ago, and he went through some remarkable changes in terms of both music and fashion.

David Bowie's first single was *The Laughing Gnome*, which was released in 1967. It wasn't successful. And nor was his first album. In fact, Bowie had to wait for his first hit record, *Space Oddity*, which he released in 1969. But even then, his next two albums weren't very popular, although *Hunky Dory* (1971) is now thought of as a classic.

But everything changed in 1972. For his album *The Rise and Fall of Ziggy Stardust and the Spiders from Mars* Bowie combined both music and fashion. And his performance as alien rock star Ziggy Stardust made him famous all over the world.

Over the years, Bowie always tried to do something new. He made rock albums like *Ziggy Stardust*, funk and soul albums such as *Young Americans*, electronic albums like *Heroes*, pop albums such as *Let's Dance* and experimental albums like *Outside*. Many of his albums combined different styles too. For example, *Station to Station*

had some soul songs but also some early electronic synthesiser tracks.

And with each change in musical style he changed his image too. Ziggy Stardust (a character for his stage show from 1972) was a glam rocker in platform boots, striped trousers and glitter costumes. Then there was the Thin White Duke, David Bowie's 1976 persona, which was tied in with his album *Station to Station*. Dressed in a white shirt and black waistcoat and black trousers, the Thin White Duke was half-man half-alien. The look was influenced by cabaret artistes from Berlin, where Bowie lived in the mid-seventies. And in 1980, Bowie appeared as a New Romantic **Pierrot*** in the video for his single *Ashes to Ashes*.

An exhibition at the Victoria and Albert Museum in London (*David Bowie is*) showed Bowie's work in the world of music and fashion. It included many of these costumes, including some from the Ziggy Stardust shows. There were also music videos, album cover designs, as well as handwritten lyrics and drawings by Bowie. It was certainly something for Bowie fans, but also something for anyone interested in music and design. Something for everybody in fact.

Pierrot*

Pierrot is a character from the theatre that originated in the 17th and 18th centuries. He's a sad clown who's in love with Columbine, but she's already in love with another clown called Harlequin. Pierrot has a whitened face and wears a loose white blouse with large buttons and wide white pantaloons.



ALAN RICKMAN

Another great star who passed away recently was English actor Alan Rickman (February 1946 – January 2016). He was famous for his role as Hans Gruber in the movie *Die Hard*, and Severus Snape in the *Harry Potter* film series, as well as his part as the Sheriff of Nottingham in *Robin Hood: Prince of Thieves*. Alan died of pancreatic cancer on 14th January 2016 at the age of 69. His final film role was as the voice of Absolem in *Alice Through the Looking Glass*.



This music legend has left us for another adventure, but his music will live on forever! 🍀

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POTATO & LEEK SOUP



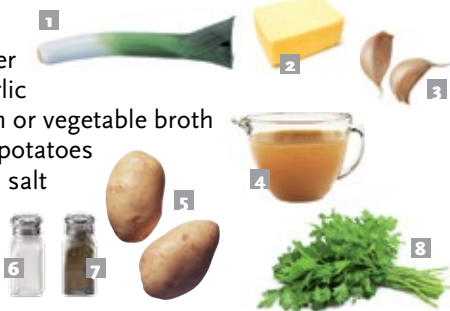
This quick and easy recipe is fantastic.

Ingredients

- 1 2 leeks
- 2 25 grams butter
- 3 2 cloves of garlic
- 4 4 cups chicken or vegetable broth
- 5 700 grams of potatoes
- 6 1 ½ teaspoons salt
- 7 Black pepper
- 8 Parsley

Steps

1. Wash and **chop** the leeks. Make sure you wash them carefully, getting rid of all the dirt.
2. Put 25 grams of butter into a heavy **saucepan**. Once the butter has **melted**, add the leeks and cook for a couple of minutes.
3. **Crush** the two cloves of garlic and **stir** into the mixture.
4. **Peel** and **dice** the potato. Add the pieces of potato to the pan and stir to make sure they're coated in butter.
5. Add in the chicken or vegetable stock and some salt (you can also add pepper if you like).
7. Let the mixture **come to a boil** on a high heat. Once it's boiling, put a **lid** on the pot but leave it slightly open. Put it on a medium low heat so it can simmer for about 20-25 minutes or until the potatoes are soft.
8. **Blend** the mixture, either with a **hand-held blender** or in a standing one, and blend until smooth.
9. Serve warm with parsley on top. 🌱



VIDEO

Search YouTube for "Potato and leek soup | One pot chef".

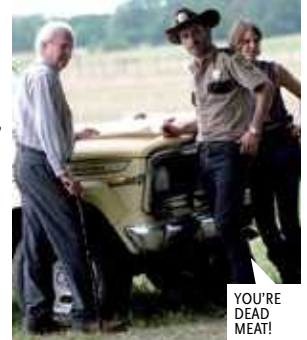
GLOSSARY

- broth** *n*
a kind of clear soup made from boiling meat, fish or vegetables
- to chop** *vb*
to cut into small pieces
- a saucepan** *n*
a metal container for cooking food
- to melt** *vb*
if butter "melts", it becomes liquid
- to crush** *vb*
if you "crush" garlic (for example), you use pressure to make it flat and smaller
- to stir** *vb*
if you "stir" food, you use a spoon (for example) to mix it or move it around
- to peel** *vb*
to take the skin off vegetables or fruit
- to dice** *vb*
to cut into small squares
- to come to a boil** *exp*
if a liquid "comes to a boil", it reaches 100°C
- a lid** *n*
the top part of a pan or another type of container
- to blend** *vb*
if you "blend" food, you use a blender (an electrical device) to make the food liquid
- a hand-held blender** *n*
a blender that you can hold in your hand

THE WALKING DEAD



The *Walking Dead* is a TV series about **zombies**. The main character is the sheriff's deputy Rick Grimes. He wakes up after several months in a **coma** to discover that the world has been taken over by the **walking dead**. He forms a group with other survivors to fight the zombie **insurgence**. In this clip, another one of the characters, Maggie Green, is arguing with her dad, Hershel, about his decision to care for some infected people. [Daryl and Glenn, who are mentioned in the script, are also from the group of survivors.]



YOU'RE DEAD MEAT!

The script M=Maggie H=Hershel R=Rick

M: Why aren't you in **quarantine**?
H: I'm no good to anyone in there.
M: Daddy, please.
H: Maggie, dear, there are people in there, suffering. I can **bring their fever down** and keep them **stable**.
M: Daryl's getting the **antibiotics**.
H: Some of these people won't **last** twelve hours.
M: I can't let you do this.
H: Maggie, Glenn's in there.
R: What's going on?
H: **Elderberries**. My wife used to make tea with them. They're a natural **flu** remedy. Caleb's too sick to help. I can. There's so many times we haven't been able to do anything to change what was happening, what was happening to us. We wished we could but we couldn't. This time I can, I know I can. So I have to.
R: Hershel if you go in there, you're gonna get sick. You're gonna...
H: We, we don't know that. What we do know is that these people's symptoms need to be controlled.
R: Hershel, please we can wait.
H: Listen dammit. You step outside you risk your life. You take a drink of water you risk your life. And nowadays you breathe and you risk your life. Every moment now you don't have a choice. The only thing you can choose is what you're risking it for. Now I can make these people feel

better and hang on a little bit longer. I can save lives. That's reason enough to risk mine. And you know that.
M: Dad... 🌱

VIDEO

Watch the clip from the TV series. Search YouTube for "The Walking Dead: Season 4, episode 3 clip".

GLOSSARY

- a zombie** *n*
a dead person who is alive again
- a coma** *n*
if someone is in a "coma", they're in a state of unconsciousness – as if they're asleep
- the walking dead** *n*
a zombie
- a survivor** *n*
someone who is still alive after a disaster, explosion, war, etc.
- an insurgence** *n*
a violent attempt to control a country
- in quarantine** *exp*
if someone is "in quarantine", they're kept in a separate area because they have a disease or illness
- to bring down** *phr vb*
to reduce or make less
- a fever** *n*
if someone has a "fever", their body temperature is higher than normal
- stable** *adj*
if someone is in a "stable" condition, their illness has stopped getting worse
- antibiotics** *n*
medical drugs used to kill bacteria and treat infections
- to last** *vb*
if someone won't "last" long, they won't live for a long time
- elderberries** *n*
little black pieces of fruit that grow on a bush or tree
- the flu** *n*
an illness like a bad cold
- gonna** *abbr informal*
going to
- a symptom** *n*
a sign that you have an illness: a high temperature, red skin, etc.
- dammit** *exp informal*
a word used for emphasis or to show that you're angry
- to risk your life** *exp*
to do something that could kill you
- to hang on** *phr vb*
if someone manages to "hang on", they are able to continue living

HOW TO PRONOUNCE REGULAR PAST TENSE VERBS!



Regular past tense verbs are used a lot in English. So, it's important to learn them and their pronunciation. A regular past tense verb is usually formed by adding *-ed* to the end of the base form. For example:

- a) *shout-shouted*
- b) *watch-watched*
- c) *turn-turned*

Regular past tense verbs may look the same with the *-ed* endings. However, there are three different ways of pronouncing them.

Group I

If the base verb ends in a /t/ or /d/ sound, the *-ed* is pronounced as /ɪd/:

- a) *want-wanted*
- b) *need-needed*

Group II*

The *-ed* is pronounced as /t/ if the verb ends in the following sounds:

- a) /f/ *laugh-laughed*
- b) /k/ *work-worked*
- c) /p/ *drop-dropped*
- d) /s/ *pass-passed*
- e) /ʃ/ *wash-washed*
- f) /tʃ/ *watch-watched*

Group III**

All other verbs have the /d/ sound:

- a) *inform-informed*
- b) *rain-rained*
- c) *live-lived*
- d) *show-showed*



*Group II – verbs ending in unvoiced consonant sounds

Verbs from Group II (with the /t/ sound to represent the *-ed*) have unvoiced consonant sounds at the end of the base verb. This means they don't create a vibration in your throat when you say them. For example, if you touch your throat and say "kiss", you won't feel a vibration from the /s/ sound. The same is true for *jump*, *walk*, *work*...

**Group III – verbs ending in voiced consonant sounds

Verbs from Group III (with the /d/ sound to represent the *-ed*) have voiced consonant sounds at the end of the base verb. They create a vibration in your throat when you say them. For example, if you touch your throat and say "live", you'll feel a vibration from the /v/ sound at the end of the verb. Try it with some other verbs from this group: *inform*, *rain*, *show*, *doze*, *warn*...

Exercise I

Look at the verbs. Which column in the table do they go in? Make notes. Then, listen to check your answers.

liked, walked, warned, looked, listened, talked, chatted, arrived, travelled, painted, danced, picked, lived, jumped, fainted, borrowed, fitted, dressed, claimed, interrupted, joined

/ɪd/	/t/	/d/

Exercise II

Write /t/, /d/ or /ɪd/ next to each sentence according to the pronunciation of the past tense verbs. Then, listen to check your answers.

- They **accepted** our offer.
- We **jumped** over the fence.
- They **pulled** it into the garden.
- He **cleaned** the upstairs rooms.
- He **stopped** for a coffee.
- I **walked** home.
- She **fitted** it to the back.
- She **dropped** it.
- She **waited** for ten minutes then left.
- They **informed** us about it.



Exercise III

The interview

Listen to the dialogue and complete it with the correct past tense verbs. Vicky is asking Harvey about his time in New York City.

Vicky: So, why did you go to New York?

Harvey: Well, I'd just (1) _____ university, and I (2) _____ to do a bit of travelling before I (3) _____ down.

Vicky: Was it easy to find a job?

Harvey: Yes, on my first day I (4) _____ into a bar and (5) _____ if they (6) _____ any staff. The manager said yes, so I (7) _____ a contract and (8) _____ working there that very night.

Vicky: How many hours did you work?

Harvey: I (9) _____ for about 8 hours a day from 4pm till about midnight.

Vicky: And where were you living?

Harvey: Well, for the first few weeks, I (10) _____ with my cousin, who is working out there. I didn't have enough money to live on my own. But after my first pay packet, I (11) _____ into a small apartment in the centre that I (12) _____ from a friend of my cousin's, Josh. He (13) _____ me a room in his place. He's a really nice guy and he (14) _____ me out a lot.

Vicky: And how did you get to work?

Harvey: Well, as the pub was so close, I (15) _____ or (16) _____ to work most days, unless it was raining. Then, I took the subway.

Vicky: Did you do much sightseeing?

Harvey: Oh, yes, I (17) _____ most of the art museums in the city and went on trips around the state and surrounding areas with my cousin and Josh. They also (18) _____ me around lots of really cool places. After about 10 months, I'd (19) _____ to save up enough to go travelling, and I went on a two-month trip around the States.

Vicky: So, did you enjoy your time there?

Harvey: Oh, yes, I (20) _____ it. I never (21) _____ to stay for so long, but I (22) _____ up living there for about 12 months in total. I'd love to go back someday.

Vicky: Very interesting.

Harvey: Thanks.



Objective To improve your reading and listening skills.

Think about it When was the last time your country was involved in a war? What was the cause of the war? Why do wars start? What can be done to prevent wars? How have wars changed over the years? How effective is the UN in preventing or dealing with wars? What else could be done? What wars are going on now? How did they start?

Exams This reading and listening activity will help prepare you for English exams such as FCE, IELTS and TOEFL.

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TWO UNUSUAL WARS!

GLOSSARY

a city-state *n*
a city that is independent and has its own government

hostility *n*
if there's a state of "hostility" between two countries, those two countries are enemies and hate each other

to slip into *phr vb*
if you "slip into" a place, you enter that place quietly and secretly

a bucket *n*
a container for water – it's often used for cleaning the floor

to refuse *vb*
if you "refuse" to do something, you say that you won't do that thing

to put together *phr vb*
if you "put together" an army (for example), you form that army

to outnumber *vb*
if Army A "outnumbers" Army B, Army A has more soldiers than Army B

to flee (past: fled) *vb*
if soldiers "flee", they run away from a battle

crops *n*
food such as wheat, potatoes, etc. that is grown in large quantities

to commission *vb*
if you're "commissioned" to do a job, you're officially asked to do that job (by the government, the state, etc.)

flightless *adj*
a "flightless" bird can't fly

a Lewis gun *n*
a machine gun that was used a lot in World War I

to sight *vb*
if you "sight" something, you see it

to herd *vb*
if you "herd" animals to a place, you make them move there as a group

to split *vb*
if a group of animals (for example) "splits" up, they divide or separate into smaller groups

to spot *vb*
if you "spot" something, you see it

to head *vb*
if animals "head" to a place, they go to that place

a dam *n*
a wall that is built across a river in order to stop the water flowing

an ambush *n*
when soldiers prepare an "ambush", they hide in a place, waiting for the enemy to arrive

to scatter *vb*
if a group of people "scatters", they all go in different directions

a round of ammunition *exp*
a piece of ammunition (bullets, bombs, etc.) that is fired at the enemy from a gun

a casualty *n*
a person who is injured or killed in a war

Answers on page 44

1 Pre-reading

You're going to read or listen to two stories about two wars. The causes of the two wars are: 1) a bucket; 2) emus. What do you think could have happened? Make notes.

2 Reading I

Read or listen to the article once to compare your ideas from the Pre-reading activity.

3 Reading II

Read the article again. Then, answer the questions.

1. What did the Modenese soldiers steal from the centre of Bologna?
2. How many soldiers did the Bolognese army have?
3. How many Modenese soldiers were facing them?
4. Who won the war?
5. Who took part in the Emu War?
6. Why were the soldiers unable to kill the emus on 2nd November?
7. What went wrong on the ambush of 4th November?
8. How many birds had been killed by the time the war was over?

Wars are never nice, but sometimes they're fought for the stupidest of reasons. Here are two examples.

1 The War of the Bucket

In 14th-century Italy, the **city-states** of Modena and Bologna were in a constant state of tension. In this atmosphere of **hostility**, a group of Modenese soldiers **slipped into** the centre of Bologna and stole a wooden **bucket** filled with money and jewels. The Bolognese demanded the return of the bucket. The Modenese **refused**, so the Bolognese declared war on Modena. Bologna **put together** an army of 32,000 men and marched against Modena in November 1325. Over 7,000 Modenese met them in Bolognese territory. Despite being seriously **outnumbered**, the Modenese won the Battle of Zappolino (the only battle of the war) and the Bolognese **fled** to their city. About 2,000 men were killed on both sides. The bucket remains in Modena to this day.

2 The Emu War

In 1932, emus in Western Australia were destroying

crops. After complaints by local farmers, the government decided to do something about it. They **commissioned** Major G.P.W. Meredith of the Royal Australian Artillery to lead an operation against the **flightless** birds. He was accompanied by a pair of soldiers armed with a **Lewis gun**. On 2nd November 1932, the soldiers travelled to an area where some 50 emus had been **sighted**. The birds were quite far away, so farmers tried to **herd** the emus towards the soldiers, but the birds **split** into small groups and ran off. On 4th November, over 1,000 emus were **spotted heading** towards a local **dam**. Meredith established an **ambush** there and waited. But just as the soldiers started to open fire, the gun jammed. Only 12 birds were killed and the rest **scattered**. No more birds were sighted that day. The operation eventually ended on 8th November, six days after the first engagement. By then, over 2,500 **rounds of ammunition** had been fired, but only about 50 birds had been killed. On a positive note, Meredith's official report noted that his men had suffered "**no casualties**". ☺

Objective To improve your listening and reading skills.

Think about it How careful are you with your money? Do you have a personal budget? Do you track your expenses? How careful do you think the local council or the government is with money? What examples are there of money being wasted? What would you consider a waste of money? How could local councils or the government save money? What could they spend it on instead?

Exams This listening activity will help prepare you for English exams such as FCE, IELTS and TOEFL.

TRACK 16: ENGLISHMAN & US WOMAN

THIS IS RUBBISH!

Answers on page 44

1 Pre-reading

You're going to read an article about how local councils and the government waste money. Look at the list of things below. In what way could they be connected to wasted money? Make notes.

golf clothes a magician

drinks art rubber bullets

beauty treatment newts

2 Reading I

Read or listen to the article once to compare your ideas from the Pre-reading activity.

3 Reading II

Read the article again. Then, answer the questions.

1. Who were the golf lessons for?
2. What was the £12,000 given to Durham Council's chief executive for?
3. What was the purpose of the magician paid for by Cotswold District Council?
4. What was the purpose of the Arts Council's piece of installation art?
5. Who received the pedicures and manicures paid for by York City Council?
6. Which member of Wigan Council was on a £23,000 salary?
7. What did Basildon Council waste £150,000 of taxpayers' money on?
8. What did the leader of Essex County Council spend nearly £300,000 on?

HOW COUNCILS WASTE YOUR MONEY!

Ever wondered why there's never any money? Ever asked yourself why the government has to make so many **cuts**? According to an article in the *Daily Mail*, £120 billion of taxpayers' money is wasted every year in the UK. Here are some examples of where that money goes, and the ridiculous things councils and government departments buy with it.

Fenland District Council (in Cambridgeshire) spent £205 on golf lessons as a gift for a member of staff.

Durham Council gave chief executives a £12,000 clothing allowance.

The Home Office spent £427,000 on **rubber bullets** that the police aren't even allowed to use.

Cotswold District Council **splashed out** £19,000 on a "magician" to **boost staff morale**.

Crawley Council spent £5,070 on 12,200 hot drinks from **vending machines** for employees. The equivalent number of **tea bags** would have cost just £200.

Cheshire East Council spent £30,000 building two **ponds** for 18 **newts** that

were **displaced** during the construction of a road.

The Ministry of Justice spent £4.5 million on moving prisoners and staff around the country by taxi.

The Arts Council threw away £95,000 on a piece of **installation art** that consisted of a **skip** covered in yellow lights. It was placed outside Brighton's **town hall**. A spokesperson for the Council said it was designed to "make people think".

York City Council spent £180 on **pedicures** and **manicures** for **disadvantaged** young people.

Wigan Council **splashed out** £23,000 on a salary for an "ambassador" to Wigan's **twin town** of Angers in France.

Basildon Council wasted £150,000 of taxpayers' money measuring how much grass it had. The council said they wanted to offer a company a contract for cutting the grass and needed to know exactly how much grass there was.

The leader of Essex County Council spent nearly £300,000 on travel with his council credit card. This included £136,000 on trips to 24 countries, £7,700 on a three-day seminar in the Bahamas and £2,000 to stay at a five-star hotel in India.

Just think what could be done with an extra £120 billion – no hospitals closed, no teachers fired, no regiments **disbanded**, no schools shut down... +

GLOSSARY

cuts *n*
if the government makes "cuts", it reduces the amount of money it spends on health, education, the police, etc.

rubber bullets *n*
an object made of rubber that is fired from a gun. The police often use "rubber bullets" to control large groups of people

to splash out *vb*
if you "splash out", you spend a lot of money on something

to boost *vb*
to increase

staff morale *exp*
the feelings of confidence, satisfaction and happiness that staff have

a vending machine *n*
a machine that sells drinks, sandwiches, chocolate bars, etc.

a tea bag *n*
a little bag filled with tea. You put it into a cup with hot water to make a cup of tea

a pond *n*
a small area of water that is human-made. They often have fish, plants, turtles, etc.

in them

a newt *n*
a small creature that has four legs and a long tail. It can live on land or in water

to displace *vb*
if A "displaces" B, A forces B to move out of its home, place, position, etc.

installation art *n*
large objects of art that are built outside. They're often temporary

a skip *n*
a very large container for rubbish. They're often used when a house is being built or repaired

a town hall *n*
a building where local government officers work

a pedicure *n*
if you have a "pedicure", someone cuts your toenails

a manicure *n*
if you have a "manicure", someone cuts your fingernails or polishes them

disadvantaged *adj*
people who are "disadvantaged" live in poor areas and, don't live well, etc.

a twin town *n*
"twin towns" are towns that are connected legally, socially, politically, etc.

to disband *vb*
if a regiment (for example) is "disbanded", it stops operating or existing

Objective To improve your listening skills.

Think about it Have you heard any scary stories lately? What were they about? How scary were they? Have you seen any scary films recently? Which ones? What were they about? What are some of the scariest stories you've heard or films you've seen? Why were they so scary? Have you ever done any babysitting? When? Where? How did it go?

Exams This reading and listening activity will help prepare you for English exams such as FCE, IELTS and TOEFL

© TRACK 17: ENGLISHMAN & US WOMAN

CAN I GO HOME?

SUPER SCARY URBAN LEGENDS!

Urban legends are stories that get passed from person to person. They're either very funny or extremely **scary**. Here's a typical one.

THE MAN UPSTAIRS

A married couple want to go out for the evening. So, they **call** a **babysitter** to take care of their three children. When the babysitter arrives, the couple tell her that they'll be back late, but that the kids are already asleep. The couple leave and the babysitter settles down to do her homework in the living room, waiting for a **call** from her boyfriend.

After a while the phone rings. She answers it, but hears no one **on the other end** – just silence. After a few more minutes, the phone rings again. She answers, and this time there's a man on the **line** who says, "Have you checked the children?" Then, the phone goes dead. At first she thinks it might have been the father, calling to check up and he got interrupted. So, she decides to ignore it and goes back to her homework. But a few minutes later, the phone rings again. "Have you checked the children?" the creepy man on the other end asks. "Mr Murphy?" she says, but the caller hangs up again.

Tired of the calls, the babysitter decides to phone the restaurant where the parents said they'd be, but when she asks for Mr. Murphy she's told that he and his wife had left the restaurant 45 minutes earlier [this was in the days before mobile phones]. So she calls the police and tells them that a stranger has been calling her and hanging up. "Has

he threatened you?" the **dispatcher** asks. No, she says. "Well, I'm sorry but there's nothing we can do about it."

A few more minutes go by and she gets another call. "Why haven't you checked the children?" the voice asks. "Who is this?" she asks, but he hangs up again. She dials **911** again and says, "I'm scared. I know he's out there, he's watching me." "Have you seen him?" the dispatcher asks. She says no. "Well, I'm sorry but there isn't much we can do about it," the dispatcher says again. Now the babysitter really starts to panic and begs him to help her. "OK," he says. "Give me your number and street address, and if you can keep this guy on the phone for at least 20 seconds, we'll try to **trace** the call."

"OK," she says, and waits for the phone to ring again. While she's waiting, she decides to turn off the lights so she can see if anyone's outside, and that's when she gets another call.

"It's me," the familiar voice says. "Why did you turn off the lights?"

"Can you see me?" she asks, **panicking**.

"Yes," he says.

"Look, you've scared me. I'm **shaking**. Are you happy? Is that what you want?"

"No."

"Then what do you want?" she asks.

"Your blood."

Terrified, she **slams down** the phone. Almost immediately it rings again. "Leave me alone!" she screams, but it's the dispatcher calling back. His voice is urgent.

"We've traced that call. It's coming from another room inside the house. Get out of there! Now!"

Immediately, she runs to the front door and tries to unlock it, but the chain at the top is still **latched**. In the time it takes her to unhook it, she sees a door open at the top of the stairs. Light **streams in** from the children's bedroom, revealing the **profile** of a man standing there. In a panic, she finally gets the door open and runs outside. There's a police officer there with his **gun drawn**. At this point she's safe, but when they capture the man and take him downstairs in handcuffs, she sees that he's covered from head to toe in... **BLOOD!** ✨

GLOSSARY

scary *adj*
something "scary" is frightening

to call *v*
to telephone

a babysitter *n*
a person (often a young person) who looks after children while the parents go out at night

a call *n*
if you receive a "call", someone telephones you

on the other end *exp*
the person "on the other end" is the person who is calling you

a line *n*
a telephone line

a dispatcher *n*
a person who is managing a phone line, sending out vehicles, the police, etc.

911 *n*
the emergency phone number in the US

to trace *vb*
if the police "trace" a call, they discover where the telephone call is made from so they can arrest the person making the call

to panic *vb*
if someone starts to "panic", they become very frightened and worried and start acting without thinking

to shake *vb*
if someone is "shaking", their body is making quick movements that they can't control, often because they're frightened or cold

to slam down *phr vb*
if someone "slams down" the receiver, they put the phone down loudly and aggressively

latched *adj*
if the door is "latched", it has a type of lock on it that consists of a metal bar

to stream in *phr vb*
if light "streams in", it enters a room quickly and suddenly

a profile *n*
someone's "profile" is the outline of their face or body, often when they're looking at you from the side

gun drawn *exp*
if someone has their "gun drawn", they have their gun in their hand, ready to fire it

Answers on page 44

1 Pre-reading

You're going to read a scary story about a babysitter. What do you think happened? Why was it scary?

2 Reading I

Read or listen to the story once. Were any of your ideas mentioned? How scary is the story on a scale of 1 to 10 (10 being the scariest)?

3 Reading II

Read the article again. Then, answer the questions.

1. Why was the babysitter able to do her homework?
2. Who was she waiting for a call from?
3. Who did she think the caller was the first time she answered the phone?
4. Why wasn't the babysitter able to call the parents after they'd left the restaurant?
5. Why did the police say they couldn't do anything about the caller?
6. How long did the babysitter need to keep the caller on the line so the police could trace him?
7. How did the babysitter know that the caller could see her?
8. Why did the dispatcher tell the babysitter to get out of the house so urgently?

NEGOTIATING

Here are some useful words and expressions for talking about negotiating.

Agreement



If two parties reach an “agreement”, they both accept each other’s terms and conditions and agree to do business together.

“We failed to reach an agreement with them.”

Bottom line



Your “bottom line” is the lowest price you can accept.

“We can drop the price to \$20,000 but that’s our bottom line.”

Budge



If you won’t “budge”, you won’t move from your negotiating position.

“They’re prepared to look at offering a guarantee, but they won’t budge on price.”

Point of view



Your “point of view” is what you think of something.

“In my point of view, I think we should accept their offer before they change their minds.”

Deadlock / stalemate



A situation in which no progress is possible

“Discussions reached a stalemate as no one was willing to change their conditions or lower their price.”

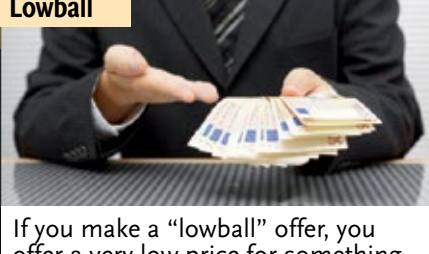
Leverage



If you’ve got a lot of “leverage”, you have a lot of power.

“We don’t have much leverage so we should probably just accept what they’re offering.”

Lowball



If you make a “lowball” offer, you offer a very low price for something – much lower than you think your opponent will accept.

“We were expecting them to make a lowball offer, but the price they were asking for was actually quite fair.”

Concession



If you make a “concession”, you agree to let someone have something you initially didn’t want to give away.

“They made a concession and reduced the price, but only after the other party had agreed to change the terms of payment.”

Pressure



If you put “pressure” on someone, you use aggressive tactics to try to force them to accept what you want.

“I think we need to put a bit more pressure on them if we want them to accept our offer.”

Receptive



If someone is “receptive” to your ideas, they’re open to or interested in your ideas.

“They seemed to be receptive to our suggestions.”

Trade-off



A situation in which Party A agrees to one thing in exchange for another thing from Party B.

“Allowing us to increase the price sounded like a fair trade-off for letting them spread the payments over a longer period of time.”

Objective To improve your listening skills.

Think about it Which adjectives would you use to describe yourself? What are your strengths? What about your weaknesses? Which areas of your character or personality would you like to develop or change? Why? Which qualities help you most at work? What about at home? Which qualities would you like to have? Why?

Exams This listening activity will help prepare you for English exams such as FCE, IELTS and TOEFL.

Answers on page 44

1 Pre-listening

Complete the descriptions with the adjectives from below. Which words could be used to describe you?

- | | | | |
|------------|-------------|-------------|-------------|
| committed | supportive | responsible | competitive |
| flexible | open-minded | methodical | cheerful |
| dependable | ambitious | confident | eloquent |
| persuasive | outgoing | | |

Someone like this...

- ...is good at speaking = *eloquent*
- ...is sure about their own abilities, qualities or ideas =
- ...is often happy =
- ...is dedicated to something =
- ...is able to adapt to different conditions and circumstances =
- ...is friendly and likes meeting and talking to people =
- ...does things carefully, thoroughly and in order =
- ...behaves properly and sensibly, without needing to be supervised =
- ...can make people believe or do something =
- ...is willing to listen to other people's ideas and suggestions =
- ...has a strong desire to be successful and rich =
- ...is kind and helpful to people who are having difficulties =
- ...will always do what they say they are going to do =
- ...wants to be more successful than other people =

2 Listening I

You're going to listen to three people talking about themselves and what they're like. Listen once and write an adjective (at least one) next to each person.

- Speaker I
- Speaker II
- Speaker III

3 Listening II

Listen again. Then, write Speaker I, Speaker II or Speaker III next to each statement. *This person...*

- ...is good at discussing things. = *Speaker II*
- ...is a bit of a risk-taker.
- ...will do everything in his/her power to get things done.
- ...is always willing to listen.
- ...is good at planning and thinking things through.
- ...has a lot of deadlines to deal with in his/her job.
- ...is a good speaker.
- ...has got good people skills.

4 Listening III

Complete the audio script with the correct prepositions.

Note!

Don't read the audio script until you've completed the exercises and activities.



How to talk about your personal qualities

Audio script

In many interviews, you're asked to describe yourself or to say what your strengths are. Quite often, the interviewer will say, "Tell me about yourself."

1 I'd say that I'm quite organised and good **(1)** _____ planning and thinking things through. I'm also good at delegating, and very good **(2)** _____ pressure. I'd say that my management style is fairly relaxed, and I'm quite flexible and open-minded, and always willing to listen if there's a better way **(3)** _____ doing things. However, I think my main strength is that I'm a good team leader. I can be very supportive and patient, but I'm also good at pushing people along and getting results.

2 I'd say that I'm responsible, dependable and hard-working. And that one **(4)** _____ my best qualities is that I'm good at discussing things when problems arise and being realistic **(5)** _____ finishing dates. I'm also quite a methodical person, and I work very well under pressure, which is useful because there are always deadlines to deal with **(6)** _____ this job. I'm reliable too. So, if I say I'm going to do something, I'll do everything in my power to get it done. For a project we were recently working **(7)** _____, I was getting **(8)** _____ the office at 6am and leaving well past 7pm just to make sure we got it finished in time.

3 I think I've got good people skills, which is important in my job as a lot of our work comes **(9)** _____ networking. I'd say that I'm quite friendly, cheerful and outgoing, but also very committed, competitive and ambitious, as well as being a bit **(10)** _____ a risk-taker. I'm quite a confident person, and I'm not easily fazed. I'm a good speaker too and quite eloquent and clear. I've given lots of presentations and I think I'm quite persuasive. I once had to stand up and talk **(11)** _____ a group of over 500 people **(12)** _____ very little time for preparation. I think I'm good at keeping cool under pressure too. We had to deal with a major emergency at work just recently as we were in danger **(13)** _____ losing a big contract to a competitor. But I held the team together and came up **(14)** _____ some good solutions that ensured we kept the client. ☺

FOOD-PEOPLE IDIOMS

Learn more! Get an idioms booklet!
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visit: products.learnhotenglish.com/idioms-booklet-2

Here are useful some food idioms that are used to describe people.

Top banana

The most powerful or important person in an organisation, company, etc. Also, the "big cheese" or "top cat".

"She's one of the top bananas around here, so watch out when she's about."



Bad egg

A bad person who is often in trouble.

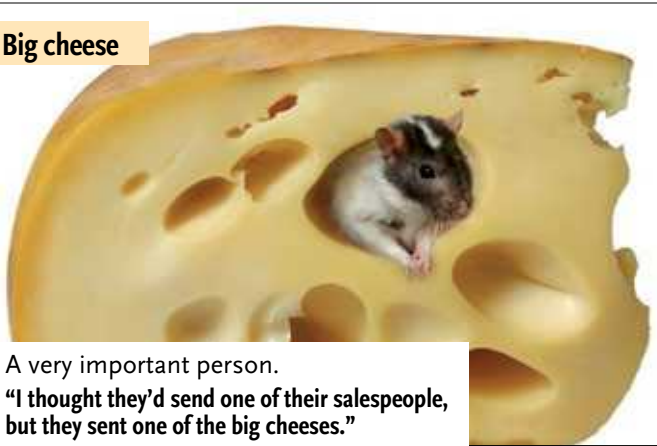
"She's a bad egg. I wouldn't go into business with her."



Big cheese

A very important person.

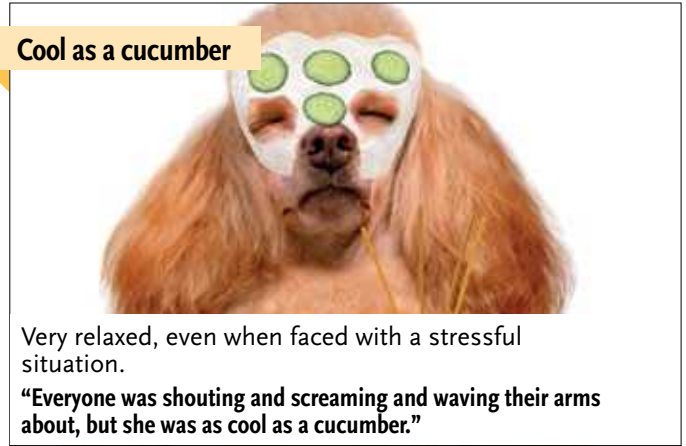
"I thought they'd send one of their salespeople, but they sent one of the big cheeses."



Cool as a cucumber

Very relaxed, even when faced with a stressful situation.

"Everyone was shouting and screaming and waving their arms about, but she was as cool as a cucumber."



Cream of the crop

The best of the best.

"This class has the students who did best in all the tests – they're the cream of the crop."



Full of beans

If someone is "full of beans", they've got a lot of energy.

"It was practically impossible to control the kids – they were just full of beans."



Hard nut to crack

If someone is a "hard nut to crack", they're difficult to understand.

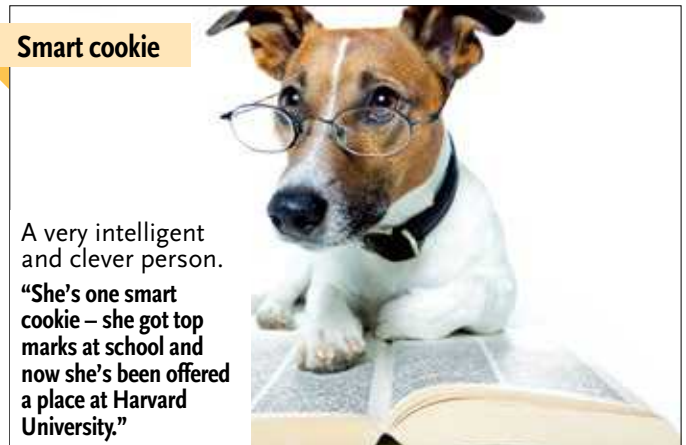
"She's a hard nut to crack – I can't seem to figure her out."



Smart cookie

A very intelligent and clever person.

"She's one smart cookie – she got top marks at school and now she's been offered a place at Harvard University."



Broadway shows

By Sarah Asch

Broadway is famous for its musicals and theatre plays. Here are some of Broadway's longest-running and most famous shows.



West Side Story

Set in New York in the 1950s, *West Side Story* is loosely based on Shakespeare's *Romeo and Juliet*. It tells the story of

two rival street gangs and what happens when one gang member falls in love with the other gang leader's sister, Maria.

Extract: I Feel Pretty

See the pretty girl in that mirror there,
Who can that attractive girl be?
Such a pretty face, such a pretty dress,
Such a pretty smile, such a pretty me!
I feel stunning and entrancing, feel like
running and dancing for joy.
For I'm loved by a pretty, wonderful boy!



My Fair Lady

Henry Higgins, a professor of phonetics, thinks he can turn a Cockney flower girl (Eliza Doolittle) into a duchess. Over the course

of several months, Eliza, who moves into Higgins' house, has lessons on phonetics, etiquette and elocution.

Extract: Wouldn't it be lovely?

All I want is a room somewhere,
Far away from the cold night air,
With one enormous chair,
Oh, wouldn't it be lovely?



Wicked

Wicked is based on the early life of the Wicked Witch of the West from the classic movie *The Wizard of Oz*. It tells the story

of Elphaba and how she just wants to be accepted. At school, she meets the popular Glinda (The Good Witch of the North). Together, they go to the Emerald City to

help the Wizard of Oz.

Extract: Defying Gravity

I'm through accepting limits 'cause someone
says they're so.
Some things I cannot change but till I try
I'll never know.
Too long I've been afraid of losing love I guess
I've lost.
Well, if that's love it comes at much too high a cost.



Les Misérables

Set in early 19th-century France, *Les Misérables* is the story of Jean Valjean, a French peasant who is sent to prison for 19 years after stealing a loaf of bread. Once out of jail, he tries to start a new life, but soon gets into trouble and is pursued by a police inspector called Javert.

Extract: Red and Black

It is time for us all to decide who we are.
Do we fight for the right to a night at the
opera now?
Have you asked of yourselves what's the price
we might pay?
Is this simply a game for rich young boys to play?
The colour of the world is changing day by day.



The Book of Mormon

The Book of Mormon is about two missionaries who are sent to a town in Uganda to convert the local population to Mormonism.

However, it proves much harder than they expected. In this song, they're preparing to leave for their journey.

Extract: You and Me but Mostly Me

Every hero needs a sidekick,
Every captain needs a mate (aye, aye),
Every dinner needs a side dish (on a slightly
smaller plate),
And now we're seeing eye-to-eye, it's so great,
we can agree,
That Heavenly Father has chosen you and me,
just mostly me. ✨

GLOSSARY

Broadway *n*
a street in New York City that is famous for its theatres

longest-running *adj*
the "longest-running" plays are the ones that have been in theatres for the most time

loosely based *exp*
if a play is "loosely based" on a story, it is more or less the same as the story

rival *adj*
a "rival" gang is a gang that is competing or fighting against you

stunning *adj*
very beautiful

entrancing *adj*
someone who is "entrancing" makes people love them in a crazy way

phonetics *n*
in linguistics, "phonetics" is the study of the sounds we make when we speak

a Cockney *n*
a person who was born in the East End of London

a duchess *n*
a woman who has the same rank as a duke, or who is a duke's wife

etiquette *n*
a set of customs and rules for polite behaviour in society

elocution *n*
if you have "elocution" lessons, someone teaches you how to speak clearly and in an accent that is considered to be standard and acceptable

through *exp*
if you're "through" with something, you're tired of that thing and you don't want it any more

set in *exp*
if a story is "set in" a place, it happens in that place

to pursue *vb*
if you "pursue" someone, you follow them so you can catch them

a missionary *n*
a Christian who is sent to a foreign country to teach people about Christianity

Mormonism *n*
a religion started by Joseph Smith in the United States in the 1820s

a sidekick *n*
a powerful person's "sidekick" is the person who helps and accompanies him/her. A "sidekick" is often less intelligent than the powerful person

a mate *n*
on a ship, the "mate" (or "first mate") is the most important officer after the captain

to see eye-to-eye *exp*
if two people "see eye-to-eye", they understand each other and think the same things, etc.



England's scariest tea room!

Tea rooms are basically small restaurants that serve food and drinks during the day. Most villages and small towns in England have at least one tea room. Tea rooms are usually open from 9:00am to around 5:00pm. For breakfast they usually offer a selection of tea or coffee, toast, and a **full English breakfast**. For lunch they may have cold sandwiches, jacket potatoes; and in the afternoon, there will be **cream teas**, and a selection of cakes, **scones** and sandwiches.

One of the most famous tea rooms in England is Betty's Café, in the northern English town of York. They have a pianist, and the design is inspired by the **ocean liner** the Queen Mary. The restaurant was founded by a Swiss man, Frederick Belmont. According to legend, he **intended** to start a business on the English south coast but took the wrong train and ended up in Harrogate (Yorkshire), where the first Betty's was established. Belmont actually sailed on the Queen Mary in 1936. Later, he hired the same craftspeople to create his restaurant. During World War II, the basement bar at Betty's was popular with American and Canadian **bomber crews** who were stationed nearby. Many signed their names on the mirror, which is still **on display**.



Most tea rooms are nice, pleasant places, with kind owners. However, there's one tea room that has a notoriously aggressive owner. "People have to obey the rules. And if they do not, they are asked to leave," said Michael Petty, the eccentric owner of a **tea shop** in the south of England. Petty, 56, has a strict set of rules for his Brighton shop. Customers are asked to leave the shop if they **dunk** their biscuits, put their **elbows** on the table, insult the Queen, **handle** sugar cubes or **sip** loudly from teaspoons.

Customers have jokingly described Petty as a fascist, and have even set up a website and discussion forum. One described the restaurant, the Warm Tea Rooms, as "the scariest place ever"; while another said she had **witnessed** ejections for dunking biscuits. One customer said, "If you talk when the piano lady is performing, you are out." Banging a teaspoon against a cup and using a mobile phone are also prohibited, as is talking too loudly. "The **menu** and setting is based on **high tea** at the Ritz," Petty explained. "I am actually a very nice person in real life. But there is an art to tea drinking. This is not like going to Starbucks for a mug of coffee on the sofa." ✨

TEA DRINKING

For many people, there's a special art to making the perfect cup of tea, with a strict set of rules to follow. Some of them include the following:

- The water must be poured at an angle of 42-44°C, and must be a temperature of no more than 98.3°C and no less than 96.1°C.
- The sugar should be applied in two flattened spoons and then stirred into the mixture quickly and in an anti-clockwise direction.
- The tea should be strong, and not too much milk should be applied. On a map of the world, the tea should be similar in colour to that of the Sahara desert.

GLOSSARY

- a tea shop** *n*: a type of restaurant where you can get hot drinks, sandwiches, cakes, etc
- to dunk** *vb*: to make a biscuit/cake wet by putting it into your coffee/tea before eating it
- an elbow** *n*: the joint in the middle of your arm
- to handle** *vb*: to touch with your hand
- to sip** *vb*: to take small amounts of liquid in your mouth as a way of drinking something
- to witness** *vb*: to see a crime or event as it is happening
- a menu** *n*: a list of food and drinks served in a restaurant
- high tea** *n*: a snack in the afternoon that consists of tea and sandwiches/cakes, etc. at 4 or 5 in the afternoon (also known as "afternoon tea")
- a full English breakfast** *n*: a breakfast that consists of eggs, bacon, sausages, fried bread, fried tomatoes, baked beans, etc.
- a cream tea** *n*: food that consists of tea and scones (flat cakes that are often eaten with jam, butter and/or cream)
- a scone** *n*: flat cakes that are often eaten with jam, etc
- an ocean liner** *n*: a large ship that carries passengers
- to intend** *vb*: to plan to do something
- craftspeople** *n*: people who make things with their hands: objects for decoration, etc.
- a bomber crew** *n*: the people who form part of the team on a bomber (a large plane that drops bombs)
- on display** *exp*: if something is "on display", the public can see it

Let's be



friends

(if we aren't already!)

Objective To improve your advanced listening skills by listening to several speakers chatting in an informal setting.

Think about it When was the last time you got a present? What was it? Who was it from? When was the last time you gave someone a present? Who did you give it to? What was it? How did the other person react? What are some of the best gifts you've ever received? And the worst? What do you do with any presents you don't like or don't want?

TRACK 20: ENGLISH ACCENTS

SO, WHO REMEMBERED MY BIRTHDAY?

GROUP TALK

BUYING AND RECEIVING GIFTS!

Audio script

Ben: Oh, it's my, erm, my erm son's birthday next week. I never know what to buy him cos he's like...he seems to have everything. There's nothing really left.

Clara: And how old is he?

Ben: Well he's twelve now, and he's got so many things and the house is, like, cluttered, anyway...

Clara: Yeah that's a kind of a tricky age.

Ben: Yeah. Even for me, when it's my birthday as well I never know really what I want either.

Clara: Oh, I always know what I want.

Ben: Oh, you always know?

Clara: Yes, yes I always...

Madison: What's the best thing you've ever gotten?

Clara: Well, recently, I've gotten a very, very beautiful necklace that I have wanted for a long time.

Ben: Ah, very good.

Clara: So it's nice when your dreams come true.

Ben: And what's it... what's special about it?

Clara: Well, it's white gold with a sapphire and diamonds.

Ben: How much is it worth?

Clara: Oh! I'm sure lot's, I'm sure lots.

Ben: Where do you live?
Where do you keep it?

Clara: But it's a gift.

Madison: Yeah I'm always... I always prefer to get gifts that I actually want, as opposed to stuff that other people think I want, so I always just tell people what to get me.

Clara: Uh huh, well, exactly, exactly.

Madison: They complain that it ruins the element of surprise, but I don't care because then I get stuff that I want.

Ben: Yeah, there's nothing like getting stuff you don't want.

Madison: It's my birthday so...

Clara: Then you open the box and you have to put on the face of "I like it" but I don't

Madison: Yeah. I'm not good at that face.

Ben: Once my grandma, our grandma for Christmas gave me and my brother a pair of socks and it was like, what are we going to do with a pair of socks?

Madison: The gift!

Ben: We get one each, one each. One sock each.

Madison: Wait, she gave you both one pair of socks?

Ben: Yeah, it said "For Andrew and Ben". And it was like a pair of socks. What are we going to do with this?

Clara: So you don't fight.

Ben: It's quite good in my, at my kids' school now, though, the parents, you just, everyone contributes a bit of money so the child can buy what they want rather than getting twenty presents they don't want. So each parent gives, like, four euros or something.

Clara: But when it's a birthday of a child in the class right?

Ben: Yeah, they have a party, yeah, yeah. Because they had a couple of times when they had a party and everybody brings a present and you get like 20 things and only one of them is any good.

Clara: Yeah, I think it's good to establish like a, erm, a money limit, let's say, sometimes.

Ben: Yeah, yeah. Also it's cheaper.

Clara: Yeah.

Madison: Yeah.

Clara: It's important. ✨

Answers on page 44

1 Listening I

You're going to listen to some people talking about buying and receiving presents. At one point, they talk about the practice of telling people what they want, as opposed to getting a surprise gift. What do you think about this? What's your opinion on it? Make notes. Then, listen once. What do the speakers say about it?

2 Listening II

Listen again. Then, answer the questions.

1. What does the male speaker say about his 12-year-old son?
2. What has one of the female speakers received recently?
3. What is the "face" they say that you have to put on?
4. What unusual present did the male speaker receive once?
5. What system for buying presents have they got at the school where the male speaker's son goes?

Top tip: how to listen

The most important thing to remember when listening to a conversation is that you won't understand every word. So, you should only listen out for the key words – the most important words in the conversation: the nouns, verbs, adjectives, etc. Then, you can use your intuition to guess what the people are saying – just as you do in your own language. Knowing the context and topic of the conversation will help with this.

Objective To improve your listening and reading skills.

Think about it Have you ever had a problem at work? What happened? Have you ever had a problem with your boss? Why? What happened? Have you ever had to do any selling of any kind? What did you sell? Who did you sell it to? Were there any problems? How successful was the sale? How much money did you make? What are your top tips for selling?

SLANG CONVERSATION

DOING BUSINESS



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You're going to listen to a conversation between two people: a boss and his employee. The employee is sent off to sell some DVD players. Listen once. What goes wrong? Then, listen again and try to guess the meaning of the slang expressions (also marked in bold in the text). Write out a version of them in more Standard English:

Warning
 Many of the words and expressions from this section are used in informal situations. So, be careful how you use them yourself!



BEFORE THE SALES MEETING

Dialogue

Boss: So, you all **psyched up** for the sales meeting with Bob?
Employee: Yeah, I think so.
Boss: Don't worry, it'll be a pushover!
Employee: Yeah.
Boss: **You'll smash it.** Now, remember what I said, the lowest we can go is £75 quid for each DVD player.
Employee: All right.
Boss: You've got to **flog** all 20 DVD players, and I want no less than £75, but try to get at least £90 or more.
Employee: OK.
Boss: And get it in cash. He's a **slippery bugger**. So, **don't take your eye off the ball**.
Employee: All right.
Boss: Start high, around £130. Don't whatever you do accept any invitation to the **boozier** or you'll never get away. And watch him like a hawk cos **he's well dodgy**.
Employee: OK.
Boss: This is a big moment for you. Make me proud.
Employee: I'll try.

ONE HOUR AFTER THE SALES MEETING

Boss: Well, how did it go?
Employee: Good.
Boss: Nice one! I knew you had it in you. So, where's the **dosh**?
Employee: Here.
Boss: A cheque? You **twat**. I told you to get cash. And what's this? £75?
Employee: You said not to go below £75.
Boss: I meant £75 per unit, you **blithering idiot**. I gave you 20 DVD players to get rid of.
Employee: Sorry.
Boss: How the **bloody hell** did that happen?
Employee: I don't know.
Boss: You **bloody mug**. What the **bleeding hell** were you thinking? Get on the **blower** right now and tell him the deal is off.
Employee: I can't. He's sold them already.
Boss: This is a **right cock-up** – a **bloody shambles**.
Employee: Sorry.
Boss: **You really screwed up. You'd better pull your bloody finger out**, son, or you're out of here. Now get out of my sight!
Employee: Sorry. Shall I tidy up?
Boss: No! Just get out!
Employee: I could put these books on the shelf.
Boss: No, don't touch that shelf...
[It collapses, very loudly.]
Employee: Sorry! ❌

	Slang expression	Translation
1	Psyched up	
2	You'll smash it	
3	To flog	
4	A slippery bugger	
5	Don't take your eye off the ball	
6	The boozier	
7	He's well dodgy	
8	Dosh	
9	A twat	
10	Blithering idiot	
11	Bloody hell	
12	A mug	
13	Bleeding hell	
14	The blower	
15	A right cock-up	
16	A bloody shambles	
17	You really screwed up	
18	You'd better pull your bloody finger out	

Objective To improve your listening and reading skills.

Think about it Have there been any stories about the police in the news in your country lately? What were they about? What level of trust do the police have in your country? How honest are they in general? How are they monitored? What equipment do the police use in your country? Do they ever wear body cameras? Why? Why not? What do you think of body-cameras for police officers?

Exams This activity will help prepare you for English exams such as CAE, IELTS and TOEFL.

TRACK 22: ENGLISHMAN & US WOMAN



By Sarah Asch

SHOULD THE POLICE WEAR BODY-CAMERAS?

Answers on page 44

1 Pre-reading

You're going to read an article about body cameras (body-cams) for the police. What are the pros and cons of the police wearing body-cams? Make notes.

2 Reading I

Read or listen to the article once. Were any of your ideas from the pre-reading activity mentioned?

3 Reading II

Read the article again. Then, answer the questions.

1. According to one police officer, when do people tend to behave better?
2. What has happened to the number of domestic violence cases that are dismissed in Bell County, Texas? Why has this happened?
3. What effect has the introduction of body-cams in Rialto had?
4. What laws exist in many states about filming people?
5. Why is data storage a potential problem?
6. Why don't civil rights activists want the police to have the right to delete footage?

In August 2014, police shot **unarmed** teenager Michael Brown in Ferguson, Missouri. It's unclear exactly what happened, but the shooting led to protests and **civil unrest**. So, what can be done to prevent this kind of thing from happening again? Many feel that **body cameras** could help.

In places where body cameras (also known as body-cams) are used, the results have been positive. In New Carrollton, Maryland, police have seen a change in the behaviour of both civilians and officers. "People tend to behave better when they know they're on video," said New Carrollton Police Chief David Rice. "We're not getting as much **combative**ness from people. In that respect, it has worked very well," he said.

In Bell County, Texas, police are finding that the number of **domestic violence** cases that are **dismissed** has **dropped** after equipping 300 of their officers with body-cams. With the evidence provided by body-cams, it's harder for the **aggressor** to **deny** that the violence took place.

In Rialto, a small city outside of Los Angeles, the introduction of body-cams in 2012 has led to an 88% reduction in complaints against officers, and a 60% **decline** in officers' use of force. "When you know you're being watched, you act differently. That's just human nature," a police spokesperson said.

Of course, not everyone thinks it's such a good idea. A lot of states in the US have laws against filming people without their permission, except in certain circumstances. Lawmakers are currently deciding whether body-cams on police officers should count as an exception to those rules.

Another issue is **data storage**. If every police officer in a city wears a camera, there will be a lot of video **footage** recorded everyday that will need to be stored and processed. Most police departments don't have the capacity to **go through** all the videos and then store them. Then, there's the question of who should be able to delete footage. Civil rights activists argue that if the police have this right, they might

abuse the power to protect themselves when something bad does happen.

Meanwhile, Michael Brown's family have stated publicly that they want all police officers to wear body-cams. And they're convinced that body-cam video evidence would have helped them **indict** the police officer who shot their son. ✪

GLOSSARY

unarmed *adj*
if someone is "unarmed", they haven't got a weapon (a gun, pistol, rifle, etc.)

civil unrest *n*
if there's "civil unrest", people express their anger by demonstrating in the streets

a body camera *n*
a little camera that you can wear on a jacket, etc.

combativeness *n*
if there's "combative"ness people are being aggressive or violent

domestic violence *n*
violence or abuse by one person in a relationship (often the man) in order to control the other person (usually the woman)

to dismiss *vb*
if a case is "dismissed", it is stopped, often because there isn't enough evidence

to drop *vb*
to decrease; to become less

an aggressor *n*
someone who commits an act of violence

to deny *vb*
if you "deny" something, you say it isn't true

a decline *n*
a decrease

data storage *n*
"data storage" is keeping data on computers, etc. until it is needed

footage *n*
"footage" of an event is a film of it or the part of a film which shows this event

to go through *phr vb*
if you "go through" documents, you read or analyse them

to indict *vb*
if someone is "indicted" for a crime, they're charged with that crime

Objective To improve your reading and listening skills.

Think about it Have any politicians from your country been involved in any scandals recently? What did the scandal involve? What happened to the politician? Have any politicians from your country ever been involved in any sex scandals? What did they involve? What sex scandals have you read about from other countries? What did they involve?

Exams This reading and listening activity will help prepare you for English exams such as CAE, IELTS and TOEFL.

TRACK 23: ENGLISHMAN & US WOMAN

SEX SCANDALS!



Answers on page 45

1 Pre-reading

You're going to read an article about politicians involved in sex scandals. What do you think the scandals could be about? Who might have been involved in them? Why were they scandals? Make notes.

2 Reading I

Read or listen to the article once to compare your ideas from the Pre-reading activity. Were any of your ideas mentioned?

3 Reading II

Read the article again. Then, write a name next to each statement.

1. Video footage showed him in the company of prostitutes.
2. A photo was released of him with a woman he was supposedly having an affair with.
3. He was accused of having a relationship with his slave.
4. He allegedly took some drugs and was seen wearing an orange bra.
5. A challenge to the press to follow him around to prove he wasn't having an affair went horribly wrong for him.
6. He turned over a photo of his wife and children before being "led astray".
7. He had a relationship with a woman who was also sleeping with a foreign spy.
8. His use of an escort agency came to light during an investigation into corruption.

Politicians are often in the news – discussing policies, attacking opponents, defending new measures... However, sometimes it's because they're at the centre of a sex scandal.



Thomas Jefferson

Thomas Jefferson was the third

president of the United States and principal author of the Declaration of Independence. During his first term **in office** (1801-1809) James Callender (a journalist) claimed that Jefferson kept a slave as his **concubine** and had several children by her. Although Jefferson was a **widower**, it was still a big story at the time. Jefferson never denied the accusation.



John Profumo

In 1963, British politician John

Profumo had a sexual relationship with a 19-year-old model, Christine Keeler. Unfortunately for him, she was involved with several men, including a Russian who was believed to be a **KGB agent**. It was a serious **breach of security**. The scandal became known as the Profumo Affair, and led to Profumo's **resignation** and **withdrawal** from politics.



Gary Hart

Gary Hart was a favourite for the US Democratic

nomination in the 1987 election. However, there were rumours that he was

having an **extramarital affair**. In response, Hart **challenged** the press to follow him around. They did, and a woman who wasn't his wife was seen leaving his house. A little while later, a photo emerged of Hart with the same woman sitting on his **lap**. Both Hart and the woman (Donna Rice) denied they were having an affair, but a week later, Hart **dropped out** of the race.



Eliot Spitzer

New York governor Eliot Spitzer

(in office from 2007-2008) built a reputation as a **family man**. After suspicious movements in his bank account, he was investigated for possible corruption. However, investigators later found that he was a client of the **escort agency** Emperors Club VIP, where he was referred to as "Client 9." As a result, he was **branded a hypocrite**, and his political career was in ruins. He resigned as governor shortly afterwards.



Lord Sewel

In the summer of 2015, the *Sun* newspaper

published photos of Lord Sewel allegedly **snorting** cocaine. Sewel, who was a member of the **House of Lords**, resigned afterwards, apologising for the "pain and embarrassment" he had caused. The photos, which were taken from video footage, shows the **peer** wearing an orange **bra** and leather jacket while snorting a white powder – alleged to be cocaine – from a prostitute's breasts.

The **randy** baron, who has two children and two more **step-children**, was made a minister by Tony Blair in 1997. The video footage also shows one of the women asking Sewel, "How bad do you want to be tonight then?" To which Sewel replies, "I just want to be **led astray**," before turning a photo of his wife face-down on a table.

How lordly! ☺

GLOSSARY

in office ⁿ
if someone is "in office", they have an important position in the government

a concubine ⁿ
a woman who lives with a married man. She often has a lower status than the man (or his wives)

a widower ⁿ
a man whose wife has died

KGB ^{abbr}
a secret service agent from the Soviet Union

a breach of security ^{exp}
if there's been a "breach of security", important or secret information has been revealed

a resignation ⁿ
if there's a "resignation", someone leaves their job voluntarily

a withdrawal ⁿ
if there's a "withdrawal" from politics (for example), someone stops being involved in politics

an extramarital affair ⁿ
a relationship with someone who isn't your wife or husband

to challenge ^{vb}
if you "challenge" someone to do something, you invite them to compete with you in order to do it

a lap ⁿ
if someone sits on your "lap", they sit on the top of your legs as you're sitting down

to drop out ^{phr vb}
if you "drop out", you stop competing in a competition

a family man ⁿ
a man who dedicates his life to his family

an escort agency ⁿ
a company that provides an escort: a woman, usually, who accompanies a man to an event. Escorts sometimes also provide sexual services

to brand ^{vb}
if you "brand" someone a hypocrite (for example), you say that the person is a hypocrite

a hypocrite ⁿ
a person who says they are good, etc., but who doesn't actually behave in a "good" way

to snort ^{vb}
if you "snort" cocaine, you take it through your nose

the House of Lords ⁿ
the upper house of Parliament in the United Kingdom. Lords analyse laws proposed by the government

a peer ⁿ
a lord

a bra ⁿ
clothing a woman wears over her chest area

randy ^{adj}
someone who is "randy" wants to have sex

step-children ⁿ
your wife or husband's children from another marriage or relationship

to lead astray ^{exp}
if you "lead someone astray", you make that person behave badly

Objective To improve your listening and reading skills.

Think about it Where do you buy your food? Which shops do you use? What type of food do you buy there? What type of fresh food do you look for? Do you ever go to markets to buy your food? Why? Why not? Have you ever been to a Farmers Market? Do they have a Farmers Market near where you live? What can you buy there? What can you do there apart from just buying food? What forms of entertainment do they offer?

Exams This listening activity will help prepare you for English exams such as CAE, IELTS and TOEFL.

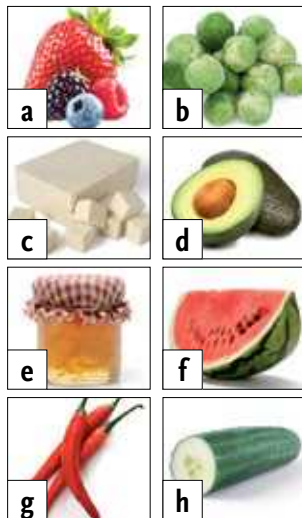
TRACK 24: ENGLISHMAN & US WOMAN

Answers on page 45

Pre-reading

Match the food words (1 to 8) to the pictures (a-h).

1. Chillies
2. Berries
3. Watermelon
4. Cucumber
5. Brussels sprouts
6. Jam
7. Avocados (avocado pears)
8. Tofu



Reading I

You're going to read an article about Farmers' Markets (see the glossary definition). What are the pros and cons of Farmers' Markets? Make notes. Then read or listen to the article once to compare your ideas.

Reading II

Read the article again. Then, answer the questions.

1. What is a Farmers Market?
2. What forms of entertainment might you find at Farmers Market?
3. In what way are Farmers' Markets good for the local economy?
4. How are Farmers' Markets more environmentally friendly?
5. What's the "added bonus" of attending the Santa Monica Farmers Market?
6. What does "Club Sprouts" offer?
7. How long has the Union Square Greenmarket been in operation for?
8. Where is it?



WHAT'S SO GREAT ABOUT FARMERS' MARKETS?

Talk to farmers, pick up some cooking tips, get some fabulous food... **Farmers' Markets** are a great way to spend the day.

A Farmers' Market is a place where **local** farmers can sell their **produce** to the public. But they aren't just about fresh fruit and vegetables. Apart from all the delicious locally-grown lettuce, berries, watermelon and cucumbers, you can also find cheeses, breads, snacks, jams, sausages, drinks, organic produce and baked goods.

There are also lots of things to do. You can try out the best **seasonal** produce in free **tasting sessions**, ask questions about growing food and learn about the latest cooking methods. Plus, there are often concerts with local musicians, cooking demonstrations with celebrities and fun activities for children, such as storytelling.

So, what are the benefits of a Farmers' Market? For a start, they offer really fresh, seasonal produce. And as it's grown nearby, it can help **sustain** the local economy and provide jobs for people in the area. On top of that, many small-scale farms use

fewer pesticides or other harmful chemicals when growing their **crops**, so the food is better for you. And the food is often more **environmentally friendly** as it hasn't been on a long road journey to get there.

So, where can you find Farmers' Markets? Well, most cities and towns have one. For example, the Santa Monica Farmers Market opens on Wednesdays and Saturdays and has a wide variety of agricultural products including avocados, chillies and lettuces. As an added bonus, you can often **spot** celebrities doing their shopping there.

Chicago's Green City Market is open all year. Some of the food available there includes elk meat, cheese, bread, pies and tofu. There are also cooking demonstrations led by some of Chicago's most important chefs such as Michelin starred chef Carrie Nahabedian. The market has its "Club Sprouts" too where children can taste local produce and learn about healthy eating.

On the East Coast, The Union Square Greenmarket is one of Manhattan's best food experiences. Founded in 1976,

it now has up to 140 **vendors**. The market opens Mondays, Wednesdays, Saturdays and Sundays. On a typical market day, over 60,000 people pass through there, shopping for fruit and vegetables, talking to sellers, **sampling** a variety of pastries, cookies, cheeses and juices, and enjoying the opportunity to buy directly from producers. And all this, right in the centre of the Big Apple!

Next time you need to go shopping, why not go to your local Farmers' Market? ✨

GLOSSARY

a Farmers' Market *n*
a place where farmers sell their produce to the public. It's sometimes written as "Farmers Market" with no apostrophe, which is acceptable as "farmers" is acting as an adjective, so it isn't strictly necessary

local *adj*
something that is "local" is close to where you live

produce *n*
food that is grown to be sold

seasonal *adj*
"seasonal" food is only available at certain times of the year

a tasting session *n*
if there's a "tasting session", you can try food for free

to sustain *vb*
if you "sustain" something, you allow it to continue

crops *n*
food that is grown in large quantities and later sold

environmentally friendly *exp*
something that is "environmentally friendly" doesn't harm the earth, air, water, etc.

to spot *vb*
to see or notice

a vendor *n*
someone who sells something

to sample *vb*
if you "sample" food, you try it to see if you like it

Objective To improve your listening skills.

Think about it When was the last time you were in an interview? Was the topic of salary mentioned? How was it introduced? What did the interviewer say? What did you say? What other aspects of a job are important apart from salary? How important is the salary? How can you decide on a fair salary? What would your ideal salary be?

Exams This listening activity will help prepare you for English exams such as CAE, IELTS and TOEFL.

© TRACK 25: ENGLISHMAN & US WOMAN

I WANT THIS MUCH!

Note!

Don't read the audio script until you've completed the exercises and activities.

Answers on page 45

1 Pre-listening

Imagine you're in a job interview. Apart from the salary, what other benefits could be important for you. Think of as many things as you can. For example: medical insurance, bonuses, flexi-time, overtime payments, sales commissions...

2 Listening I

Listen to the job interview once. Were any of your ideas from the Pre-listening activity mentioned? Which ones?

3 Listening II

Listen again. Then, answer the questions.

1. What does Archie say about his interest in the job?
2. What does the interviewer say about overtime?
3. What does the interviewer say about holidays?
4. How many hours a week will he be working?
5. How does the pension scheme work?
6. What does the interviewer say about the share scheme?
7. How much is Archie expecting in terms of salary?
8. How does the commission scheme work?

4 Listening III

Complete the audio script with the correct words.

How to talk about salary, money and benefits

Audio script

Interviewer: So, what are you looking for in terms of salary?

Archie: Well, in general, I think it would also depend on the benefit packages you offer, and whether overtime is paid extra, plus the hours and holidays.

Interviewer: Well, we can look at that later, but do you think the job is something you (1) _____?

Archie: From what I've heard so far, I'd say it's definitely something I'd be interested in, but I'd need to see the complete package (2) _____.

Interviewer: So, what would you consider the ideal package?

Archie: Well, I'd need to know about any benefits, medical schemes, pension plans, holidays... Plus, I'm interested in talking more about what the position can offer me in terms (3) _____.

Interviewer: Well, as we said, there are opportunities to advance.

Archie: OK, and what about overtime? Do you pay for any extra hours that I'd have to work?

Interviewer: I'm afraid we don't pay for overtime.

Archie: OK, and how many days of holiday (4) _____?

Interviewer: Twenty five days of paid holiday each year. There's no restrictions on when you can take them. So, you can take a day off or two weeks off (5) _____.

Archie: Do the 25 days of paid holiday include bank holidays like Christmas Day or New Year's Day?

Interviewer: No, you get the 25 days in addition to all the official holidays in the year.

Archie: So, how many hours a week (6) _____?

Interviewer: Well, the job is full-time, so that would be

35 hours a week, which doesn't include lunch – that's apart.

Archie: Is there a pension scheme?

Interviewer: Yes there is. The company pays money into a private pension scheme which you'll start to receive when you retire at 67. With the position, you'll also be (7) _____.

Archie: Does the benefits package include a company car?

Interviewer: Yes, the company will provide you with your own car to use for general travel and business trips. Plus, you will be paid for all your expenses (8) _____, like buying meals and staying in hotels.

Archie: Do you have a share scheme?

Interviewer: Yes, each year you can buy some of the company's shares at a reduced price. So, what sort of salary are you looking for?

Archie: I think my salary expectations are in line (9) _____.

Interviewer: Could you give me a ballpark figure? Well, I couldn't really accept anything less than (10) _____, which is around £100,00 per year.

Interviewer: I see. Would that be net or gross?

Archie: Gross, but I'd expect to get paid commission too.

Interviewer: Well, we do have a commission scheme, which is a percentage of the value of how much you've sold. If I'm not mistaken it's 5.5% of each sale. Plus, you get (11) _____ at the end of the year, calculated on the overall sales you and the team achieve. And there's also an annual pay rise which is based on the level of inflation. So, is this something you might be potentially interested in?

Archie: Yes, it sounds good.

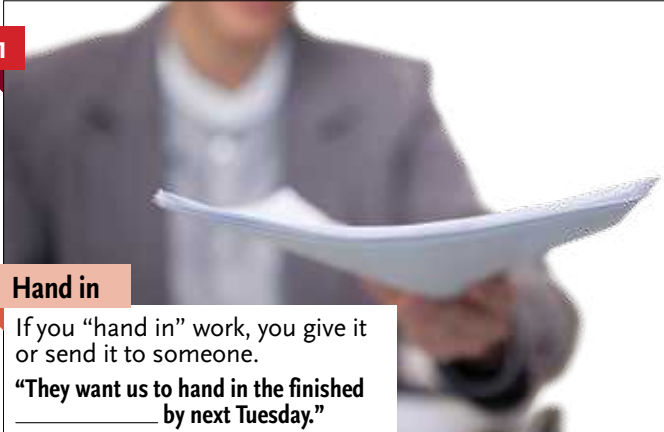
Interviewer: Now, tell me, what... [fades out] ☆



Complete the sentences (1 to 8) with the words from below.


deadlines **opinion** **do** **report** **Friday** **hand-in** **finished** **extra**

1



Hand in
If you “hand in” work, you give it or send it to someone.
“They want us to hand in the finished _____ by next Tuesday.”

2



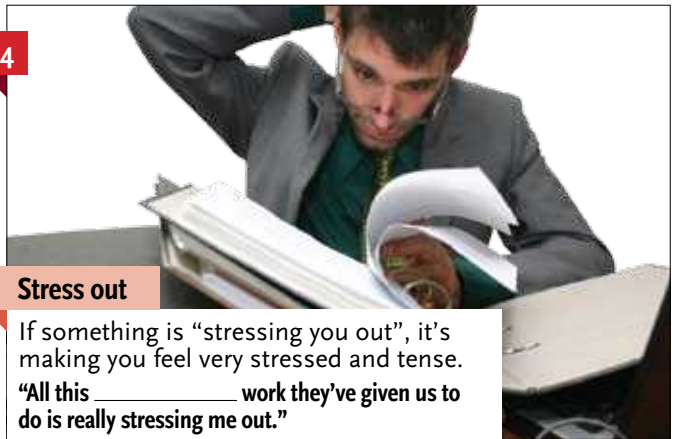
Work away
If you’ve been “working away” at something, you’ve been working on it continuously.
“We’ve been working away at the programming all week and now it’s almost _____.”

3



Meet up
If you “meet up” with someone, you have a meeting with them to discuss something.
“Let’s meet up to establish a few _____ for handing in the material.”

4



Stress out
If something is “stressing you out”, it’s making you feel very stressed and tense.
“All this _____ work they’ve given us to do is really stressing me out.”

5



Get through work
If you “get through” work, you do it.
“We’re never going to get through all this work by next _____ – there’s just too much.”

6



Plug away at
If you “plug away at” something, you do it slowly but surely.
“We’ve been plugging away at the work all week but there’s still lots to _____.”

7



Bring forward
If you “bring forward” a date, you move the date nearer to the current day, so there’s less time to do it.
“They’re talking about bringing forward the _____ date, but that won’t give us enough time to finish it.”

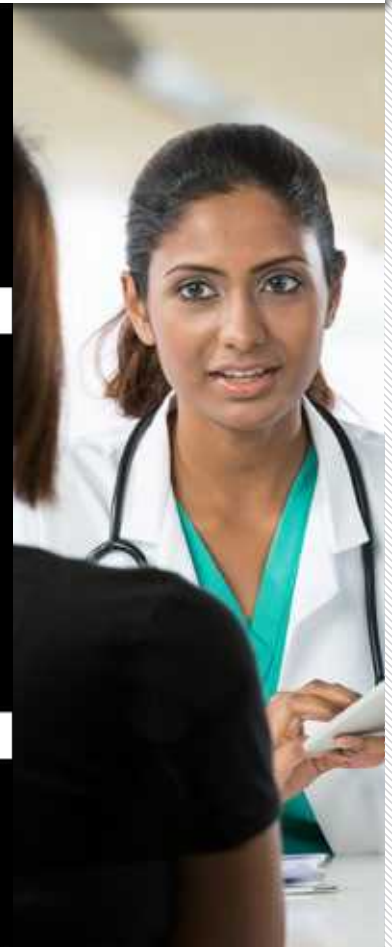
8



Run something by/past someone
If you “run something by” another person, you show it or give it to them so they can give you their opinion.
“I’d like to run this by you if you don’t mind – just to get your _____.”

AT THE DOCTOR'S

Learn lots of useful "medical" words and expressions by doing this crossword.



Across

3. If you've got this condition, you can't go to the toilet = you're **c**_____
7. An illness which is like a cold but more serious = the **f**__
8. A red mark on your skin (often consisting of little red dots) = a **r**__
10. Medicine that stops pain = a **pain**_____
11. A piece of paper the doctor writes with information about the medicine you need.
13. An American English word for a chemist's (a shop where you can buy medicine) = a **ph**_____
14. If someone has this, liquid comes out of their body when they go to the toilet = **dia**_____
15. An illness in your stomach caused by bacteria = a tummy **b**__
18. If you're in the sun for too long, you might get **su**_____
21. If a part of your body is like this, it hurts = it's **s**__
22. If you've got one of these, your body temperature is high.
24. An illness in which your chest or throat hurts = a **c**_____
26. A pain in a part of your body = an **a**__
27. If you do this to your ankle or wrist, you hurt it, often after twisting it = to **sp**_____ your ankle
28. If you feel like this, you head is spinning and feel as if you're about to fall or faint = **d**_____
30. The regular beating of blood through your body = your **p**_____

Down

1. A normal body _____ is about 37°C.
2. A building where people go to see the doctor or receive medical advice, etc.
4. An instrument for measuring temperature.
5. Small pieces of medicine that you swallow = **p**_____
6. When you do this, liquid/food comes out of your mouth = to _____ up
9. A pain in your head.
12. The amount of force with which your blood flows around your body = your blood **pr**_____
16. An area of your body that has germs or bacteria on it = an **in**_____ area
17. When bees or wasps bite you, they **s**_____ you
18. If a part of your body becomes bigger than normal, often after being hit, it becomes **sw**_____
19. A liquid that you drink to cure an illness.
20. A black, blue or purple mark on your body = a **br**_____
23. If you're feeling like this, you feel as if you're going to vomit = **qu**_____
25. If you have a pain in your eyes (for example), they **h**_____
29. If someone has this illness, they sneeze a lot (air/liquid comes out of their nose) = they've got a **c**__



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ANSWERS

PDA's (PAGE 5)
1 Reading II
 1. in most Western countries;
 2. €50; 3. Richard Gere; 4. India;
 5. \$29,000; 6. three months

FANS (PAGE 6)
1 Reading II
 1. Carlos Pena; 2. Justin Bieber;
 3. Zayn; 4. Kanye West; 5. Justin
 Bieber; 6. Siva

HIKING (PAGE 7)
1 Reading II
 1. views; 2. schedule; 3. free;
 4. people; 5. ruins; 6. Sun; 7.
 business; 8. shots

GRAMMAR BOOSTER (PAGE 8)
 1. given; 2. provided; 3. picked;
 4. deducted; 5. renewed; 6. paid;
 7. based; 8. paid; 9. reduced

ENGLISH IN ACTION (PAGE 10)
1 Listening II
 1. around 6pm; 2. just off Marley
 Street; 3. to the cinema; 4. in a
 bar nearby – the Golden Gate;
 5. at six; Paula says she'll be there
 around half-past six.; 6. Saturday
 afternoon; 7. just themselves; 8.
 645 893 257

CONVERSATION (PAGE 12)
1 Listening II
 1b 2a 3b 4b 5a 6a 7b
2 Listening III
 1. replied; 2. runs; 3. help; 4. tell;
 5. bring; 6. heard; 7. miss; 8. wait;
 9. know; 10. go

PRACTICAL ENGLISH (PAGE 13)
1 Listening II
 1. Because she's got to pick up
 Sandra for a dental appointment.
 2. They finally agree to meet up
 on Thursday at 4pm.
 3. She wants him to show her
 how to use a computer program.
 4. They arrange to meet up on
 Friday at 2pm.
 5. His address is 14 Nelly Street.
 6. It's got a leak.
 7. He suggests coming round
 at 6pm.
 8. Because she's got a meeting
 at work.

LISTS (PAGE 14)
1 Reading II
 1. points; 2. relevant; 3. familiar;
 4. information; 5. linking words;
 6. fun

LANGUAGE STORIES (PAGE 15)
1 Pre-reading
 1. affect = verb; effect = noun
 2. advice = noun; advise = verb
 3. bare = with no clothes; bear =
 a wild animal
 4. bazaar = a type of outdoor
 market; bizarre = strange
 5. bore = a boring person;
 boar = a wild pig
 6. custom = a tradition;
 costume = a style of dress
 7. desert = an area of land with
 little water; dessert = sweet food
 8. foul = disgusting; fowl = birds

9. gorilla = a wild animal;
 guerrilla = a member of an
 irregular military force
 10. rain = water from the sky;
 rein = a strap you hold onto
 when you're riding a horse

1 Reading II
 1. Her German boyfriend's family.
 2. "Slim" means not fat and not
 thin – the perfect body size.
 3. The German word "schlimm"
 means "bad".
 4. The student said that he'd
 whipped his house.
 5. He said he washed it every
 morning.
 6. It sounds like "fesse", which
 means "bottom".
 7. In a swimming pool.
 8. He asked the elderly lady
 whether she was married.

GHOST SHIPS (PAGE 16)
1 Reading II
 1. The Baychimo; 2. The Lady
 Lovibond; 3. The Octavius;
 4. The Lady Lovibond; 5. The
 Lady Lovibond; 6. The Octavius;
 7. The Baychimo

CONVERSATION (PAGE 17)
**1 Listening II (the wording
 will vary)**
 1. He says they should hire him
 because of his level of education,
 experience and skills. Also,
 because he says he could help
 improve staff productivity.
 2. He says he hasn't, and that
 he's good at avoiding conflict.
 3. He says that they'd say that
 he's great to work with, always
 willing to help and listen and
 that he'd do anything to help the
 company.
 4. He says they've had issues,
 but they've always managed to
 resolve them amicably.
 5. He says he wants the full-time
 position, but he'd be willing to
 look at the part-time one too.
 6. He gets stressed about
 deadlines, is a bit of a
 perfectionist and has trouble
 delegating.
 7. He says he'd do anything
 necessary to help the company.
 8. He wants to increase his
 knowledge and experience and
 take on more responsibility.
 4. Listening III
 1. for; 2. for; 3. with; 4. at; 5. with;
 6. with; 7. in; 8. on; 9. at; 10. of;
 11. on; 12. to; 13. on

**IRREGULAR PAST TENSE VERBS
(PAGE 18)**
 1. flat; 2. floor; 3. fire; 4. casino;
 5. cake; 6. bike; 7. party; 8. work;
 9. table; 10. book; 11. horse;
 12. phone; 13. home; 14. Paris;
 15. film; 16. car; 17. e-mail;
 18. president; 19. window;
 20. soldiers; 21. picture; 22. door;
 23. song; 24. river; 25. armchair;
 26. ten; 27. soup; 28. week;
 29. word; 30. money; 31. food;
 32. butter; 33. room; 34. jewels;

35. poster; 36. taxi; 37. system;
 38. truth; 39. early; 40. rubbish;
 41. lesson; 42. seven; 43. clothes;
 44. game; 45. letter

PRONUNCIATION (PAGE 24)
Exercise I

/id/	/t/	/d/
chatted, painted, fainted, fitted, interrupted	liked, walked, looked, talked, danced, picked, jumped, dressed	warned, listened, arrived, travelled, lived, borrowed, claimed, joined

Exercise II
 1. They **accepted** our offer. /id/
 2. We **jumped** over the fence. /t/
 3. They **pulled** it into the
 garden. /d/
 4. He **cleaned** the upstairs
 rooms. /d/
 5. He **stopped** for a coffee. /t/
 6. I **walked** home. /t/
 7. She **fitted** it to the back. /id/
 8. She **dropped** it. /t/
 9. She **waited** for ten minutes
 then left. /id/
 10. They **informed** us about
 it. /d/

Exercise III – The interview
 1. finished; 2. wanted; 3. settled;
 4. walked; 5. asked; 6. needed;
 7. signed; 8. started; 9. worked;
 10. lived; 11. moved; 12. rented;
 13. offered; 14. helped; 15. walked;
 16. cycled; 17. visited; 18. showed;
 19. managed; 20. loved; 21.
 planned; 22. ended

WARS (PAGE 26)
1 Reading II
 1. a bucket filled with money and
 jewels; 2. 32,000; 3. over 7,000;
 4. the Modenese; 5. erms on
 one side and a major and two
 soldiers on the other side; 6.
 because the birds split into small
 groups and ran off; 7. the gun
 jammed; 8. only about 50

COUNCIL WASTE (PAGE 27)
1 Reading II
 1. a member of staff; 2. clothing;
 3. to boost staff morale;
 4. to make people think;
 5. disadvantaged young people;
 6. the "ambassador" to the twin
 town of Angers; 7. finding out
 how much grass it had; 8. travel

URBAN LEGENDS (PAGE 28)
1 Reading II
 1. One of the children were
 already asleep in bed; 2. her
 boyfriend; 3. the dad – Mr
 Murphy; 4. because this was in
 the days before mobile phones;
 5. because he hasn't threatened
 her; 6. at least 20 seconds;
 7. because he asked her why
 she had turned off the lights; 8.
 because he was in a room in the
 house

CONVERSATION (PAGE 30)
1 Pre-listening

1. eloquent; 2. confident;
 3. cheerful; 4. committed;
 5. flexible; 6. outgoing;
 7. methodical; 8. responsible;
 9. persuasive; 10. open-minded;
 11. ambitious; 12. supportive;
 13. dependable; 14. competitive
2 Listening I

1. Speaker I – organised,
 relaxed, flexible, open-minded,
 supportive, patient.
 2. Speaker II – responsible,
 dependable, hard-working,
 realistic, methodical, reliable.
 3. Speaker III – friendly,

	Slang expression	Standard version
1	Psyched up	Prepared psychologically and mentally
2	You'll smash it	You'll be very successful
3	To flog	To sell
4	A slippery bugger	A dishonest person
5	Don't take your eye off the ball	Keep concentrating
6	The boozier	The pub
7	He's well dodgy	He isn't honest
8	Dosh	Money
9	A twat	An idiot
10	You blithering idiot	You stupid person
11	Bloody hell	(an expression used to show you're angry)
12	A mug	An innocent, stupid person
13	Bleeding hell	(an expression used to show you're angry)
14	The blower	The phone
15	A right cock-up	A complete disaster
16	A bloody shambles	A complete disaster
17	You really screwed up	You weren't successful
18	You'd better pull your bloody finger out	You'd better start working more and to a higher standard

cheerful, outgoing, committed,
 competitive, ambitious,
 confident, eloquent, clear,
 persuasive.
1 Listening II
 1. Speaker II; 2. Speaker III; 3.
 Speaker I; 4. Speaker I;
 5. Speaker I; 6. Speaker II;
 7. Speaker III; 8. Speaker III
2 Listening III
 1. at; 2. under; 3. of; 4. of; 5. about;
 6. in; 7. on; 8. to; 9. from; 10. of;
 11. to; 12. with; 13. of; 14. with

GROUP TALK (PAGE 35)
1 Listening I
 One of the speakers says she
 prefers to get presents she
 wants, and usually tells people
 what to get her. The other
 speakers seem to agree with this.

2 Listening II
 1. The speaker doesn't know
 what to get his son as he seems
 to have everything.
 2. A beautiful, white gold
 necklace with a sapphire and
 diamonds that she's wanted for
 a long time.

3. The "I like it" face when you
 open a present, even if you don't
 actually like the present.
 4. A pair of socks to share with
 his brother.
 5. Everyone contributes 4 euros
 for the child so he/she can
 choose a present they want.

**SLANG CONVERSATION
(PAGE 36)**
 First listening: The employee
 sells all the DVD players for £75,
 rather than charging £75 per
 individual DVD player.

BODY-CAMS (PAGE 37)
1 Reading II
 1. People tend to behave better
 when they're on camera.
 2. They've dropped because it's
 hard for the aggressor to deny
 the violence took place if there's
 video evidence.
 3. It's led to an 88% reduction in
 complaints against officers, and
 a 60% decline in officers' use
 of force.
 4. There are laws against filming
 people without their permission,
 except in certain circumstances.
 5. Because many police
 departments don't have the
 capacity to go through all the
 videos and then store them.
 6. Because they might abuse
 the power and delete footage to
 protect themselves.

SEX SCANDALS (PAGE 38)
1 Reading II
 1. Lord Sewel; 2. Gary Hart;
 3. Thomas Jefferson; 4. Lord
 Sewel; 5. Gary Hart; 6. Lord
 Sewel; 7. John Profumo; 8. Eliot
 Spitzer

FARMERS' MARKETS
(PAGE 39)

Pre-reading

1g 2a 3f 4h 5b 6e
7d 8c

Reading II

1. A Farmers Market is a place where local farmers can sell their produce to the public.
2. Concerts, cooking demonstrations with celebrities and fun activities for children.
3. Because the food is grown locally by local farmers.
4. Fewer pesticides and chemicals are used, and the food doesn't need to be transported over long distances.
5. You might see a celebrity.
6. An opportunity for children to learn about healthy eating.
7. Since 1976.
8. It's in Manhattan – right

in the centre of New York.

CONVERSATION (PAGE 40)

Listening II

1. He says that it's definitely something he's interested in.
2. He says that they don't pay for overtime.
3. Employees get 25 days of paid holiday in addition to all the official holidays.
4. He'll be working for 25 hours a week, which doesn't include lunch.
5. The company pays money into a private pension scheme which employees receive when they retire at 67.
6. Employees can buy some of the company's shares at a reduced price.
7. He won't accept anything less than £100,00 gross.
8. It's a percentage of the value of how much the employee has sold – about

5.5% of each sale.

Listening III

1. might be interested in
2. before making any decision
3. of my career development
4. would I be entitled to
5. at any time you want
6. would I be working
7. entitled to private health insurance
8. when you are on business trips
9. with my qualifications and education
10. what I'm getting at the moment
11. a performance-related bonus

PHRASAL VERBS (PAGE 41)

1. report; 2. finished; 3. deadlines; 4. extra; 5. Friday; 6. do; 7. hand-in; 8. opinion

HOT CROSSWORD
(PAGE 42)



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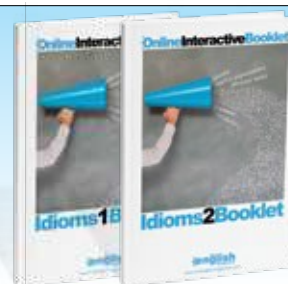
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LET ME
OUT!

Postal joke

A: I say, I say, I say, what stays in the corner and travels all over the world?

B: I don't know, what does stay in the corner and travel all over the world?

A: A stamp.

Giving birth

A man calls the hospital urgently. "My wife is pregnant, and her **contractions** are only two minutes apart!" "Is this her first child?" the doctor asks. "No you idiot!" shouts the man. "This is her husband!"

Get up!

A man knocks on his son's door. "Duncan," he says, "Wake up! It's time to go to school"

"But I don't want to go to school, dad," says Duncan. "Just get up! You've got to go."

"Well, I don't want to," Duncan replies **stubbornly**. Calming down a bit, his father says, "OK, Duncan, why don't you tell me what's wrong. Why don't you want to go to school?" "Three reasons," says Duncan. "Firstly, it's boring; secondly, I'm tired; and thirdly, the kids **tease** me all the time." And the father says,

"Well, I'm going to give you three reasons why you *have* to go. Firstly, it is your duty; secondly, you're forty-five years old, and thirdly, you're the headmaster." ❄

GLOSSARY

pregnant *adj*
if a woman is "pregnant", she has a baby in her

contractions *n*
when a pregnant woman has "contractions", her body starts preparing to give birth and the baby starts moving down so it can come out

stubbornly *adj*
if someone is behaving "stubbornly", they're acting in a determined way and will only do what they want to do

to tease *vb*
if you "tease" someone, you laugh at them and make fun of them

a headmaster *n*
the manager of a school – the person with the most authority in a school

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