

QUICK REVIEW ●●●

Write four phone numbers you know. Work in pairs. Take turns to say them to your partner once only. Write your partner's numbers. Check the numbers.

I'll get back to you

- 1 Emily is at work. Look at 1-3 and answer the questions.
- What is Chris Morris's job?
 - What kind of play is *Say Cheese!*?
 - What is the postcode of Morris Computers?
 - In which month is the conference?
 - How many phone calls does Emily want to make?
 - What is Chris Morris's email address?
 - Who are the actors in *Say Cheese!*?
 - Is Katrina a friend or a customer, do you think?

Help with Listening Phone messages

- 2 a) R9.12 Listen to these phone messages. Fill in the gaps with these words.

voicemail person choose
back message press try

- Hello, this is Alan Wick's voicemail.
- If you leave a message, I'll get to you.
- I'm sorry, but the you called is not available.
- Please leave your after the tone.
- Please one of the following three options.
- For any other enquiries, three.
- Please later.

- b) R9.13 Listen to four messages. For each message, do you:

- hang up?
- leave a message?
- press a number on the phone?

- 3 a) R9.14 Listen and answer these questions.

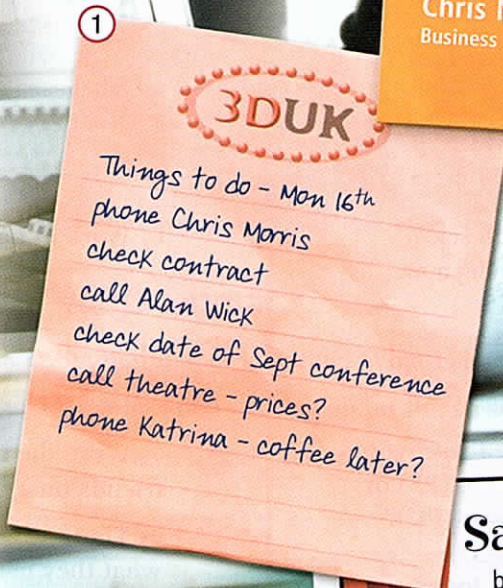
- When does Emily want to:
 - meet Alan Wick?
 - meet Katrina?
 - go to the theatre?
- How much are the theatre tickets?

- b) Look at R9.14, p155. Listen again and check your answers.

Real World phone messages; talking on the phone

Help with Listening phone messages

Review can for requests and possibility; suggestions



Say Cheese!

by Michael Hutton
starring

Jenny Ross and Brian Winter

"This year's best comedy!"

The Manchester News

The King's Theatre, Manchester

Box office: 0800 411 411

Real World Talking on the phone



Can I call you back?

- 4 a) Read conversations 1 and 2. Match them to photos A and B.

b) R9.15 Listen and choose the phrases the people say.

1

TIM Hello, 3DUK. Can I help you?
 KATRINA Hello. *I want to/ can I* speak to Emily, please?
 TIM *Hold on/Stop* a moment, I'll get her.
 EMILY Hello. Emily Wise.
 KATRINA Hi. *It's/I'm* Katrina. I *got/had* your message.
 EMILY Good. Shall we go for a coffee after work?
 KATRINA Sure. Is six o'clock OK?
 EMILY Yes. Let's meet at Café Uno.
 KATRINA OK. See you there at six. Bye.

2

EMILY Hello, *is that/are you* Chris Morris?
 CHRIS *Speaking./I am*.
 EMILY *This is/I'm* Emily Wise, from 3DUK.
 CHRIS Hello, Emily. Look, I'm in a meeting now. Can I call you *back/again*?
 EMILY Of course. If it's after five, call me *on/by* my mobile.
 CHRIS Right. *I'll call/I'm calling* you later.
 EMILY Thanks a lot. Bye.

c) Listen again and check.

d) Work in pairs. Answer these questions.

- Which conversation is a:
a) business call? b) call between friends?
- In which conversation do they plan to:
a) meet? b) talk later?
- Who:
a) is in a meeting? b) works with Emily at 3DUK?

- 5 a) Write these headings in the correct places a)–d) in the table.

other useful phrases	calling people back
saying who you are	asking to speak to people

a)	b)
Hello, can I speak to (Emily), please? Hello, is that (Chris Morris)?	This is (Emily Wise), from (3DUK). It's (Katrina). Speaking.
c)	d) other useful phrases
Can I call you back? I'll call you later. Can you call me back?	I got your message. Call me on my mobile. Hold on a moment, I'll get him/her.

b) Check in RW9.1 p141.

- 6 R9.16 P Listen and practise the sentences in 5a).

Hello, can I speak to Emily, please?

- 7 a) Katrina is making some phone calls. Fill in the gaps with parts of the phrases from 5a).

1

KATRINA Hello, ¹ *is that*. Simon Dale?
 SIMON Speaking.
 KATRINA Hi, Simon. ² Katrina Clark.
 SIMON Oh, hello, Katrina. Look, I can't talk right now. ³ you back?
 KATRINA Yes, of course. ⁴ my mobile.
 SIMON Right. I'll ⁵ later. Bye.

2

KATRINA Hi, Veronica. ⁶ Katrina.
 VERONICA Hi, Katrina. How are you?
 KATRINA I'm fine, thanks. ⁷ to Rob, please?
 VERONICA ⁸ a moment, I'll get him.
 ROB Hello, Katrina. I ⁹ your message. Let's meet at 8.30 outside the cinema.
 KATRINA OK, see you then. Bye.

b) R9.17 Listen and check.

- 8 a) Work in pairs. Write a phone conversation.

b) Swap conversations with another pair. Practise the new conversation in your pairs. Then role-play it for the pair who wrote it.

- 9 Work in pairs. Student A → p111.
 Student B → p119. Follow the instructions.

a) Work on your own. Read the information for phone conversations 1–4.

- 1 You work for Morris Computers. Phone Alex Roberts about his new computer. Your mobile number is 07694 35567. You start this conversation.
- 2 You are Sam Watson. You are a sales manager. You aren't in the office tomorrow afternoon from 2.30 to 3.30.
- 3 Phone a friend at home. Ask him/her what he/she is doing now. There's a party near your house on Saturday evening. Does he/she want to come? If yes, decide on a time and place to meet. You start this conversation.
- 4 You are at home. Decide what you are doing at the moment.

b) Decide what you want to say in each conversation. Use language from the box or your own ideas.

Hello, can I speak to ... , please?

Hello, is that ... ?

Speaking.

This is ... from

It's

Can I talk to you about ... ?

Call me on my mobile.

Would you like to ... ?

Yes, good idea.

Shall we meet at ... ?

Let's meet at

See you then. Bye.

c) Work with your partner. Take turns to phone each other.

a) Work on your own. Read the information for phone conversations 1–4.

- 1 You are Alex Roberts. You're talking to a customer at the moment. If someone calls, get his/her phone number. Say you'll call him/her back later.
- 2 Phone Sam Watson, the sales manager in your company. You want to meet him tomorrow afternoon. You start this conversation.
- 3 You are at home. Decide what you are doing at the moment.
- 4 Phone a friend at home. Ask him/her what he/she is doing now. Does he/she want to go for a coffee? If yes, decide on a time and place to meet. You start this conversation.

b) Decide what you want to say in each conversation. Use language from the box or your own ideas.

Hello, can I speak to ... , please?

Hello, is that ... ?

Speaking.

This is ... from

It's

Can I talk to you about ... ?

Call me on my mobile.

Would you like to ... ?

Yes, good idea.

Shall we meet at ... ?

Let's meet at

See you then. Bye.

c) Work with your partner. Take turns to phone each other.

APPENDIX 7: PHRASAL VERBS & PREPOSITIONAL VERBS

1a) DEFINITION: a **Phrasal Verb** or **Prepositional Verb** consists of a lexical verb followed by an adverbial particle which may or may not be contiguous with the main verb. **Prepositional Verbs** are lexical verbs which are given a direction by the adverbial particle (e.g. 'look up', 'look into', 'look down on') whereas **Phrasal Verbs** have an idiomatic meaning that is not immediately obvious (e.g. 'look up' i.e. find information in a book or a list of some kind; 'look into' i.e. investigate; 'look down on' i.e. despise). This means that the same verb (e.g. 'carry out') may be both a **Prepositional Verb** (i.e. take sth. outside) and a **Phrasal Verb** (i.e. 'implement'), each with a separate meaning.

1b) These are the 20 most frequent lexical verbs together with the 16 most common adverbial particles

	OUT	UP	ON	BACK	DOWN	IN	OFF	OVER
1.GO								
2.COME								
3.TAKE								
4.GET								
5.SET								
6.CARRY								
7.TURN								
8.BRING								
9.LOOK								
10.PUT								
11.PICK								
12.MAKE								
13.POINT								
14.SIT								
15.FIND								
16.GIVE								
17.WORK								
18.BREAK								
19.HOLD								
20.MOVE								
	ROUND	ABOUT	THROUGH	AROUND	ALONG	UNDER	BY	ACROSS

1c) Since **Phrasal Verbs** are idiomatic, it is difficult to guess what they mean from the lexical verb alone. The adverbial particles, however, often indicate the following general meanings:

DOWN: 'failing' (e.g. break down / let s.o. down) or 'reducing' (e.g. cut down / turn down)

OFF: 'departing' (e.g. set off / take off); 'ending' (e.g. turn off); 'stopping / preventing' (break off / cut off)

OUT: 'finishing / ending' (e.g. run out); 'leaving / going outside' (e.g. get out, eat out); 'solving' (e.g. sort out)

UP: 'increasing / improving' (e.g. go up / turn up) or 'completing / finishing' (e.g. break up / split up)

ON: 'continuing' (e.g. carry on / go on / keep on) or 'starting' (e.g. log on / turn on)

OVER: 'changing' (e.g. turn over / make over)

AWAY: 'removing' (e.g. throw sth. away / give sth. away); 'leaving' (e.g. to go away / to fly away)

BACK: 'returning' (e.g. come back / turn back / give back / put back / bring back)

2) PRACTICE ACTIVITY

Put ONE missing word from 1b, 1c or elsewhere in each gap.

- A: "Good morning, Civitanova Barche. Can I help you ?"
- B: "This is Duncan Disorderly of Club 20's Only. Could you put me (1) (connect) to Jack Sparrow, please ?"
- A: "Of course. One moment... I'm sorry, Mr Disorderly, I can't. Captain Sparrow is (2) (not here) at the moment, his mobile phone is (3) (not on) and I don't know what time he will be (4) (return). Shall I try again later and ask him to call you (5) (telephone again) ?"
- B: "It's OK, I'll leave a message."
- A: "OK, hold (6) (wait) just a second while I find a pen. Right, go (7) (continue)."
- B: "Captain Sparrow rang me (8) (telephone) yesterday. He said he was going to look (9) (investigate) the cost of providing Club 20's Only with a yacht for our Midsummer Mayhem party, which should take (10) (happen) in Croatia this year."
- A: "I'm sorry, Mr Disorderly, the line is very bad. Can you speak (11) (talk louder), please ? Hello ? Hello ? I think maybe your batteries have run (12) (exhausted). Hello ?"
- B: "Sorry about that, I'm on a train using my mobile and we were cut (13) (disconnected) in a tunnel. Anyway I do hope he has managed to sort something (14) (organize). We have an appointment this afternoon at two o'clock in order to go (15) (discuss) the details but the train is late so, if possible, I would like to put the meeting (16) (postpone) until five o'clock."
- A: "Oh, right. Can I just go (17) (check) that again ? Your name is Duncan Disorderly and you would like to postpone your meeting with Captain Sparrow until five o'clock this afternoon."
- B: "Yes, that's right. Actually, it might speed things up a bit if someone could pick me (18) (collect) from the station and maybe drop me (19) (leave) there afterwards."
- A: "OK, I'll (20) you (inform) if that's OK as soon as I can."
- B: "Thank you, goodbye."
- A: "Goodbye."

2) PHONE CALLS: The Conventional Order Of Steps (Harper 2006)

Step 1: SALUTATION / IDENTIFICATION:

Person Called

"Hello. Universal Exports. Can I help you ?"

"Hello. James Robinson speaking. Can I help you ?"

Step 2: INTRODUCTION; ASKING FOR / CONFIRMING IDENTIFICATION:

Person Calling

"Hello. This is Mike Savage. Could I speak to the manager, please ?"

"Hello. This is Mike Savage. Who is speaking, please ?"

"Hello. Is that the Personnel department ?"

"Oh, I'm sorry. I've got the wrong number."

Step 3: GETTING THROUGH TO THE RIGHT PERSON:

Person Called

"If you hold on, I'll put you through to Mr X."

"If you bear with me, I'll just put you through to Mr X."

"I'm afraid the line's engaged. Could you hold on, please."

"I'm afraid Mr X is away / isn't in. Can I take message ?"

"I'm afraid Mr X is busy. Shall I get him to call you back ?"

"I'm afraid Mr X is busy. Could you call back later, please ?"

"I'm afraid you've got the wrong number."

Step 4: EXPOSITION: (Explain the situation. State the main facts and all relevant information)

Person Calling

"Hello ? It's about your order. I'm afraid it's been delayed." *"It's about..."*

"I'm calling about..." *"I'm calling to ask you..."* *"I'm calling to let you know that..."*

"I'm afraid there's been a mix up / a slip up / a mistake / an error / a misunderstanding."

"I'm afraid there's a problem with..."

Step 5: REQUIREMENTS: (Explain what you want the other person to do)

Person Calling / Person Called

"I was wondering if you could tell me..." *"Would it be possible to...?"* *"Could you possibly...?"*

"If possible, I'd like..." *"I would like ..."* *"Would you..."* *"Could I/you/it..."* *"Can I/you/it..."*

Step 6: CONFIRMATION: (Summarize what has been agreed)

Person Called / Person Calling

"So, our Export Manager will send you a quotation later this week."

"OK, then. I will contact our Production department and try to bring forward the delivery."

"Right, I will call you back as soon as I have spoken to..."

Step 7: CONVENTIONAL ENDING:

Person Called

"Thank you for calling."

"Thank you very much. Goodbye."

"Goodbye, then."

"Bye, Sue."

Person Calling

"Not at all. Goodbye."

"Goodbye."

"Goodbye."

"Bye."



3c) Complete the following telephone conversation by putting **one** suitable word into each gap.

A: "Hello. Fausto & Furio Car Hire. Can I you ?"

B: "Hello. is Gloria Fuentes. I'd like to speak to the Manager,"

A: "I'm afraid Mr Shaw is on business this week but I can put you to Mr Hobbs who has taken as Office Manager for the time being."

B: "Yes, OK. Let me speak to Mr Hobbs, then."

A: "..... on for a moment, Ms Fuentes, and I'll connect you."

C: "Hello. Luke Hobbs speaking."

B: "Hello. Gloria Fuentes here. I'd like to a serious complaint. I've been a regular customer of yours for years, Mr Hobbs, but this time something unforgiveable has happened and you are not going to get with it !"

C: "I'm sorry to hear that, Ms Fuentes. Would you mind going detail ?"

B: "Well, two days ago I looked the vehicles available on your website and hired a Fantozzi Voltmeister, which I picked from your branch at Falconara Airport, today. When I set, however, the car simply didn't work properly. The autopilot was clearly unreliable, so I had to turn it Then, the battery ran after 20 kilometres and the car broke Naturally, I plugged it to the nearest supercharger, which is supposed to recharge the battery in 15 minutes. That was half an hour ago and I'm still waiting. What am I going to do ! I have a business meeting in Pesaro in 45 minutes, so how am I going to there ?"

C: "I see. I'm very sorry to hear that, Ms Fuentes. I can assure you that such things don't happen very often. I will look the matter personally and send a technician from our Marche branch to the supercharger station to find what caused the malfunction, if you could just me know which one it is."

B: "I don't want an explanation, Mr Hobbs, or a mechanic. I would like you to replace this faulty Voltmeister a car that works as it should do. So, what are you going to do it ?"

C: "Well, I will make some enquiries at this end, find you a car and get to you as soon as possible. Once again, I apologize on behalf of Fausto and Furio."

B: "OK, that's more like it. I'm at the Misa Supercharger Station on the A14 near Senigallia. Goodbye, then, Mr Hobbs."

C: "....., Ms Fuentes."

5) **READING** Pesaro was Italy's Capital of Culture 2024. Read about the forthcoming events at the Rossini Arts Centre.

1. Renaldo Poggi – Brahms & Liszt



2. John Thomas and Lady Jane – 'The Tyburn Hornpipe'



3. Meagain Markle and her sensational autobiography



4. Self Defence for Women



5. 'King Leer' starring Harry Flashman



6. Turgid Sponge – the farewell tour



7. Earl Spencer - 'Blues for Diana'



8. 'Confessions of a Shameless Shopaholic'



with Laura Laffs

5a) Which of the events numbered 1-8 is: (a) a play (b) a Jazz concert (c) a Folk concert (d) a Rock concert.... (e) a book launch.... (f) a stand-up comedy show.... (g) a training event.... (h) a recital of Classical music....

5b) SPEAKING ACTIVITY

STUDENT A: Study your part in the telephone conversations shown below. Tell Student B when you are ready. Then phone the box office at the Rossini Arts Centre.

STUDENT B: Look at the following page and follow the instructions. When you are ready, start with conversation 1.

TELEPHONE CONVERSATIONS

STUDENT A

Conversation 1

You have heard that there is a good show on at the Rossini Arts Centre on April 23rd.
Buy tickets for you and your parents. Your Visa card number is 392817465 CVV 666
Your email address is: ignatiev _ nicholas — pavlovich @ great ~ game . ru

Conversation 2

You work at the Box Office of the Rossini Arts Centre. You have tickets available for the following event:
'Blues for Diana' - an evening with Jazz pianist Earl Spencer
April 30th at 21.15
Tickets: Sector A - €75 Sector B - €50 Sector C - €35 Box for five people - €120
Payment is by Visa or Mastercard only
Ask for the customer's full name, card number, CVV number and email address.

Conversation 3

You have heard that there is a good concert on at the Rossini Arts Centre on May 1st. Buy tickets for you and your friends. Your Mastercard card number is 281746539 CVV 999
Your email address is: oliver — parkin @ tevershall / wragby . com

Conversation 4

You work at the Box Office of the Rossini Arts Centre. You have tickets available for the following event:
Veteran Prog-Metal band Turgid Sponge bid their fans farewell on 'The Final Spurt' tour with music from the classic albums 'Filthy Loofah', 'Midnight in Scunthorpe', 'Screaming in the Bath' and 'Mona Lisa Was Framed'.
May 8th at 21.30
Tickets: Sector A - €80 Sector B - €60 Sector C - €40 Box for five people - €160
Payment is by Visa or Mastercard only
Ask for the customer's full name, card number, CVV number and email address.

Conversation 5

You have heard that your favourite comic actress, Laura Laffs, is bringing her one-woman show to the Rossini Arts Centre on May 10th. Buy tickets for you and your friend.
Your Mastercard card number is 817465392 CVV 911
Your email address is: thelma ~ louise @ girls_night—out . co. uk

Conversation 1

You work at the Box Office of the Rossini Arts Centre. You have tickets available for the following event:
'King Lear' by William Shakespeare – a theatrical production in the original language
starring Harry Flashman of the Royal Shakespeare Company
April 23rd at 21.00

Tickets: Sector A - €80 Sector B - €60 Sector C - €40 Box for five people - €160

Payment is by Visa or Mastercard only

Ask for the customer's full name, card number, CVV number and email address.

Conversation 2

You have heard that there is a good concert at the Rossini Arts Centre on April 30th. Buy tickets for you and your friends. Your Visa card number is 928174653 CVV 007

Your email address is: james ~ hewitt @ the _ rotters — club . co . uk

Conversation 3

You work at the Box Office of the Rossini Arts Centre. You have tickets available for the following event:
'The Tyburn Hornpipe' - an evening with Folk duo John Thomas and Lady Jane
May 1st at 21.15

Tickets: Sector A - €50 Sector B - €35 Sector C - €25 Box for five people - €110

Payment is by Visa or Mastercard only

Ask for the customer's full name, card number, CVV number and email address.

Conversation 4

You have heard that there is a Rock concert at the Rossini Arts Centre on May 8th. Buy tickets for you and your friend. Your Mastercard card number is 817465392 CVV 911

Your email address is: joe _ public @ dial ~ B \ throking . dlq

Conversation 5

You work at the Box Office of the Rossini Arts Centre. You have tickets available for the following event:
'Confessions of a Shameless Shopaholic' – hilarious stand-up comedy with Laura Laffs
May 10th at 21.30

Tickets: Sector A - €45 Sector B - €20 Sector C - €10 Box for five people - €90

Payment is by Visa or Mastercard only

Ask for the customer's full name, card number, CVV number and email address.

-s (your sister's name) and of ... (the name of the book)

A We use **-s** (*apostrophe + s*) mostly for people or animals:

- ☐ **Tom's** computer isn't working. (*not* the computer of Tom)
- ☐ How old are **Chris's** children? (*not* the children of Chris)
- ☐ What's (= What is) **your sister's** name?
- ☐ What's **Tom's sister's** name?
- ☐ Be careful. Don't step on **the cat's** tail.

You can use **-s** without a noun after it:

- ☐ This isn't my book. It's **my sister's**. (= my sister's book)

We use **-s** with a noun (**Tom/friend/teacher** etc.). We do not use **-s** with a long group of words.

So we say:

your friend's name

but the name **of the woman sitting by the door**

Note that we say **a woman's hat** (= a hat for a woman), **a boy's name** (= a name for a boy), **a bird's egg** (= an egg laid by a bird) etc.

B With a *singular* noun we use **-s**:

my sister's room (= **her** room – one sister) **Mr Carter's** house (= **his** house)

With a *plural* noun (**sisters, friends** etc.) we put an apostrophe (') at the end of the word:

my sisters' room (= **their** room – *two or more* sisters)

the Carters' house (= **their** house – Mr and Mrs Carter)

If a plural noun does not end in **-s** (for example **men/women/children/people**) we use **-s**:

the **men's** changing room a **children's** book (= a book for children)

You can use **-s** after more than one noun:

Jack and Karen's wedding **Mr and Mrs Carter's** house

C For things, ideas etc., we normally use **of** (... **of the water** / ... **of the book** etc.):

the temperature **of the water** (*not* the water's temperature)

the name **of the book** the owner **of the restaurant**

Sometimes the structure *noun + noun* is possible (see Unit 80):

the **water temperature** the **restaurant owner**

We say **the beginning/end/middle of ...** / **the top/bottom of ...** / **the front/back/side of ...** :

the beginning of the month (*not* the month's beginning)

the top of the hill **the back of** the car

D You can usually use **-s** or **of** ... for an organisation (= a group of people). So you can say:

the government's decision *or* the decision **of the government**

the company's success *or* the success **of the company**

It is also possible to use **-s** for places. So you can say:

the city's streets **the world's** population **Italy's** prime minister

E You can also use **-s** with time words (**yesterday** / **next week** etc.):

- ☐ Do you still have **yesterday's** newspaper?

- ☐ **Next week's** meeting has been cancelled.

In the same way, you can say **today's** / **tomorrow's** / **this evening's** / **Monday's** etc.

We also use **-s** (or **-s'** with plural words) with periods of time:

- ☐ I've got **a week's** holiday starting on Monday.

- ☐ Julia has got **three weeks'** holiday.

- ☐ I live near the station – it's only about **ten minutes'** walk.

81.1 In some of these sentences, it would be more natural to use -'s or -. Change the underlined parts where necessary.

- 1 Who is the owner of this restaurant?
- 2 Where are the children of Chris?
- 3 Is this the umbrella of your friend?
- 4 Write your name at the top of the page.
- 5 I've never met the daughter of Charles.
- 6 Have you met the son of Mary and Dan?
- 7 We don't know the cause of the problem.
- 8 Do we still have the newspaper of yesterday?
- 9 What's the name of this street?
- 10 What is the cost of a new computer?
- 11 The friends of your children are here.
- 12 The garden of our neighbours is very nice.
- 13 I work on the ground floor of the building.
- 14 The hair of Bill is very long.
- 15 I couldn't go to the party of Catherine.
- 16 What's the name of the woman who lives next door?
- 17 Have you seen the car of the parents of Mike?
- 18 What's the meaning of this expression?
- 19 Do you agree with the economic policy of the government?

OK

Chris's children

81.2 What is another way of saying these things? Use -'s.

- 1 a hat for a woman
- 2 a name for a boy
- 3 clothes for children
- 4 a school for girls
- 5 a nest for a bird
- 6 a magazine for women

a woman's hat

81.3 Read each sentence and write a new sentence beginning with the underlined words.

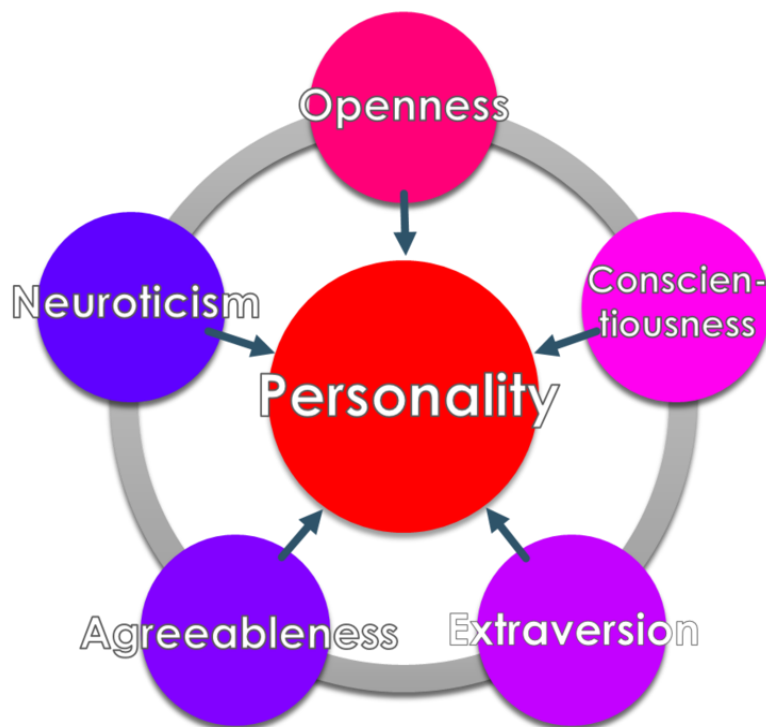
- 1 The meeting tomorrow has been cancelled.
Tomorrow's meeting has been cancelled.
- 2 The storm last week caused a lot of damage.
Last
- 3 The only cinema in the town has closed down.
The
- 4 The weather in Britain is very changeable.
.....
- 5 Tourism is the main industry in the region.
.....

81.4 Use the information given to complete the sentences.

- 1 If I leave my house at 9 o'clock and drive to the airport, I arrive at about 11.
So it's about two hours' drive from my house to the airport. (drive)
- 2 If I leave my house at 8.40 and walk to the centre, I get there at 9 o'clock.
So it's from my house to the centre. (walk)
- 3 I'm going on holiday on the 12th. I have to be back at work on the 26th.
So I've got (holiday)
- 4 I went to sleep at 3 o'clock this morning and woke up an hour later. After that I couldn't sleep. So last night I only had (sleep)

The Big Five Factors Governing Your Personality

Five factors which describe how you interact with the world, who you are and how you live.



Openness to experience: (*inventive/curious* vs. *consistent/cautious*). Appreciation for art, emotion, adventure, unusual ideas, curiosity, and variety of experience. Openness reflects the degree of intellectual curiosity, creativity and a preference for novelty and variety a person has. It is also described as the extent to which a person is imaginative or independent, and depicts a personal preference for a variety of activities over a strict routine. High openness can be perceived as unpredictability or lack of focus. Moreover, individuals with high openness are said to pursue self-actualization specifically by seeking out intense, euphoric experiences, such as skydiving, living abroad, gambling, etc. Conversely, those with low openness seek to gain fulfillment through perseverance, and are characterized as pragmatic and data-driven—sometimes even perceived to be dogmatic and closed-minded.

0	1	2	3	4	5	6	7	8	9	10
<i>dogmatic</i>	<i>consistent</i>	<i>cautious</i>	<i>curious</i>	<i>inventive</i>	<i>unpredictable</i>	<i>unfocused</i>				



Conscientiousness: (*efficient/organized* vs. *easy-going/careless*). A tendency to be organized and dependable, show self-discipline, act dutifully, aim for achievement, and prefer planned rather than spontaneous behavior. High conscientiousness is often perceived as stubbornness and obsession. Low conscientiousness is associated with flexibility and spontaneity, but can also appear as carelessness and lack of reliability.

0	1	2	3	4	5	6	7	8	9	10
<i>careless</i>	<i>spontaneous</i>	<i>easy-going</i>	<i>flexible</i>	<i>organized</i>	<i>efficient</i>	<i>stubborn</i>	<i>obsessive</i>			



Extraversion: (*outgoing/energetic* vs. *solitary/reserved*). Energy, positive emotions, assertiveness, sociability and the tendency to seek stimulation in the company of others, and talkativeness. High extraversion is often perceived as attention-seeking, and domineering. Low extraversion causes a reserved, reflective personality, which can be perceived as aloof or self-absorbed.

0	1	2	3	4	5	6	7	8	9	10
<i>self-absorbed</i>		<i>solitary</i>	<i>reserved</i>		<i>outgoing</i>	<i>energetic</i>		<i>attention-seeking</i>		<i>domineering</i>



Agreeableness: (*friendly/compassionate* vs. *challenging/detached*). A tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. It is also a measure of one's trusting and helpful nature, and whether a person is generally good-tempered or irascible. High agreeableness is often seen as naivety or submissiveness. Low agreeableness personalities are often competitive or challenging people, which can be seen as argumentative or untrustworthy.

0	1	2	3	4	5	6	7	8	9	10
<i>challenging</i>		<i>suspicious</i>	<i>detached</i>		<i>cooperative</i>	<i>friendly</i>		<i>compassionate</i>		<i>submissive</i>



Neuroticism: (*sensitive/nervous* vs. *secure/confident*). The tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, and vulnerability. Neuroticism also refers to the degree of emotional stability and impulse control and is sometimes referred to by its low pole, "emotional stability". A high need for stability manifests itself as a stable and calm personality, but can be seen as uninspiring and unconcerned. A low need for stability results in a reactive and excitable personality, often very dynamic individuals, but they can be perceived as unstable or insecure.

0	1	2	3	4	5	6	7	8	9	10
<i>confident</i>		<i>secure</i>	<i>calm</i>	<i>stable</i>	<i>sensitive</i>	<i>nervous</i>	<i>insecure</i>	<i>excitable</i>		<i>unstable</i>



Now, try this Big Five personality test: <https://www.outofservice.com/bigfive/>

How to describe yourself
in an application letter
and/or a job interview:

- Accomplished
- Accountable
- Adaptable
- Adept [at something]
- Ambitious
- Analytical
- Articulate
- Assertive
- Attentive
- Authentic
- Balanced
- Bilingual
- Brave
- Calm
- Candid
- Capable
- Careful
- Cheerful
- Collaborative
- Committed
- Communicative
- Community-minded
- Compassionate
- Confident
- Conscientious
- Consistent
- Constructive
- Cooperative
- Courageous
- Creative
- Cultured
- Curious
- Customer-focused
- Daring
- Decisive
- Dedicated
- Dependable
- Detail-oriented
- Determined
- Diligent
- Diplomatic
- Direct
- Discerning
- Driven
- Dynamic
- Easygoing
- Efficient
- Encouraging
- Energetic
- Enterprising
- Entrepreneurial
- Ethical
- Experienced
- Extroverted
- Fair
- Fast
- Fearless
- Flexible
- Friendly
- Genuine
- Goal-oriented
- Hardworking
- High-achieving
- Honest
- Imaginative
- Impartial
- Independent
- Innovative
- Integrity
- International
- Introverted
- Inventive
- Judicious
- Knowledgeable
- Leader
- Level-headed
- Loyal
- Mature
- Mediator
- Methodical
- Meticulous
- Mindful
- Motivated
- Multilingual
- Objective
- Observant
- Open-minded
- Optimistic
- Organized
- Outgoing
- Particular
- Passionate
- Patient
- Perceptive
- Perfectionist
- Persevering
- Persistent
- Personable
- Persuasive
- Positive
- Practical
- Pragmatic
- Precise
- Proactive
- Problem solver
- Productive
- Professional
- Punctual
- Quick
- Rational
- Receptive [to criticism]
- Reflective
- Reliable
- Resolute
- Resourceful
- Respectful
- Responsible
- Results-driven
- Revenue-focused
- Self-disciplined
- Self-reliant
- Self-starter
- Sensible
- Serious
- Skilled
- Strategic
- Successful
- Tactful
- Team player
- Tech-savvy
- Tenacious
- Thorough
- Tidy
- Tolerant
- Trustworthy
- Understanding
- Unique
- Upbeat
- Versatile
- Visionary
- Worldly

Will Elections in Scotland end with 'Scoxit'?

<https://www.youtube.com/watch?v=7QLgppFIA0w>

Some of the names you will hear: Howie Nicholsby, John Elliot, Edinburgh, the Cheviot hills.

On 6 January 2021, a crowd of Donald Trump supporters attempted to overturn the result of the 2020 US Presidential Election by occupying the Capitol building in Washington DC. Here are the findings of the third United States House Committee hearing into the events of that day.

'Pence's Life Was in Danger'

<https://www.aljazeera.com/news/2022/6/16/five-key-takeaways-from-third-january-6-us-capitol-riot-hearing>

Here are some of the names you will hear: Caroline Edwards, Mike Pence, Liz Cheney, William Barr, Ivanka Trump, Bennie Thompson, Kevin McCarthy, Heidi Zhou-Castro

Now write a summary of the news report in 200-300 words

PRONUNCIATION PRACTICE

The BBC's Online Pronunciation Workshop

Do you want to improve your English pronunciation? Well, the BBC's Pronunciation Workshop shows you how English is really spoken. It'll help you become a better listener and a more fluent speaker.

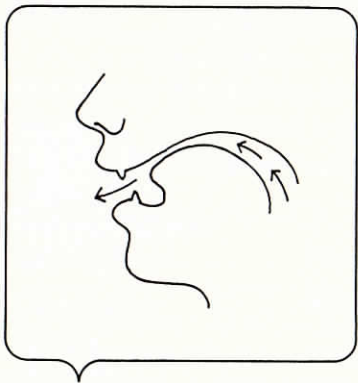
The Sounds of English

Scroll down to the bottom of this page for The Sounds of English, our video guide to all the consonant and vowel sounds in the English language.

Watch, listen and repeat. It's as simple as that.

<https://www.bbc.co.uk/learningenglish/features/pronunciation>

Unit 32 ʃ shoe



First practise s (see page 97).

Then put your tongue up and back a little to make ʃ.

Practice 1 Listen and repeat:



sound 1 sound 2



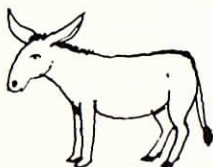
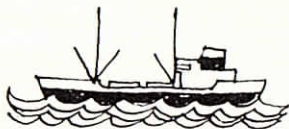
sea she



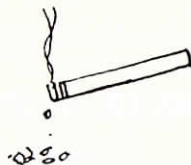
Sue shoe



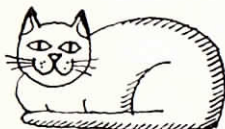
sip ship



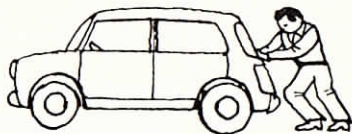
ass ash



Russ rush



puss push



Test Tick the words you recognise in the sentences you hear:



- 1 a) Sue's; b) shoes
- 2 a) ass; b) ash
- 3 a) puss; b) push
- 4 a) sack; b) shack
- 5 a) seats; b) sheets
- 6 a) save; b) shave



Practice 2 Listen and repeat:



sheets	Shaw	washing	Swedish
shall	shake	machine	English
shop	show	special	shrunk
shut	shirts	Marsh	finished
shouldn't	sure	wish	demonstration

Dialogue A special washing machine



- Mrs Marsh: *Does this shop sell washing machines?*
Mr Shaw: *Yes. This is the newest washing machine, madam.*
Mrs Marsh: *Is it Swedish?*
Mr Shaw: *No, madam. It's English.*
Mrs Marsh: *Please show me how it washes.*
Mr Shaw: *Shall I give you a demonstration? Here are some sheets and shirts. You put them in the machine. You shut the door. And you push this button.*
Mrs Marsh: *The machine shouldn't shake like that, should it?*
Mr Shaw: *Washing machines always shake, madam. Ah! It's finished now.*
Mrs Marsh: *But the sheets have shrunk, and so have the shirts.*
Mr Shaw: *Do you wish to buy this machine, madam?*
Mrs Marsh: *I'm not sure.*

Joining sounds Listen and repeat:

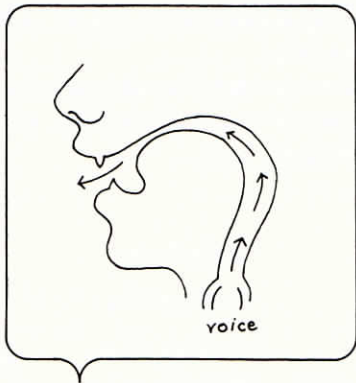


English shops	*Irish sheets
Danish ships	*Polish shirts
Scottish sheep	*Finnish shorts
*Swedish shampoo	*Turkish sugar
*French champagne	*Spanish shoes

The Quotes of Steven Wright:

- 1 - I'd kill for a Nobel Peace Prize.
- 2 - Borrow money from pessimists — they don't expect it back.
- 3 - Half the people you know are below average.
- 4 - 99% of lawyers give the rest a bad name.
- 5 - 82.7% of all statistics are made up on the spot.
- 6 - A conscience is what hurts when all your other parts feel so good.
- 7 - A clear conscience is usually the sign of a bad memory.
- 8 - If you want the rainbow, you got to put up with the rain.
- 9 - All those who believe in psycho kinesis, raise my hand.
- 10 - The early bird may get the worm, but the second mouse gets the cheese.
- 11 - If everything seems to be going well, you have obviously overlooked something.
- 12 - Depression is merely anger without enthusiasm.
- 13 - Hard work pays off in the future; laziness pays off now.
- 14 - I intend to live forever ... So far, so good.
- 15 - If Barbie is so popular, why do you have to buy her friends?
- 16 - What happens if you get scared half to death twice?
- 17 - My mechanic told me, "I couldn't repair your brakes, so I made your horn louder."
- 18 - Why do psychics have to ask you for your name
- 19 - If at first you don't succeed, destroy all evidence that you tried.
- 20 - A conclusion is the place where you got tired of thinking.
- 21 - Experience is something you don't get until just after you need it.
- 22 - To steal ideas from one person is plagiarism; to steal from many is research.
- 23 - The problem with the gene pool is that there is no lifeguard.
- 24 - The sooner you fall behind, the more time you'll have to catch up.
- 25 - If at first you don't succeed, skydiving is not for you.
- 26 – Never argue with a fool. You have more to lose than he does.
- 27 – Never kick a man when he's down. He might get up.
- 28 – You'll never know what worse luck your bad luck has saved you from.

Unit 33 3 television



First practise j (see page 103).
Use your voice to make 3.

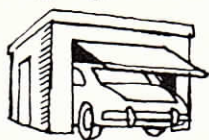
Practice 1 Listen and repeat:



television



garage

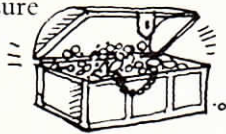


Peugeot

measuring tape



treasure



casual clothes



Asia



an unusual collision



Reading Television programmes: Channel O



7.00 – Children's film: *'Treasure Island'*

7.15 – News comment: *An Unusual Collision*

7.30 – Fashion: *Casual Clothes*

7.45 – Travel film: *Across Asia in a Peugeot*

8.15 – Do-it-yourself: *How to Measure a New Garage*

8.30 – Variety show: *It's a Pleasure*

Conversation Talk about the television programmes.

Example:

A: What are you going to watch on television tonight?

B: Treasure Island.

Drill When somebody says 'Thank you' for doing something, we sometimes say, 'It's a pleasure'. Practise this answer.

Example:

A: Thank you for lending me your television.

B: It's a pleasure.

- 1 Thank you for mending my television.
- 2 Thanks for lending me your measuring tape.
- 3 Thanks for lending me 'Treasure Island'.
- 4 Thank you for letting me use your garage.
- 5 Thanks for letting me drive your Peugeot.
- 6 Thanks for letting us watch your television.

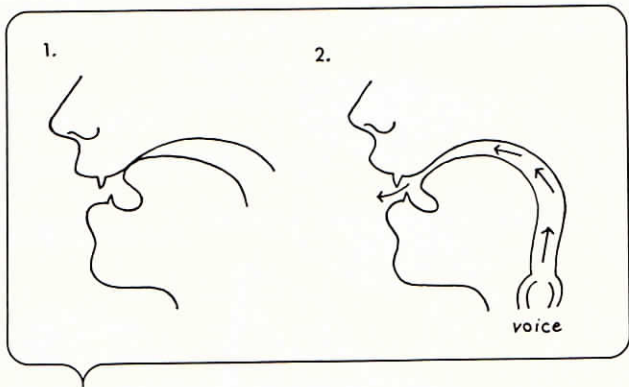
Television or **TV** is a telecommunications medium used for transmitting moving images in monochrome (black-and-white), or in colour, and in two or three dimensions and sound. The term can refer to a television set, a television program ("TV show"), or the medium of television transmission. Television is a mass medium for entertainment, education, news, politics, gossip, and advertising.

Television became available in crude experimental forms in the late 1920's, but it would still be several years before the new technology was marketed to consumers. After World War II, an improved form of black-and-white TV broadcasting became popular in the United States and Britain, and television sets became commonplace in homes, businesses, and institutions. During the 1950's, television was the primary medium for influencing public opinion. In the mid-1960's, colour broadcasting was introduced in the US and most other developed countries. The availability of multiple types of storage media such as Betamax, VHS tape, local disks, DVDs, flash drives, high-definition Blu-ray Discs, and digital video recorders have enabled viewers to watch pre-recorded material—such as movies—at home on their own time schedule. For many reasons, the storage of television and video programming now occurs on the cloud. At the end of the first decade of the 2000's, digital television transmissions greatly increased in popularity. Another development was the move from standard-definition television (SDTV) (576i, with 576 interlaced lines of resolution and 480i) to high-definition television (HDTV), which provides a resolution that is substantially higher. HDTV may be transmitted in various formats: 1080p, 1080i and 720p. Since 2010, with the invention of smart television, Internet television has increased the availability of television programs and movies via the Internet through streaming video services such as Netflix, Amazon Video, iPlayer, Hulu, Roku and Chromecast.

In 2013, 79% of the world's households owned a television set. The replacement of early bulky, high-voltage cathode ray tube (CRT) screen displays with compact, energy-efficient, flat-panel alternative technologies such as plasma displays, LCD's (both fluorescent-backlit and LED), and OLED displays was a hardware revolution that began with computer monitors in the late 1990's. Most TV sets sold in the 2000's were flat-panel, mainly LED's. Major manufacturers announced the discontinuation of CRT, DLP, plasma, and even fluorescent-backlit LCD's by the mid-2010's. In the near future, LEDs are gradually expected to be replaced by OLEDs. Also, major manufacturers have announced that they will increasingly produce smart TV's in the mid-2010's. Smart TVs with integrated Internet and Web 2.0 functions became the dominant form of television by the late 2010's.

Television signals were initially distributed only as terrestrial television using high-powered radio-frequency transmitters to broadcast the signal to individual television receivers. Alternatively television signals are distributed by coaxial cable or optical fiber, satellite systems and, since the 2000's via the Internet. Until the early 2000's, these were transmitted as analog signals, but a transition to digital television is expected to be completed worldwide by the late 2010's. A standard television set is composed of multiple internal electronic circuits, including a tuner for receiving and decoding broadcast signals. A visual display device which lacks a tuner is correctly called a video monitor rather than a television.

Unit 35 dʒ jam

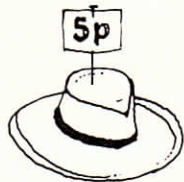


First practise tʃ (see page 108).
Use your voice to make dʒ.

Practice 1 Listen and repeat:



sound 1 sound 2



cheap jeep



choke joke



chin gin



cherry Jerry



larch large



H

H age

Name *J. Smith*.....
Age *23*.....
Address *24 Green St.*..
London

Test

Tick the words you recognise in the sentences you hear:



- 1 a) choking; b) joking
- 2 a) larch; b) large
- 3 a) cheap; b) jeep
- 4 a) chain; b) Jane
- 5 a) chilly; b) Jilly
- 6 a) cheered; b) jeered

**Practice 2**

Listen and repeat:



gin	dangerous	village
jeep	manager	bridge
January	agency	edge
just	injured	large
joke	passenger	George Churchill
jail	damaged	ginger-haired chap

Dialogue**George Churchill**

Jerry: *Just outside this village there's a very dangerous bridge.*

John: *Yes. Charles told me two jeeps crashed on it in January. What happened?*

Jerry: *Well George Churchill was the driver of the larger jeep, and he was driving very dangerously. He'd been drinking gin.*

John: *George Churchill? Do I know George Churchill?*

Jerry: *Yes. That ginger-haired chap. He's the manager of the travel agency in Chester.*

John: *Oh, yes. I remember George. He's always telling jokes. Well, was anybody injured?*

Jerry: *Oh, yes. The other jeep went over the edge of the bridge, and two children and another passenger were badly injured.*

John: *Were both the jeeps damaged?*

Jerry: *Oh, yes.*

John: *And what happened to George?*

Jerry: *George? He's telling jokes in jail now, I suppose!*

Jupiter is the fifth planet from the Sun and the largest in the Solar System. It is a giant planet with a mass one-thousandth that of the Sun, but two and a half times that of all the other planets in the Solar System combined. Jupiter and Saturn are gas giants; the other two giant planets, Uranus and Neptune are ice giants. Jupiter has been known to astronomers since antiquity. The Romans named it after their god Jupiter. When viewed from Earth, Jupiter can reach an apparent magnitude of -2.94 , bright enough for its reflected light to cast shadows, and making it on average the third-brightest object in the night sky after the Moon and Venus.

Jupiter is primarily composed of hydrogen with a quarter of its mass being helium, though helium comprises only about a tenth of the number of molecules. It may also have a rocky core of heavier elements, but like the other giant planets, Jupiter lacks a well-defined solid surface. Because of its rapid rotation, the planet's shape is that of an oblate spheroid (it has a slight but noticeable bulge around the equator). The outer atmosphere is visibly segregated into several bands at different latitudes, resulting in turbulence and storms along their interacting boundaries. A prominent result is the Great Red Spot, a giant storm that is known to have existed since at least the 17th century when it was first seen by telescope. Surrounding Jupiter is a faint planetary ring system and a powerful magnetosphere. Jupiter has at least 67 moons, including the four large Galilean moons discovered by Galileo Galilei. Ganymede, the largest of these, has a diameter greater than that of the planet Mercury.

Jupiter has been explored on several occasions by robotic spacecraft, such as the early *Pioneer* and *Voyager* flyby missions and later by the *Galileo* orbiter. In late February 2007, Jupiter was visited by the *New Horizons* probe, which used Jupiter's gravity to increase its speed and bend its trajectory en route to Pluto. The latest probe to visit the planet is *Juno*, which entered into orbit around Jupiter on July 4, 2016. Future targets for exploration in the Jupiter system include the probable ice-covered liquid ocean of its moon Europa.

Jupiter's upper atmosphere is about 88–92% hydrogen and 8–12% helium by percent volume of gas molecules. A helium atom has about four times as much mass as a hydrogen atom, so the composition changes when described as the proportion of mass contributed by different atoms. Thus, Jupiter's atmosphere is approximately 75% hydrogen and 24% helium by mass, with the remaining one percent of the mass consisting of other elements. The atmosphere contains trace amounts of methane, water vapor, ammonia, and silicon-based compounds. There are also traces of carbon, ethane, hydrogen sulfide, neon, oxygen, phosphine, and sulfur. The outermost layer of the atmosphere contains crystals of frozen ammonia. The interior contains denser materials - by mass it is roughly 71% hydrogen, 24% helium, and 5% other elements. Through infrared and ultraviolet measurements, trace amounts of benzene and other hydrocarbons have also been found.

Jupiter's diameter is one order of magnitude smaller ($\times 0.10045$) than the Sun, and one order of magnitude larger ($\times 10.9733$) than Earth. The Great Red Spot is roughly the same size as Earth.

Jupiter's mass is 2.5 times that of all the other planets in the Solar System combined—this is so massive that its barycenter with the Sun lies above the Sun's surface at 1.068 solar radii from the Sun's center. Jupiter is much larger than Earth and considerably less dense: its volume is that of about 1,321 Earths, but it is only 318 times as massive. Jupiter's radius is about 1/10 the radius of the Sun, and its mass is 0.001 times the mass of the Sun, so the densities of the two bodies are similar.

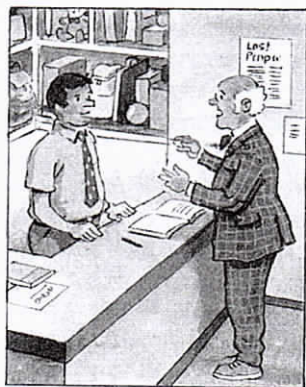
The introduction to the picture story

My uncle, John Smith, has a very good job. He's a university professor, actually, and very intelligent. But the strange thing is, he's always losing things. It's quite extraordinary. Last Thursday, for example, during a trip to London on business, he accidentally left his umbrella on the train. It must be the sixth time he's lost that same umbrella. It's a rather special one, with red and yellow stripes, a present from his youngest daughter for his birthday one year. Anyway, the next day, as soon as he was free, he called at the Lost Property Office to ask about it. Fortunately, it's in the next street to his house. He's no stranger to the people there. They know him quite well.

The conclusion of the story to be told in the speaker's own words

At the Lost Property Office

1



2



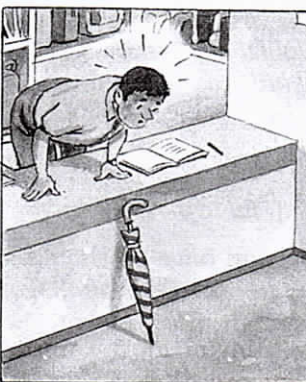
3



4



5



Artwork by Joseph McEwan

The Shopping List reading passage

This list contains examples of the 44 English phonemes; in addition to the overall rhythm and tone, the way the phonemes and junctures are realised may indicate common L1 interference. The words *some*, *of*, *for*, *and* and *to* would normally have their weak, unstressed pronunciations (/səm/, /əv/, /fə/, /ən/ and /tə/).

	phonemes	clusters and junctures
<i>If you're going shopping, John,</i>	/j/ /g/ /ŋ/ /ʃ/ /dʒ/	ŋʃ ŋdʒ
<i>could you get me these few things,</i>	/ð/ /z/	d-j (/dʒ/) ŋz pl
<i>please?</i>	/i:/ /θ/ /b/	θr nz
<i>Three kilos of beans,</i>	/ɪ/ /f/ /ʃ/	ks ts
<i>six fillets of fish</i>	/e/ /r/ /j/ /p/	
<i>some red and yellow peppers,</i>	/æ/ /b/ /g/	plz
<i>a bag of apples,</i>	/a:/ /h/ /f/ /k/ /dʒ/	dʒt
<i>half a kilo of large tomatoes,</i>	/b/ /f/ /p/ /t/	
<i>a coffee pot,</i>	/ɔ:/ /b/ /p/	ndb kp
<i>some corned beef and a pork pie,</i>	/ʊ/ /k/ /b/	
<i>a cookery book,</i>	/ʌ/ /b/ /t/	nt vb
<i>one tub of butter,</i>	/u:/ /g/	bz gl
<i>two tubes of glue,</i>	/z:/ /ð/ /θ/ /i/	zd
<i>the turkey for Thursday,</i>	/eɪ/ /p/	pl ts
<i>eight paper plates,</i>	/əʊ/ /d/ /v/ /s/	
<i>a Dover sole,</i>	/aɪ/ /l/ /w/ /n/	tw
<i>a light white wine,</i>	/aʊ/ /m/ /n/ /aʊə/	mbr fl
<i>some brown flour,</i>	/ʊə/ /ɔ:/ /v/	mpj
<i>some pure olive oil,</i>	/ɪə/ /b/ /d/	mb t-t
<i>some beer, not too dear,</i>	/eə/ /dʒ/ /w/	nzt
<i>a pair of jeans to wear,</i>	/s/ /p/ /k/	ksp ts kr sps
<i>six packets of crisps</i>	/v/ /ʒ/ /g/ /z/	nm
<i>a television magazine</i>	/b/ /dʒ/ /u:/	ndʒ dʒ-dʒ
<i>some orange juice</i>	/tʃ/ /d/ /z/	tʃ-tʃ
<i>and some Dutch cheese,</i>	/θ/ /k/ /n/	tθ
<i>cut thick or thin</i>		
<i>Thanks very much for your help,</i>	/θ/ /v/ /tʃ/ /h/ /dʒ/	ŋksv lpdʒ
<i>John.</i>		

Note: The compounds *corned beef*, *pork pie* and *olive oil* should have two equal stresses, while *coffee pot*, *cookery book*, *television magazine* and *orange juice* should have the main stress on the first element.

English is Tough Stuff

Dearest creature in creation,
Study English pronunciation.
I will teach you in my verse
Sounds like corpse, corps, horse, and worse.
I will keep you, Suzy, busy,
Make your head with heat grow dizzy.
Tear in eye, your dress will tear.
So shall I! Oh hear my prayer.

Just compare heart, beard, and heard,
Dies and diet, lord and word,
Sword and sward, retain and Britain.
(Mind the latter, how it's written.)
Now I surely will not plague you
With such words as plaque and ague.
But be careful how you speak:
Say break and steak, but bleak and streak;
Cloven, oven, how and low,
Script, receipt, show, poem, toe.

Hear me say, devoid of trickery,
Daughter, laughter, Terpsichore,
Typhoid, measles, topsails, aisles,
Exiles, similes, and reviles;
Scholar, vicar, and cigar,
Solar, mica, war and far;
One, anemone, Balmoral,
Kitchen, lichen, laundry, laurel;
Gertrude, German, wind and mind,
Scene, Scopolamine, mankind.

Billet does not rhyme with ballet,
Bouquet, wallet, mallet, chalet.
Blood and flood are not like food,
Nor is mould like should and would.
Viscous, viscount, load and broad,
Toward, to forward, to reward.
And your pronunciation's OK
When you correctly say croquet,
Rounded, wounded, grieve and sieve,
Friend and fiend, alive and live.

Query does not rhyme with very,
Nor does fury sound like bury.
Ghost, lost, post and cloth and loathe.
Job, nob, bosom, ransom, oath.
Mint, pint, senate and sedate;
Dull, bull, full and George ate late.

Scenic, Arabic, Pacific,
Science, conscience, scientific.

Liberty, library, heave and heaven,
Rachel, ache, moustache, eleven.
We say hallowed, but allowed,
People, leopard, towed, but vowed.
Mark the differences, moreover,
Between mover, cover, clover;
Leeches, breeches, wise, precise,
Chalice, but police and lice;
Camel, constable, unstable,
Principle, disciple, label.

Petal, panel, and canal,
Wait, surprise, plait, promise, pal.
Worm and storm, chaise, chaos, chair,
Senator, spectator, mayor.
Tour, but our and hour and four.
Gas, alas, and Arkansas.
Sea, idea, Korea, area,
Psalm, Maria, but malaria.
Youth, south, southern, cleanse and clean.
Doctrine, turpentine, marine.

Compare alien with Italian,
Dandelion and battalion.
Sally with ally,
Eye and I,
Face, but preface, not efface.
Large, but target, gin, give, verging,
Ought, out, joust and scour, scourging.
Ear, but earn and wear and tear
Do not rhyme with here but ere.
Seven is right, but so is even,
Hyphen, roughen, nephew Stephen,
Monkey, donkey, Turk and jerk,
Ask, grasp, wasp, and cork and work.

Won't it make you lose your wits,
Writing groats and saying grits?
Finally, which rhymes with enough?
Though, through, plough, or dough, or cough?
Hiccough has the sound of cup.
My advice is just give up!!!

Nature vs Nurture

You got your blue eyes from your mother, and your ears from your father. But (0) where did you get your adventurous personality or your talent (1) singing? Did you learn these from (2) parents or were they predetermined (3) your genes? While it's clear that physical characteristics are hereditary, things are a little (4) clear when it comes to an individual's behaviour, intelligence (5) personality. Ultimately, the old argument of nature vs nurture (6) never really been won. We (7) not yet know exactly how much (8) what we are is determined by our DNA and how much by our life experience. But we do know that both (9) a part.

Some scientists think that people behave (10) they do according to genetic predispositions or even 'animal instincts'. This (11) known as the 'nature' theory of human behaviour. (12) scientists believe that people think and act in certain ways (13) they are taught to do so. This is the 'nurture' theory.

Our growing understanding (14) the human genome has recently made it clear that both sides are partly right. Nature endows us (15) inborn abilities and traits; nurture takes these natural tendencies and moulds them as we learn and mature.



The Making of Me

Watch the documentary and answer the questions:

- 1) What is Vanessa Mae's job?
- 2) How much money has she earned?
- 3) What does she say about her mother's love?
- 4) What made her special to her mother?
- 5) What does Vanessa Mae want to know?
- 6) What does she say about her childhood?
- 7) When did she get to know who she really was?
- 8) When did she start making decisions about her own life?
- 9) At the beginning of the programme, she thinks that her success is due% to nature and% to nurture.
- 10) At the end of the programme, she thinks that her success is due% to nature and% to nurture.

WRITING

- a) Use conditional sentences to draw some conclusions about Vanessa Mae's life and how she came to be the person she is today.
- b) Summarize the contents of the documentary and recommend it to a friend.

APPENDIX 4: 'LIKE' OR 'AS' ?

Look at these examples: (A) Ben Hur worked **as** a slave; (B) My grandmother worked **like** a slave.

The preposition **as** in sentence A indicates that Ben Hur really was a slave. The preposition **like** in sentence B implies that my grandmother worked very hard, in a similar way to a slave, but she was not, literally, a slave.

Like can also be used to mean 'for example', as in "He enjoys martial arts, **like** Karate and Judo."

Such as, too, can be used to mean 'for example', as in "She enjoys games, **such as** chess and draughts."

Now study the press release about Caccamo Comicon and fill in the gaps in the paragraphs below with **like** or **as**.



WELCOME TO CACCAMO COMICON

(1)..... Chair of the Caccamo Comicon committee, let me welcome you to Caccamo in the heart of the Marche, a mysterious lake fringed by vibrant villages (2)..... Caldarola and Belforte del Chienti.

After several sensational Comicon conventions, such (3)..... 'Manga Mania' and 'Warhammer Weekend', Caccamo is delighted to welcome the award-winning writer Alan Moorcock to host a series of readings, lectures, presentations and discussions about his most famous works, (4)..... 'V for reVenge', 'Botchmen', 'From Hull', 'Propania', 'Last Girls', 'Batman: the Feeble Joke', 'The League of Extraordinary Footballers' and 'Elric of Auchtermuchty', which has now found a new lease of life (5)..... a videogame.

Attendees are encouraged to dress (6)..... their favourite characters, from all-time classics, such (7)..... Naruto and V to 21st century heroes and heroines (8)..... Angela Dellamorte or Negatron, the cat-headed Egyptian goddess — (9)..... the Bast or Bastet of legend but more beautiful, beguiling and bad-tempered.

The winner of the Caccamo Comicon Cosplay Competition will be crowned king or queen of the event (10)..... a sincere celebration of our comic-loving comrades' incorrigible creativity.

A timely tribute, some might say, and full-on fun for all the family !