

# UNIT 4

## Review and extension

### 1 GRAMMAR

a Correct the mistakes in the sentences.

- 1 A published recently article has caused a political uproar.
- 2 For tea there were delicious strawberry filled with cream tarts.
- 3 We need a new bed. Our one old is broken.
- 4 Every table's corner was covered in papers and documents.
- 5 If you ever get a chance see them in concert, I recommend it.
- 6 A friend of the wife of John is also interested.
- 7 The recently elected leader of the council's name is Mr Singh.
- 8 I have to tell him a difficult something this evening.

b Choose the correct option.

- 1 The house *got / had* burgled and almost everything was taken.
- 2 Only Jason could *get / have* himself lost in a supermarket.
- 3 We'll have *done the repairs / the repairs done* by a specialist.
- 4 *Get / Have* Pam to tell you why she left university.
- 5 It's as painful as *to have / having* a tooth taken out.
- 6 Wait five minutes until I've got the baby *dressed / to dress*.
- 7 The police officer *got / had* them give their details.

### 2 VOCABULARY

a Match the sentence halves.

- 1 ☐ It was a difficult climb and I'll think
- 2 ☐ Usually I'm quite rational but sometimes I act on
- 3 ☐ I don't know why but I've got
- 4 ☐ I'll give you some time to think
- 5 ☐ In a situation like this you need to weigh
- 6 ☐ There was no logic, it was just my gut
- 7 ☐ Sometimes you think everything is alright but

- a impulse and do something I later regret.
- b subconsciously you know it isn't.
- c it over and make up your mind.
- d instinct telling me what to do.
- e twice about doing something like that again.
- f up the pros and cons and come to a decision.
- g a hunch that Samuels stole the necklace.

b Correct one mistake in each sentence.

- 1 My childhood is just a far memory to me now.
- 2 I've got a photographers memory, I can remember things really easily.
- 3 A vocabulary notebook is a good way to freshen up your memory of new words.
- 4 I can only foggily remember my first lesson in this English class.
- 5 When I think of fast food, the word 'unhealthy' comes in mind.
- 6 I have some hurtful memories from my school days.
- 7 People's birthdays often leave my mind.
- 8 Some photographs I have stimulate the memory of some wonderful experiences.

### 3 WORDPOWER *mind*



a 2.30 Complete the gaps with the verbs in the box. Listen and check.

speak read cross bear put

- 1 Don't hold back, please, \_\_\_\_\_ **your mind**.
- 2 Thanks for telling me. I'll \_\_\_\_\_ **it in mind** when I'm making my decision.
- 3 I wish you'd tell me what the problem is. I can't \_\_\_\_\_ **your mind**.
- 4 You can do anything if you \_\_\_\_\_ **your mind to it**.
- 5 It didn't \_\_\_\_\_ **my mind** to tell you.

b Match the phrases in bold in 3a with definitions a–e.

- ☐ think of, remember
- ☐ give your true opinion
- ☐ try hard, using your brain
- ☐ know what somebody is thinking
- ☐ consider useful information

c 2.31 Match 1–5 with a–e. Listen and check.

- 1 ☐ I'll double check I locked the door,
- 2 ☐ I can't cope with doing it right now –
- 3 ☐ I know you've got doubts,
- 4 ☐ Look at the state of my hair!
- 5 ☐ She's stressed out.

- a I'm not **in the right frame of mind**.
- b but please **keep an open mind**.
- c just for **peace of mind**.
- d She **has a lot on her mind**.
- e I swear it **has a mind of its own**.

d Choose a sentence from 3a or 3c and continue the conversation with other students. When your conversation ends, choose a new sentence.

### REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.  
3 = very well 2 = well 1 = not so well

#### I CAN ...

- |                                      |                          |
|--------------------------------------|--------------------------|
| talk about using instinct and reason | <input type="checkbox"/> |
| talk about memories and remembering  | <input type="checkbox"/> |
| use tact in formal discussions       | <input type="checkbox"/> |
| write a profile article              | <input type="checkbox"/> |

### CAN DO OBJECTIVES

- Talk about crime and punishment
- Talk about job requirements and fair pay
- Recall and speculate
- Write an opinion essay

# UNIT 5

## Fairness



### GETTING STARTED

a Look at the picture and answer the questions.

- 1 Where is the man? What's his role there?
- 2 Why do you think he's got a frog?

b Discuss the questions.

- 1 In what ways could working with animals benefit prisoners?
- 2 What other kinds of activity might be beneficial for men and women while they're in prison?
- 3 Why do you think some criminals leave prison and re-offend while others don't?



# 5A A place where you have to look over your shoulder

Learn to talk about crime and punishment

- G Relative clauses
- V Crime and justice

## 1 READING

a What do you think life in a typical prison is like? Think of examples from your country or from films and TV programmes.

- 1 What does it look like?
- 2 What are the conditions like? (cells, food, facilities, activities for prisoners)

b Look at the photos of Halden prison in Norway and answer the questions.

- 1 What do you think the conditions are like? (cells, food, facilities, activities for prisoners)
- 2 What kinds of crimes do you think the prisoners here might have committed?

Read the article and check.

c Read the article again and answer the questions.

- 1 On arrival, what two things does the writer notice?
- 2 How does Norway aim to deal with criminals?
- 3 Does the writer think the prison is like a hotel? Why / Why not?
- 4 What are the aims of the design of the prison?
- 5 How are inmates motivated to do activities? Why?
- 6 What aspect of prison life does Kent find difficult?
- 7 What surprised the visiting prison governor?
- 8 What is the writer's impression of the atmosphere at Halden?

d Work in pairs. Guess the meaning of the **highlighted** words and phrases in the text. Then check your ideas in a dictionary.

e Do you agree with Kent's statement in *italics* in the text? Should prison be more about punishment or rehabilitation? Why / Why not?

## 2 GRAMMAR Relative clauses

a Match the captions with the photos in the article.

- 1 ☐ Norwegian prison officers are tasked with rehabilitating the men in their care, the result of which is a 20% reoffending rate, compared with 50% in England.
- 2 ☐ Graffiti by Norwegian artist Dolk, from whom it was commissioned out of the prison's 6m kroner (£640,000) art budget.
- 3 ☐ Welcome to Halden Prison, Norway, inside the walls of which prisoners receive comforts often likened to those of boutique hotels.
- 4 ☐ The prisoners, some of whom have committed the most serious crimes imaginable, are provided with plenty of opportunities for physical exercise.

## Can we have a swimming pool? LIFE AT HALDEN PRISON

by Amelia Gentleman

Halden prison smells of freshly brewed coffee. It hits you in the **communal** apartment-style areas where prisoners live together in groups of eight. The other remarkable thing is how quiet the prison is. There isn't any of the angry banging of doors you hear in British prisons, not least because the prisoners are not locked up much during the day.

Halden is one of Norway's highest-security jails. Up to 252 criminals, many of whom have committed some of the most serious offences, can be held there. Since it opened in 2010, at a cost of 1.3bn Norwegian kroner (£138m), Halden has acquired a reputation as the world's most **humane** prison. It is the flagship of the Norwegian justice system, where the focus is on rehabilitation rather than punishment.

Halden has attracted attention globally for its design and comfort. Set in a forest, the prison blocks are a model of **minimalist chic**. At times, the environment feels more like a Scandinavian boutique hotel than a class A prison. Every Halden cell has a flatscreen television, its own toilet (which, unlike standard UK prison cells, also has a door) and a shower, which comes with large, soft, white towels. Prisoners have their own fridges, cupboards and desks in bright new pine and huge, **unbarred** windows overlooking mossy forest scenery.

Obviously the hotel comparison is a stupid one, since the problem with being in prison, unlike staying in a hotel, is that you cannot leave – hidden behind the silver birch trees is a thick, tall, concrete wall, impossible to **scale**.

Given the constraints of needing to keep **high-risk** people **incarcerated**, creating an environment that was as unprisonlike as possible was a priority for Are Høidal, the governor of Halden, and the prison's architects. Høidal says, 'We felt it shouldn't look like a prison. We wanted to create normality. If you can't see the wall, this could be anything, anywhere.'

## HALDEN PRISON HAS BEEN COMPARED TO THE FINEST HOTEL

Prisoners are unlocked at 7.30am and locked up for the night at 8.30pm. During the day, they are encouraged to attend work and educational activities, with a daily payment of 53 kroner (£5.60) for those who leave their cell. 'If you have very few activities, your prisoners become more aggressive,' says Høidal. 'If they are sitting all day, I don't think that is so good for a person. If they are busy, then they are happier. We try not to let them get **institutionalised**.'

Kent, a 43-year-old office manager serving a three-year sentence for a violent attack, is sitting in the prison's mixing studio. He admits he's enjoying being able to focus on his music, but says, '*Halden prison has been compared to the finest hotel. It is not true. The real issue is freedom, which is taken away from you. That is the worst thing that can happen to you. When the door slams at night, you're sat there in a small room. That's always a tough time.*'

As we walk around the compound, an inmate comes up to ask Høidal, 'Can we have a swimming pool?' He laughs, and remembers the shock of a prison governor who visited recently and was horrified to see that the inmates didn't stand to attention when Høidal came past but instead **clustered around** him, seizing the chance to list their complaints.

The inmates tell Høidal they're annoyed by recent changes to the routine, but they are respectful when they **address** him. He listens politely, agrees that in prison **minor irritations** can become major frustrations, but remarks that people outside the building would laugh at the trivial nature of their complaints.

Maybe I'm not there long enough to sense hidden anger or deep despair, but Halden doesn't feel like a place where you have to look over your shoulder.

b Underline the relative clause in each caption in 2a. Is it defining or non-defining? How can you tell?

c Compare the clauses below with the examples in 2a. What features of the clauses in 2a are more formal?

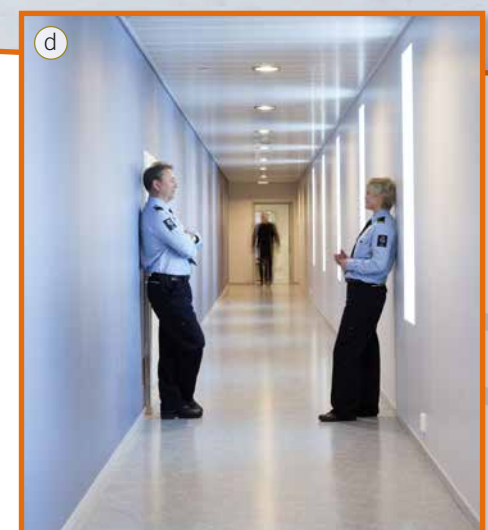
- 1 which results in a 20% reoffending rate
- 2 who it was commissioned from out of the prison's 6m kroner art budget
- 3 where prisoners receive comforts often likened to those of boutique hotels
- 4 who in some cases have committed the most serious crimes imaginable

d Now go to Grammar Focus 5A on p.146

e What do you think prison life should be like? Complete the sentences with your own ideas.

- 1 Prisoners should *have their own / share a* cell, in which there should be: \_\_\_\_\_.
- 2 Prisoners *should / shouldn't* have to do *some / any* kind of work, for which they should be paid \_\_\_\_\_ per week.
- 3 The guards, \_\_\_\_\_ of whom should be trained in \_\_\_\_\_, should be paid \_\_\_\_\_ per week.
- 4 Prison meals, \_\_\_\_\_ of which should be \_\_\_\_\_, should be served \_\_\_\_\_ times a day.
- 5 The prison grounds ...
- 6 Visitors ...

f Compare your ideas in 2e with other students. Whose prison is more like Halden?





## UNIT 5

### 3 VOCABULARY and SPEAKING Crime and justice

- a 2.34 Make the names of crimes by matching words and phrases from A with those in B. Then check the meanings in a dictionary. Listen and check.

| A                                        | B                        |
|------------------------------------------|--------------------------|
| 1 <input type="checkbox"/> violent       | a corruption             |
| 2 <input type="checkbox"/> tax           | b a controlled substance |
| 3 <input type="checkbox"/> possession of | c assault                |
| 4 <input type="checkbox"/> credit card   | d fraud                  |
| 5 <input type="checkbox"/> bribery and   | e evasion                |

- b 2.35 Listen to the words below and notice the four different pronunciations of the letter s.

/s/ assault /z/ evasion /z/ possession /f/

- c 2.36 Which sound in **bold** in the words below is different in each group? Listen and check.

|                       |            |            |            |
|-----------------------|------------|------------|------------|
| 1 <b>ass</b> ault     | assassin   | mission    | dismiss    |
| 2 evasion             | decision   | explosion  | impression |
| 3 poss <b>ess</b> ion | cousin     | comparison | reason     |
| 4 poss <b>ess</b> ion | permission | vision     | Russian    |

- d Take turns giving definitions and examples of the crimes in 3a. Can your partner guess the crime?

- e Now go to Vocabulary Focus 5A on p.162

### 4 LISTENING

- a What crime do you think is happening in the pictures?

- b Match the news headlines to the pictures.

|                                            |                                               |
|--------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Cereal offender   | <input type="checkbox"/> Fake fan             |
| <input type="checkbox"/> Would-bee burglar | <input type="checkbox"/> The honest fraudster |
| <input type="checkbox"/> Dial a crime      |                                               |

- c 2.39 Listen to the news stories and check. Then, in pairs, explain what's happening in each picture.

- d 2.39 Listen again. In each story, how were the criminals caught or how do police hope to catch the criminals?

#### e Language in context Crime

Guess the meaning of the words in **bold**. Check your ideas in a dictionary.

- ... he **forged** the passport – it's a fake.
- ... he has been **detained** in a local facility ...
- They had this great plan to **pawn** them for cash ...
- ... guess who was waiting? The police, of course, with the **handcuffs** ready!
- Someone manages to **smuggle** in a mobile phone for him ...
- ... the fraudster turns into an honest man – he **hands himself in**.

- f There are two puns in the headlines in 4b. What is a pun? Can you find and explain the puns in the headlines?

- g Discuss the questions.

- Which crime do you think is the most serious?
- Which criminal do you think is the least competent?
- Do you find any of the stories funny? If so, which ones?

### 5 SPEAKING

- a Work in pairs. Discuss the criminals, 1–4. Decide on a fair form of punishment / rehabilitation for these crimes. Is there any further information you would need to make a judgment?

- A 90-year-old man who is found guilty of income tax evasion over a period of 50 years.
- A woman found guilty of causing death by dangerous driving. She swerved to avoid a pet cat and caused the death of a motorcyclist.
- An airport employee who stole valuable items from suitcases that were left on carousels. She sold them for cash, or gave them away as presents.
- A 17-year-old who has been caught shoplifting trainers. It's the first time he's been caught, but at home the police find a large collection of sportswear.

- b Work in groups of four. Are your suggestions for consequences similar? If not, can you agree on the consequences for each criminal?



## 5B It's essential to have the right qualifications

Learn to talk about job requirements and fair pay

Willingness, obligation and necessity

Employment

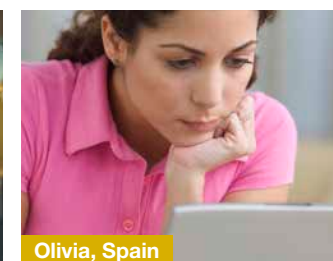
### 1 LISTENING and VOCABULARY Employment

- a What would you regard as a 'good job'? How easy is it for people to find a good job these days?

- b 2.40 Listen to four people talking about employment. What field does each person work in or want to work in?



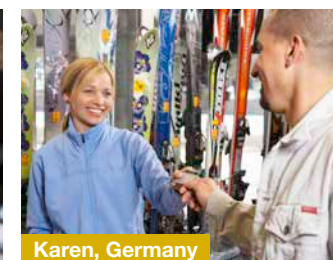
Mike, UK



Olivia, Spain



Andrew, UK



Karen, Germany

- c 2.40 Listen again and match the statements to the speakers. Some statements apply to more than one speaker.

Who ... ?

- is concerned that their good luck won't last
- has had trouble getting a good job since qualifying
- faces a lot of competition in their field
- is reluctant to accept unpaid work
- is unhappy with their working hours

- d Discuss the questions.

- What advice would you give each of the people?
- Do you know anyone who is in a similar position to any of these people? What has their experience been?

- e Andrew says: *There have been a lot of redundancies in the **financial** sector.* Answer the questions.

- What is meant by a *sector*?
- What jobs can you think of in each sector in the box?

financial agricultural construction public  
manufacturing transport energy industrial retail

- 3 What other sectors can you think of?

- f Which of the words in the box in 1e have verb forms? Which are adjectives?

- g 2.41 **Pronunciation** Listen to sentences 1 and 2. Match the stress patterns to the words in **bold**.

☐ o o ☐ o o

- They've appointed a new Minister of **Transport**.
- It's much cheaper to **transport** goods by ship than by plane.

Why is the word *transport* stressed differently in sentences a and b? Do you know any other noun and verb pairs which follow the same stress pattern?

- h 2.42 Listen to these words used as nouns and verbs in two sentences, a and b. Which sentence contains the noun? Which sentence contains the verb?

|            |                               |                               |
|------------|-------------------------------|-------------------------------|
| 1 increase | <input type="checkbox"/> noun | <input type="checkbox"/> verb |
| 2 import   | <input type="checkbox"/> noun | <input type="checkbox"/> verb |
| 3 record   | <input type="checkbox"/> noun | <input type="checkbox"/> verb |
| 4 export   | <input type="checkbox"/> noun | <input type="checkbox"/> verb |
| 5 contract | <input type="checkbox"/> noun | <input type="checkbox"/> verb |

- i Discuss the questions.

- What sector do you or people in your family work in?
- Which sectors have the best employment conditions? Which have the worst?

### 2 SPEAKING

- a Discuss the employment terms and conditions.

- What type of job would each be suitable or unsuitable for?
- What advantages would there be for the employer/employee?
- Which do you think are the three most motivating ideas?

#### TERMS AND CONDITIONS

- six-month sabbaticals
- four 'duvet days' – four days a year when the employee can miss work without giving a reason
- unlimited holidays (provided they don't impact on the business)
- three-monthly performance review
- performance related pay
- zero hours contracts (contracts where the hours are decided week by week)
- equal paternity and maternity leave
- equal pay for 16-year-olds and older new employees
- free sports facilities at the workplace
- flexitime
- unlimited free healthy snacks and drinks

- b Imagine you ran either a chain of cafés or a clothes shop. What terms and conditions would you have for your employees? Why?



## 3 READING and SPEAKING

- a Read the headings and look at the photos. What do you think each job involves? Read and find out.
- b Apart from the salary, are there any similarities between the two jobs? Consider these aspects:
- lack of privacy
  - risks and danger
  - working hours
  - qualifications and training
  - getting on with other people
  - impact on family life.
- c Could you imagine doing either of the jobs? Why / Why not?

## 4 GRAMMAR Obligation and necessity

- a Look at these examples from the texts.
- If possible, you should have a few years' diving experience.
  - You must be given a diving assessment and a diving first-aid course.
  - You have to live with five to ten people in close proximity for a month or longer.

In these particular sentences, is there any difference in meaning between ... ?

a *must* and *should*    b *must* and *have to*

- b Complete the sentences below with the obligation phrases in the box. Then check your answers in the texts.

be called on    it's essential    be obliged    expect you  
it's advisable    be required    a mandatory requirement

*Bomb disposal diver*

- Companies will \_\_\_\_\_ to have diving qualifications.
- These qualifications are \_\_\_\_\_.
- You'll \_\_\_\_\_ to have an explosive ordnance disposal qualification.

*Private butler*

- A private butler can \_\_\_\_\_ to do anything.
- \_\_\_\_\_ to do a course at a training college.
- \_\_\_\_\_ to have an eye for detail.
- They may \_\_\_\_\_ to work for people who aren't always nice.

- c Discuss the questions.

- How can the sentences in 4b be rephrased using *must*, *have to* or *should*? What other changes to the sentences are required?
- Why do you think the author chose to use expressions other than modal verbs?

- d Now go to Grammar Focus 5B on p.147

## Bomb disposal diver

**Typical salary:** In the private sector you can earn up to £100,000 a year, working just two months out of every three.

**The job:** Being a bomb disposal diver involves descending to the seabed and searching for unexploded bombs, shells, grenades and landmines. Then either safely recovering and collecting the weapons, or securely disposing of them.

**Qualifications:** To dive offshore, companies will expect you to have diving qualifications and, if possible, you should have a few years' diving experience. On top of that, you must be given a diving assessment and a diving first-aid course, and also undergo offshore survival training. These qualifications are a mandatory requirement and you should expect to pay at least £15,000 for all these courses.

And that's just the diving. To be able to dispose of the bombs safely, you'll be required to have an explosive ordnance disposal (EOD) qualification and several years of experience.

**To succeed as a bomb disposal diver, you need ...** to stay calm in stressful situations. 'You're pretty much on your own at depth, with nil visibility, working to a very narrow timescale,' says Daniel Roantree, an EOD diver. And you have to live with five to ten people in close proximity for a month or longer, so if you don't like living in small confined spaces with lots of other people, forget it. Personal space is something of a luxury.

**Worst thing about the job:** Expect to be away from home at least six months of the year.



'You're pretty much on your own.'



'You need to thrive on looking after others.'

## Private butler

**Typical salary:** £60,000 to £90,000, or more. 'An entry level butler we've trained will walk into a salary of £35,000, while a very experienced private butler can earn up to £150,000,' says Sara Vestin, director of the British Butler Academy.

**The job:** A private butler can be called on by his or her employer to do anything from wardrobe management to chauffeuring to pet care. Typical duties include managing other staff, serving at every meal, running errands, looking after guests, booking restaurants, house security, housekeeping, cooking and anything else the household needs. But most of all, it's personal service, tailored to the very wealthy individual the butler works for.

**Qualifications:** No special qualifications are required, but it's advisable to do a course at a training college such as Vestin's British Butler Academy or the British Butler Institute. 'Recruitment consultants and VIP clients come to our mansion to scout out the good students,' Vestin says.

**To succeed as a butler, you need ...** a 'service mind', says Vestin. You must have the mindset of someone who genuinely thrives on looking after others. 'You cannot do the job without this, even if you were an amazing actor. Some people have it and some don't.' Also, she says, it's essential to have an eye for detail, a steady hand and the ability to deal with all sorts of people.

**Worst thing about the job:** Long hours and an unpredictable work schedule mean it's difficult to have a family life. Butlers also suffer from isolation and cultural differences with their employer and they may be obliged to work for people who aren't always nice.

## 5 READING and SPEAKING

- a **Communication 5B** Student A: Read the text on p.129. Student B: Read the text on p.130.
- b Work with your partner. Exchange information about the jobs. Explain:
- how much the job pays
  - what it involves
  - what qualifications and skills you need
  - any negative aspects to the work.
- c In groups, talk about the four jobs you read about.
- What is it about each job that makes it so well paid? Is it connected with ... ?
    - personal sacrifice
    - specialist skills and knowledge
    - unusual talents
    - responsibility
    - danger
  - Which is the most/least appealing job for you?
  - Who in your group would be most suitable for each of the four jobs (assuming you had the necessary qualifications and training)?
- d Think about your own job or occupation, or one you would like to do. Use these phrases to describe the requirements of the job to your group.

It's essential to ... (They) expect you to ...  
You are obliged/required to ...  
You have to be willing to ...  
It's up to you to ... It's advisable to ...  
... is a mandatory requirement

Which job you heard about seems the most demanding?

## 6 SPEAKING

- a Work with a partner. Choose a job from the list below and decide what value you think the job has and what a fair salary would be.
- a nurse
  - a primary school teacher
  - an investment banker
  - a premier league footballer
  - police officer
- Think about:
- how much the person works
  - qualifications and training
  - the importance of the job
  - the amount of responsibility the person has.
- b Work in groups of five. You have an annual 'income fund' of £1 million. Decide how you will divide the 'income fund' between the five jobs. Who should earn more and who should earn less?

- c **Communication 5B** Now go to p.137



# 5C Everyday English

If I remember rightly

Learn to recall and speculate

- S** Deal with a situation without the facts
- P** Contrastive stress

UNIT 5

## 1 LISTENING

**a** Discuss the questions.

- Do you find it easy to talk to people you've just met? Why / Why not?
- Look at strategies a–e for talking to new people. Which of these do you use? Do you do anything else in particular?

- a** Open the conversation by commenting on something else that's happening around you.
- b** Pay them compliments where possible.
- c** Ask for personal information about where they live and what they do for a living.
- d** Try to be funny, but don't make jokes about other people. Always laugh at their jokes.
- e** Look for opportunities to empathise with them.

**b** **2.45** Watch or listen to Part 1. What strategies from 1a does Sara use? Note down some specific examples.

**c** What do you think the impact of Sara's conversation strategies will be on Max?

**d** **2.46** **Language in context** *Temporary states*

- Match a–c with 1–3 to make phrases from Part 1. Listen and check.
 

|                                                 |                         |
|-------------------------------------------------|-------------------------|
| a <input type="checkbox"/> on a temporary basis | 1 ups and downs         |
| b <input type="checkbox"/> hopefully, I'll snap | 2 basis                 |
| c <input type="checkbox"/> we all have our      | 3 out of it soon enough |
- Which phrases in 1 mean ... ?
 

|                                                  |
|--------------------------------------------------|
| a everybody experiences good times and bad times |
| b stop behaving in a negative way                |
| c not permanently                                |

**e** **2.47** Watch or listen to Part 2 and answer the questions.

- What does Max think it's easier to write?
- What had Sara assumed Max was doing?
- What reason does Max give for his interview with Oscar being a disaster?

## 2 PRONUNCIATION

### Main stress

**a** **2.48** Listen to Max's lines below. Each pair of word groups ends with the same word, but it only receives the main stress in the first. Why?

- When your detective solves the murder,
  - you just invent another murder.
- He hadn't even read my book.
  - Hadn't even opened my book.

**b** Choose the correct word to complete the rule.

The last word or phrase in a word group which gives *new / repeated* information is stressed.

**c** **2.49** Underline where you think the main stress in these pairs of word groups is. Listen and check.

- It's dangerous enough being a diver,
  - let alone a bomb disposal diver!
- I don't think wealth distribution in this country is fair –
  - quite the opposite of fair, in fact.
- I haven't got the right qualifications –
  - in fact, I've hardly got any qualifications!
- Halden is more than just a prison –
  - it's the world's most humane prison.

Practise saying the sentences.

## 3 LISTENING

**a** **2.50** Watch or listen to Part 3. How does Sara's meeting with Max nearly end in disaster?

**b** **2.50** Listen to Part 3 again and answer the questions.

- What did Max think Sara's job was?
- Why does Max say he wouldn't have agreed to meet a journalist?
- What two reasons does Sara give for wanting to interview Max?

**c** Why do you think Max considers doing another interview?

## 4 USEFUL LANGUAGE Recalling and speculating

**a** **2.51** Complete the expressions from Parts 1, 2 and 3. Listen and check.

- You're staying with Emma at the moment, **if my memory** \_\_\_\_\_ **me correctly?**
- I was** \_\_\_\_\_ **the impression that** you were writing another book?
- No** \_\_\_\_\_ you heard that from that guy at the radio interview.
- What** \_\_\_\_\_ **out in my mind** most is **that** that interview was a total disaster!
- I'd** \_\_\_\_\_ **a guess that** he hadn't even read my book.
- \_\_\_\_\_, you're a technician, like Emma's boyfriend, right?
- I think I** \_\_\_\_\_ Emma saying that her boyfriend's a technician at *City FM*.
- \_\_\_\_\_ you'd known, would you still have agreed to meet with me?

**b** Which expressions in 4a are used for recalling events? Which are used for speculating? Are there any which could be used for both?

**c** **2.52** Read this conversation. Find five mistakes and correct them. Listen and check.

- A** So when are you starting your new job? I was over the impression that you were starting next week.
- B** Oh, no. That would be too soon. I need a holiday first!
- A** But, if my mind serves me correctly – you went to Spain last month for a long weekend, didn't you?
- B** Who told you that?! I hazard a guess it was that sister of mine!
- A** Yeah, I think I remember she saying something along those lines.
- B** Well, you can't have too much of a good thing, can you? Presuming, you need a holiday too. Why don't you come with me?
- A** Well, I can't remember the last time I had a break. Why not?

**d** Practise the conversation in 4c with a partner.

**e** Recall your first day at school, or your first day in a job. Complete the sentences with your own ideas. Then tell a partner.

- What stands out in my mind is ...
- I think I remember ...
- If my memory serves me correctly, ...

**f** Discuss the questions. Use expressions from 4a to speculate.

- Why do you think writers sometimes suffer from writer's block?
- Why do you think some famous writers avoid giving interviews?

## 5 SPEAKING

**Communication 5C** Work in pairs.

Student A: Go to p.135. Student B: Go to p.137.

Unit Progress Test



CHECK YOUR PROGRESS

You can now do the Unit Progress Test.



# 5D Skills for Writing

It's a way of making the application process more efficient

Learn to write an opinion essay

W Essays; Linking: addition and reinforcement

UNIT 5

## 1 LISTENING and SPEAKING

a Discuss the questions.

- 1 Do you use social media? If not, why not? If so, how often do you post comments about your work or study life? What kind of things do you say?
- 2 Do you think it's a good idea to post comments about work or study on social media? Why / Why not?

b You are an employer. You see these comments written by employees to their colleagues. How would you feel? What action (if any) would you take?

Couldn't face it today – phoned in sick. Having a lovely day at the beach! ☺

Our merger with Bookman & Associates looks imminent #superfirm #merger

This year's pay offer – a miserable 1% increase. Do management live in our world or not?

Things a bit slow at work today – spent all day online "doing research".

c Discuss the questions.

- 1 Have you ever heard of anyone losing a job because of something they did on social media? What did they post? Do you think that dismissal is fair punishment for work-related postings? Why / Why not?
- 2 What other types of posting on social media wouldn't employers approve of?

d 2.53 Listen to Mario and Laila talking about job applications and social media. What differences are there ... ?

- 1 in the experiences they have had
- 2 in their attitudes and opinions



e Read the opinions from Mario, Laila and their interviewers below. Tick (✓) the opinions you agree with and compare with a partner.

- ☐ It's essential that we project a positive image at all times – both in person and online.
- ☐ Demanding to see my social media is just a bit too Big Brother-ish for my liking.
- ☐ I don't really see a problem with employers having a look at my social media postings.
- ☐ I think that people tend to forget that just about anything you post online can be accessed in one way or another.
- ☐ If you don't want people to read it, then don't post it.

## 2 READING

a Read an essay about companies that research their job applicants on social media. Answer the questions.

- 1 Why do companies feel it's appropriate to use social media to find out about job applicants?
- 2 What are the reasons some job applicants are worried about this practice?
- 3 What position does the writer of the essay take on this topic?

b Do you agree with the writer's opinion? Why / Why not?



## SOCIAL MEDIA AND RECRUITMENT

① These days, an embarrassing photo on a person's social media profile might make all the difference when trying to land a top job. Increasingly, companies are examining applicants' social media profiles for information to use in the selection process.

② Young adults, many of whom have grown up with social media, are usually comfortable about sharing their lives online. Recently, however, some job applicants have voiced privacy concerns in relation to social media. They insist that their private life is private and is no business of any employer. In addition, they complain that companies go 'trawling' for negative information about applicants rather than getting a balanced general impression. They also express concern that they may be judged on the behaviour of their friends and family. What is more, some fear that employers may discriminate against them on factors such as their medical history or age.

## 3 WRITING SKILLS

Essays; Linking: addition and reinforcement

a What is the function of each paragraph in the essay? Match these descriptions with the paragraph numbers 1–4.

- ☐ to present ideas and opinions for one side of the argument
- ☐ to state the writer's final, balanced opinion of both arguments
- ☐ to present ideas and opinions for a second, contrasting side of the argument
- ☐ to outline the topic of the essay and get the reader's interest

b How does the writer create interest in the introduction?

- a ☐ state their opinion on the topic
- b ☐ refer to interesting facts and figures
- c ☐ make a surprising statement
- d ☐ clearly outline the issue to be discussed

Which of the above are appropriate ways to begin an introduction to an essay? Why?

c How does the writer conclude the essay?

- a ☐ state their balanced opinion
- b ☐ briefly summarise key points
- c ☐ outline a possible course of action
- d ☐ introduce interesting new information

Which of the above are appropriate ways to conclude an essay? Why?

d How many supporting arguments does the writer give for each side in paragraphs 2 and 3?

e Note the highlighted linker in paragraph 2. Underline more linking words and phrases in the essay that add information or reinforce an argument by adding a supporting idea.

f Write the words you underlined in 3e in the correct column of the table. Which linker highlights the most important argument?

| Adds an idea in a new sentence | Adds two ideas in the same sentence |
|--------------------------------|-------------------------------------|
| In addition                    | as well as                          |

g Underline the linkers in these sentences and add them to the table in 3f.

- 1 Beyond researching the applicant on social media, employers usually contact previous employers for references.
- 2 It is standard to conduct a search of criminal records in addition to the methods mentioned above.
- 3 It is often argued that a time-efficient process is best for all involved. Besides, time saved is money saved.

h Now go to Writing Focus 5D on p.172

## 4 WRITING

a In some countries, employers are able to fire an employee without giving any reason for dismissal. Do you think this is fair? Discuss in small groups.

b Make notes of the ideas from the discussion. Organise them into opinions in favour of this idea and against it.

### Writing Tip

When writing an essay on a controversial topic, it can help to talk to other people and note down opinions, even when these are not your own. Alternatively, brainstorm ideas from two different points of view. Your essay will be more interesting if you consider both sides of the issue and outline a range of opinions.

c Write an essay on the fairness of employers dismissing employees without having to give a reason. Consider both the worker's and the company's point of view and add your own opinion.

d Read another student's essay. Do you mention the same points? Is your opinion the same?



1h ago



3h ago

# UNIT 5

## Review and extension

### 1 GRAMMAR

a Complete each sentence with one word.

- The crime \_\_\_\_\_ she committed was very serious.
- There are several reasons \_\_\_\_\_ they hid the money.
- There are various theories, some of \_\_\_\_\_ are very hard to believe.
- Interview anybody \_\_\_\_\_ fingerprints were found there.
- We'll find them \_\_\_\_\_ they are.
- They accused each other, \_\_\_\_\_ which case one must be lying.

b Cross out one word or phrase in each sentence which is NOT correct.

- I *will / am happy to / have got to* help you, no problem.
- Bill *doesn't mind / has no objection to / is expected* going on the training course.
- You are not *allowed / permitted / obliged* to throw litter outside.
- It's up to you whether you / You have no choice but / You are under no obligation to* sign up for the course.
- Module 2 is optional and you *mustn't / don't have to / are not obliged to* do it.
- Once I *had to / must have / was required to* do a four-hour practical exam.
- Students *should / ought to / have to* make a study timetable.
- I *was supposed to / had better / had to* be at the office at 9:00 but I overslept.

### 2 VOCABULARY

a Complete the sentences with the correct words. The first letter is given.

- Criminals should be brought face-to-face with their victims.
- C\_\_\_\_\_ service is a more effective punishment than prison.
- People who drink and drive should be permanently b\_\_\_\_\_ from driving.
- Credit card f\_\_\_\_\_ usually happens because people are careless.
- Tax e\_\_\_\_\_ is not a crime, just creative accounting.
- It is wrong for prisoners to be held in solitary c\_\_\_\_\_.
- Group c\_\_\_\_\_ will not help the most serious offenders.
- No one should s\_\_\_\_\_ more than 20 years in prison.

b What sectors would you find these jobs in?

- |                  |                     |
|------------------|---------------------|
| 1 social worker  | 5 farmhand          |
| 2 shop assistant | 6 factory foreman   |
| 3 meter reader   | 7 investment banker |
| 4 builder        |                     |

c  Discuss the advantages and disadvantages of each of the types of work in 2b.

### 3 WORDPOWER Idioms: Crime

a  2.54 Complete the idioms in **bold** with the words in the box. Listen and check.

doubt   shoulder   the law   red-handed  
murder   good   in crime   lightly

- Halden doesn't feel like a place where you have to **look over your** \_\_\_\_\_.
- People who are **up to no** \_\_\_\_\_ are often very good at lying.
- I guess the inspectors need to be inspected. If there aren't the proper controls, they **get away with** \_\_\_\_\_.
- The jury decided to **give** the accused **the benefit of the** \_\_\_\_\_ and came back with an innocent verdict.
- Last week, he **caught** a thief \_\_\_\_\_, loading sections of copper wire into a car.
- A new film about famous **partners** \_\_\_\_\_, Bonnie and Clyde, hits cinemas this weekend.
- He **got off** \_\_\_\_\_, he only had to repay the money. He didn't go to prison.
- The High Court **lays down** \_\_\_\_\_ and all the local judges have to follow its decisions.

b  2.55 Complete the exchanges with the idioms from 3a. Listen and check.

- A I can always tell when my children are \_\_\_\_\_. They have a guilty look on their face.  
B I never can. Unless I \_\_\_\_\_ them \_\_\_\_\_, I can never work out if they've been naughty or not.
- A He may have made up his story about feeling sick, but I'm going to \_\_\_\_\_ him \_\_\_\_\_.  
B OK, but if you trust him too much, he'll try and \_\_\_\_\_.
- A He's found himself a \_\_\_\_\_ in a boy called Jim from school, and now he never comes home at a reasonable time any more.  
B You should \_\_\_\_\_. He's only a teenager.
- A You really \_\_\_\_\_ at work after messing up that big order. I can't believe they didn't take it more seriously.  
B I know, I can't stop \_\_\_\_\_ now. I'm sure that can't have been the end of it.

c  Tell a partner about a time when:

- you caught somebody red-handed
- you had to lay down the law to someone
- you gave someone the benefit of the doubt.

### REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.

3 = very well   2 = well   1 = not so well

#### I CAN ...

|                                          |                          |
|------------------------------------------|--------------------------|
| talk about crime and punishment          | <input type="checkbox"/> |
| talk about job requirements and fair pay | <input type="checkbox"/> |
| recall and speculate                     | <input type="checkbox"/> |
| write an opinion essay                   | <input type="checkbox"/> |



## 5A Relative clauses

### 2.32 Defining and non-defining relative clauses

Defining relative clauses are essential to the meaning of a sentence:  
The law **which/that was recently passed** makes no sense.

The man (**who**) **he attacked** is recovering in hospital.

Non-defining relative clauses are not essential, they give us additional information about nouns. In non-defining relative clauses we cannot use the relative pronoun *that* or leave out object pronouns:

German law, **which is based on Roman law**, is quite different.

NOT *that is based*

The victim, **who we cannot name for security reasons**, is recovering in hospital. NOT *The victim, we*

Non-defining relative clauses are separated by commas in writing and pauses in speech.

### 2.33 Relative pronouns

#### when / where / why

With nouns which refer to time, like *time* and *day*, and after *place* or *somewhere* we can use *that* instead of *when/where*, or no pronoun in informal language:

The 1930s was the time (**when/that**) organised crime flourished.

Take me somewhere (**where/that**) I can relax for a few days.

After **reason**, we can use **why/that** or no pronoun:

Does anyone know the reason (**why/that**) crime is so high?

#### which

We can use *which* to talk about a whole clause not just a noun phrase:

She lied on her interview form, **which** was a bad sign.

We all get on well, **which** is fantastic.

We can use *which* after prepositions and before nouns in fixed phrases like *in which case*, *the chance of which*, (*neutral*) *at which time*, *the result/outcome of which*, *the likelihood of which* (formal):  
It would seem that the guilty person has been found, **in which case** you are free to go.

A major police operation started, **the result of which** was that six people were arrested.

#### who / whom / whose

We usually use *who* as subject and object in relative clauses but we can use *whom* in formal written language. We use *whom* not *who* after prepositions:

Mr Brown, **who/whom** the police suspect of arson, was released without charge.

Mr White, **to whom** the police gave a caution, was held overnight.

NOT *to who*

We use *whose* as a possessive of people and animals:

The old lady **whose** bag was taken was really upset.

#### none of whom / all of which / some of whose etc.

We can use quantifiers like *some*, *none* and *few* with **of whom**, **of which** and **of whose** in non-defining relative clauses:

Three suspects were interviewed, **all of whom** were released without charge.

Carter is accused of three crimes, **none of which** he admits to.

#### whoever / whatever / wherever / whenever

We use indefinite pronouns, *whoever*, *whatever*, *wherever*, *whenever*, to mean 'the person who', 'the thing that', etc.:

**Whoever** stole my sausage from the fridge is in big trouble!

**Tip** *what* is not a relative pronoun. We use it as a noun to mean 'the thing which': Young people today don't know **what** they want.

#### Prepositions in relative clauses

We usually put prepositions at the end of relative clauses but we can put them before the relative pronoun in formal language:

Prison is not the kind of place **that** you would want to spend time **in**.

Prison is not the kind of place **in which** you would want to spend time.

We keep the particles with the verb with multiword verbs:

The children **who I look after** at the day centre are very naughty.

NOT *The children after whom I look*

Stealing from the kitchen is something which we will not **put up with**.

NOT *with which we will not put up*

## 5B Willingness, obligation and necessity

### Obligation and necessity

We use *must* and *have to* to say what is necessary. *must* only refers to the present or future:

**I'll have to / I must get** some more qualifications soon.

Irene **had to go** on a business trip so I took her to the airport. NOT *must have gone*

*have got + to + infinitive* also describes what is necessary, especially arrangements:

My boss said **I've got to be** in the office by 8.00 tomorrow.

We usually use *must* when we decide what is necessary and *have to* when other people decide:

**I must tell** you what Jane said in the office.

I've cleaned the floors. What do I **have to do** next?

We use *should* and *ought to* to say what is the right thing to do:

**I ought to organise** my time more effectively.

You **shouldn't do** unpaid overtime.

We use *had better + infinitive* in advice or threats:

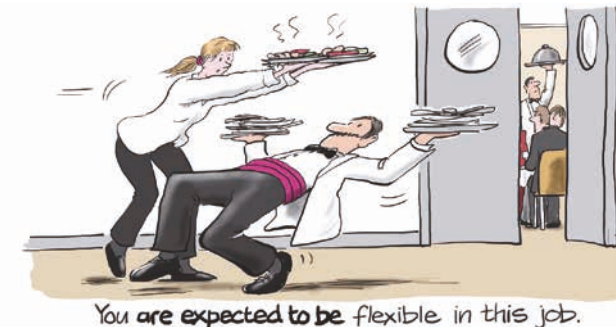
She'd **better see** a doctor before it's too late.

You'd **better be** early tomorrow!

We can use *be supposed to + infinitive* to say what is necessary according to some rules or instructions:

The Finance Director **is supposed to authorise** all major expenditure.

**I was supposed to read** the report by tomorrow but I never got time.



### Tip

We can use *It's up to + person + whether* to say somebody is not obliged to do something in informal language:

**It's up to you whether** you take this job but I think it's a great offer.

### 2.43 Other phrases for obligation / no obligation

These phrases are all followed by *to + infinitive*:

|                                                           |                                                                       |
|-----------------------------------------------------------|-----------------------------------------------------------------------|
| need to / don't need to / needn't                         | You <b>don't need to tell</b> me what went wrong, I was there.        |
| have no choice but                                        | Well, I <b>have no choice but to quit</b> then.                       |
| be allowed                                                | We're <b>not allowed to wear</b> jeans to work.                       |
| be expected                                               | How can she <b>be expected to be</b> in two places at the same time!  |
| be free                                                   | You're <b>free to choose</b> whatever position you want.              |
| be required (formal)                                      | At the beginning I <b>was not required to put in</b> very long hours. |
| be advisable / permitted / forbidden / essential (formal) | Protective clothing <b>is advisable</b> .                             |
| be obliged (formal)                                       | In our contract we <b>are obliged to start</b> work at 8.00.          |
| be under (no) obligation (formal)                         | I <b>am under no obligation to answer</b> to your demands.            |

### 2.44 Willingness

|                                            |                                                                                                             |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| will / can + infinitive                    | Mason <b>won't</b> work for such a low salary. I <b>can</b> work on Saturday if you give me the Monday off. |
| be happy / willing + to + infinitive       | I'd <b>be happy to help</b> out in the sales department.                                                    |
| be prepared + to + infinitive / for + noun | Bonnie <b>wasn't prepared for</b> the amount of paperwork.                                                  |
| have no objection to verb + -ing / noun    | The staff <b>have no objection to taking</b> a pay cut.                                                     |
| have nothing against verb + -ing / noun    | I <b>have nothing against</b> the new manager.                                                              |
| have no problem with verb + -ing / noun    | My husband <b>has no problem with looking</b> after the kids while I'm in the office.                       |



He tried to make a getaway, the chances of which were very slim.

### a Match the sentence halves.

- ☒ I don't want to stay anywhere
  - ☐ Give me one good reason
  - ☐ The letter took a week to arrive,
  - ☐ I might have made the mistake,
  - ☐ Ten people agreed to take part,
  - ☐ It was a long and confusing story,
  - ☐ That was the best excuse
  - ☐ We should not give up rights
- a some of whom later dropped out.  
b she could come up with.  
c I should believe you.  
d little of which was true.  
e which is ridiculous.  
f for which people have made great sacrifices.  
g that doesn't have any decent facilities.  
h in which case I'll apologise.

### b Choose the correct option.

- The emergency number is 999, *that / which* is easy to remember.
- Mrs Jackson, to *who / whom* we are very grateful, has kindly agreed to speak.
- Florida is the only place *that / which* I can relax.
- It's up to the person *what / whose* job it is to sort out the transport.
- The police arrived half an hour later, *by which time / by that time* the gang had escaped.
- We recruited some younger staff, *few of whom / few of them* had any experience.
- Most graduates lack the skills for *whom / which* there is most demand.

### c Use relative clauses to join the sentences. Replace the words in bold and change the punctuation and word order as necessary.

- Two criminals wanted to escape from the prison. They had been held **in it** for two years.  
Two criminals wanted to escape from the prison, in which they had been held for two years.
- The criminals shared a prison cell. **The floor of the cell** was over the city drainage system.
- They** were desperate for freedom. The prisoners built a tunnel. They could escape **through it**.
- One night they went down the tunnel. There was a full moon **then**.
- The two criminals came out into a street. **The street** looked familiar.
- They had come up outside the local police station. They had first been charged at **this police station**.
- All of them** knew the criminals by sight. The local police arrested them.
- They took them back to the prison. They never tried to escape **from it** again.

### d Now go back to p.57

### a Choose the correct option.

- There's no way Masha **must / will / shall** be prepared to see Terry again after what happened.
- Kate has nothing **against / with / on** going camping but she'd prefer a hotel.
- Pilots are **essential / obliged / obligatory** to take a medical every six months.
- When we lived in the village we **must / were going to / had to** drive for miles to get to a supermarket.
- Tony **should / ought / had better** to be taking care of that but he's so lazy.
- The match **had to / was supposed to / was required to** begin at 7.00 but heavy rain delayed the start.

### b Rewrite the sentences with the words in brackets.

- Sylvia will organise the guest list. (happy)  
Sylvia **is happy to** organise the guest list.
- I don't mind waiting until the end. (objection)  
I **have no objection to** waiting until the end.
- I'm afraid the only way is to cancel the trip. (no choice)  
I **have no choice but to** cancel the trip.
- Members of the public cannot go beyond this point. (forbidden)  
Members of the public **are not allowed to** go beyond this point.
- You can decide when to leave. (up to)  
It's **up to you** to decide when to leave.
- Gerald will have to attend the meeting. (got)  
Gerald **has got to** attend the meeting.

### c Complete the text with the phrases in the box.

be happy to be under no obligation to be up to  
be willing to be prepared have no choice but to  
have nothing against ought to

Would you be happy to work when you're 70? 80? The chances are that many of us will <sup>1</sup>\_\_\_\_\_ do so, because with an increasing number of people living well beyond retirement age it is only to be expected that we will work into our old age. Those still working might be the lucky ones. Some people will <sup>2</sup>\_\_\_\_\_ working past normal retirement age but will employers <sup>3</sup>\_\_\_\_\_ keep people on who are probably less healthy and less effective? The government believe people should <sup>4</sup>\_\_\_\_\_ to invest in their own future. State pension schemes are just inadequate and although we may <sup>5</sup>\_\_\_\_\_ invest in private pension schemes at the moment, this looks like the only realistic solution. It will <sup>6</sup>\_\_\_\_\_ you whether you take this option but you <sup>7</sup>\_\_\_\_\_ take it seriously because it may make your future a lot rosier.

### d Now go back to p.61



## 5A Crime and justice

**a** **2.37** Listen to the sentences. What is the difference between the legal terms in **bold**? Discuss the meanings with a partner.

- 1 a Thousands of pounds in cash were found on the premises, and a 35-year-old woman was **arrested on suspicion of** money laundering.
- b When the missing money was noticed, they **made an allegation of** fraud against him.



- 2 a She is **being held in custody** while waiting for her trial.
- b He's **been convicted of** murder and sent to prison.



- 3 a The defence **showed evidence in court** which supported the accused's alibi.
- b She **gave testimony in court** that she had seen the accused running from the scene of the crime.



- 4 a He was given a lighter prison sentence because he **pleaded guilty to** the crime.
- b Despite a strong defence case, he **was found guilty of** the crime.



### Learning Tip

When you record new words and expressions in your vocabulary notebook, it is useful to make a note of others that have a similar but slightly different meaning. This can help avoid confusion when you want to use the new language.

- b** Look at the phrases in **bold** in **a**. In your country, who does each thing? Who do they do it to? Use the words in the box to help you.

judge /dʒʌdʒ/  
 jury /dʒʊəri/  
 policeman /pə'li:smən/  
 criminal /'krɪmɪnəl/  
 witness /'wɪtnəs/  
 victim /'vɪktɪm/  
 defence lawyer /dɪ'fens lɔɪə/  
 prosecution /prə'sɪ:kju:ʃən/  
 someone else

- c** **2.38** Listen to the sentences. Which of these forms of punishment and rehabilitation are possible in your country's legal system?

- a He was **sentenced to life imprisonment**.
- b He had to **do community service**.
- c She **served a reduced sentence for good behaviour**.
- d The judge insisted that she **serve the full ten years**.
- e The company was **fined** a six-figure sum.
- f He was **banned from driving**.
- g They suggested he be **brought face-to-face with his victim**.
- h All prisoners receive either **one-to-one** or **group counselling**.
- i Prisoners with mental health issues **receive psychiatric help**.
- j It is necessary to hold some prisoners **in solitary confinement**.

- d** Order the forms of punishment and rehabilitation in **c** from 1 (= least harsh) to 10 (= most harsh), in your opinion. Compare your order with a partner.

- e** Discuss which crimes or types of criminals might receive each form of punishment or rehabilitation in **c**.

Prisoners who are a danger to other inmates might be held in solitary confinement.

- f** Now go back to p.58

## 6A Adjectives: Describing images

- a** **3.2** Complete the sentences below with the adjectives in the box. Listen and check.

playful /'pleɪfəl/  
 powerful /'paʊəfəl/  
 humorous /'hju:mərəs/  
 raw /rɔ:/  
 meaningful /'mi:nɪŋfəl/  
 well-composed /wel'kəm'pəʊzd/  
 nonsensical /nɒn'sensɪkəl/  
 exotic /ɪg'zɒtɪk/  
 iconic /aɪ'kɒnɪk/  
 gritty /'grɪti/  
 evocative /ɪ'vɒkətɪv/  
 ironic /aɪ'rɒnɪk/

- 1 The strength of emotion in this close-up of her face seemed to almost hit me. It's a truly \_\_\_\_\_ image.
- 2 He appears to be lifting a car with one hand. It's just not possible – it's completely \_\_\_\_\_.
- 3 The kittens are loving that ball of wool! It's an extremely \_\_\_\_\_ photo.
- 4 The photographer has captured \_\_\_\_\_ scenes of inner-city poverty. It isn't pretty.
- 5 It's a very \_\_\_\_\_ photo. There's a perfect balance between the foreground and the sky and the land.
- 6 These photos make a more \_\_\_\_\_ statement about man's impact on the environment than words could.
- 7 This is the most gently \_\_\_\_\_ photo in his portfolio. The expression on the man's face really makes me smile.
- 8 For me, the most wonderfully \_\_\_\_\_ photo in the exhibition is the frozen desert. It's another world for me.
- 9 It's a very \_\_\_\_\_ image. You can't look at it without feeling something.
- 10 This photo was taken just after he lost the match. The \_\_\_\_\_ emotion is painful to look at.
- 11 The picture of Neil Armstrong stepping on to the moon in 1969 is truly \_\_\_\_\_.
- 12 The rather \_\_\_\_\_ expression on the woman's face seems to be saying *Oh, well, life's like that*.

- b** Notice the suffix in these adjectives:

- playful
- powerful
- meaningful

Underline more adjective suffixes in **a**. Which adjective doesn't have a suffix? Think of two more adjectives which have each suffix you underlined.

- c** **3.3** Match sentences 1–6 with a–f. Listen and check.

- 1 ☐ The angle of this photo shows off the iconic architecture of the new art gallery.
- 2 ☐ In this powerful photo the house stands alone against its environment.
- 3 ☐ I like this photo of the room with very little furniture in it.
- 4 ☐ In this photo he's wearing an exotic costume with fur and feathers and gold buttons.
- 5 ☐ All the photos in the exhibition are virtually the same.
- 6 ☐ You need the perfect flower and the perfect light



- a It's not too **cluttered**. /'klʌtəd/
- b It looks **sensational**. /sen'seɪʃənəl/
- c It's quite a **bleak** image. /blik/
- d It gets a bit **repetitive**. /rɪ'petətɪv/
- e to create an absolutely **flawless** image. /'flɔ:ləs/
- f It all looks very **elaborate**. /ɪ'læbəreɪt/

### Tip

Many adverbs of degree and adjectives form very strong collocations. For example, we say *utterly miserable* and *incredibly elaborate*, but *utterly elaborate* isn't a natural collocation. It's a good idea to note adverb + adjective collocations in your vocabulary notebook.

- d** Underline the adverb of degree + adjective collocations in the sentences in **a**.

- e** Which of the adverbs of degree in the box can be used with which adjectives in **b**?

incredibly   pretty   a little   wonderfully  
 extremely   utterly   rather   truly

- f** **Communication 6A** Now go to p.132



5D Linking: addition and reinforcement

| Adding an idea in a new sentence |                        | Adding two ideas in the same sentence |
|----------------------------------|------------------------|---------------------------------------|
| <i>In addition ...</i>           | <i>Furthermore ...</i> | <i>In addition to ...</i>             |
| <i>What is more ...</i>          | <i>Above all ...</i>   | <i>As well as ...</i>                 |
| <i>Besides ...</i>               | <i>... also ...</i>    | <i>Besides ...</i>                    |
| <i>Moreover ...</i>              |                        | <i>Beyond ...</i>                     |

- a Cover the table. Complete the sentences with one word in each gap. Check your answers in the table.
- 1 **As well** \_\_\_\_\_ doing online research of social media, companies usually contact previous employers for a reference.
  - 2 Many people are careful about the information they post on social media. \_\_\_\_\_ **addition**, they often have a private profile under a different name that employers will not recognise.
  - 3 \_\_\_\_\_ being unethical, using information from social media as a basis for discrimination against a job applicant is illegal in many countries.
  - 4 The private life of employees should remain private. \_\_\_\_\_ **is more**, employers have no right to try and control what employees do in their own time.
  - 5 There should be laws to restrict how much information companies can look for. \_\_\_\_\_ **all**, they should be banned from trawling for negative information.

6 Companies argue that information that is freely available online can be seen by anyone. \_\_\_\_\_ they point out that it works both ways and applicants are free to do research on a company.

- b Replace the words in italics with linkers from the table. Make any other necessary changes.
- It is common practice for companies to get useful information about their customers when they sign up for a free offer. Customers accept the free offer *and* they have to agree to certain terms and conditions that they don't read carefully. Companies are then entitled to bombard these customers with spam. *And* they might pass on information to other companies who will send out more spam. It's always important to read what you sign up for and bear in mind that nothing is completely free. *And most importantly*, make sure you are aware of consumer rights in your country so you can challenge companies who use information about you in an unethical way.

- c Add an extra idea to two of these sentences, using an addition linker or a reinforcement linker.
- 1 I always think carefully about what I write in emails.
  - 2 A lot of companies do not allow their employees to access social media during work hours.
  - 3 I always ask my friends not to post photographs of me on their social media pages.

d ► Now go back to p.65

7D Linking: highlighting and giving examples

- a Add a linking word or phrase from the table where there is a ^ in 1–7. Often more than one answer is possible.
- 1 The team is getting on better now. ^ they have decided to have a team dinner once a month.
  - 2 It is already possible to perceive benefits from the training for the company, ^ the increased productivity of the team.
  - 3 The team's productivity has gone up by 10%, ^ the increased number of completed tasks in the past month.
  - 4 Everyone's active listening skills have improved. Masha ^ has become a good listener since doing the programme.
  - 5 Sam and Claudio now work together more effectively. Sam makes a point of consulting Claudio about work-flow issues, ^ prioritising tasks on the schedule.
  - 6 The team now deals with tasks in hand. ^ they focus more on getting things done and less on team politics.
  - 7 The programme has also resulted in an improvement in the way all team members deal with people outside the team, ^ their friendlier manner with support staff.

| Linkers for highlighting and giving examples |                       |
|----------------------------------------------|-----------------------|
| <i>for instance</i>                          | <i>specifically</i>   |
| <i>as demonstrated by</i>                    | <i>as detailed in</i> |
| <i>as shown by</i>                           | <i>namely</i>         |
| <i>such as</i>                               | <i>especially</i>     |
| <i>in particular</i>                         |                       |

- b You are the social programme coordinator for a staff/student social programme which is experiencing problems. Complete these sentences with your own ideas.
- 1 There has been little uptake of the programme of late. For instance, ...
  - 2 Overall participation in the programme in the past year has decreased, as detailed in ...
  - 3 Activities that involve ... are especially ...
  - 4 Activities such as ... are ...
- c Write sentences about the English language progress you and your classmates have made. Use linkers for highlighting and giving examples of particular achievements.

d ► Now go back to p.89

6D Formal letters; Giving a positive impression

| Formal letters                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Dear Sir/Madam,</i><br><i>I am writing in response to ...</i><br><i>I would like to express my (interest in / dissatisfaction with, etc.) ...</i><br><i>Please find attached ...</i><br><i>I look forward to hearing from you.</i><br><i>Yours faithfully,</i>                                    |
| Giving a positive impression                                                                                                                                                                                                                                                                         |
| <i>I am very much in touch with ...</i><br><i>I enthusiastically maintain my knowledge of ...</i><br><i>I played an active role in ...</i><br><i>I have been able to ...</i><br><i>I have taken a keen interest in ...</i><br><i>I feel that, with my ..., I would be very well qualified to ...</i> |

- a Look at these extracts from letters. Cross out one word or phrase in each group in italics that is less suitable for a formal letter.
- 1 I *believe / am certain / guess* that my knowledge of local sporting events will enable me to *do / write / contribute* well-informed reviews.
  - 2 I am *writing in response to / answering / replying* to your advertisement, which *was / appeared / was published* in the March issue of your magazine.
  - 3 I look forward to hearing from you *in due course / in a bit / soon*.
  - 4 I'm *an enthusiastic supporter / a real fan / a keen follower* of the local football team.
  - 5 *Here are / I am attaching / Please find attached* some sample photos which I took recently.
  - 6 I have *considerable / loads of / extensive* experience of restaurant work.
  - 7 I *am able to be completely flexible / am free any time / can offer a good deal of flexibility* with regard to working hours.
  - 8 I spent some time working on a school magazine and *acquired / developed / picked up* some relevant / *priceless / valuable* editorial skills.

- b Add additional formal and positive expressions from a to the table.
- c Read the advert and Andy's application email. Rewrite it so that it is in a more formal style.
- Dear Sir/Madam,  
I am writing ...

STAFF REQUIRED for a bookshop near the university. Flexible working hours, so ideal as a part-time job for students.

To apply, please send an email with a photo to: [www.greenstreetbooks.net](http://www.greenstreetbooks.net)

job application Andy\_CV

Hi there,

Saw your job ad in the student paper and I'd really like to work for you. I'm doing World Literature at university so I know quite a bit about books written by all kinds of people. I'm really into novels and travel books and that'll be useful, won't it? I've never worked in a bookshop before but I've done café work and I spent a bit of time working in a sports shop, so I know all about selling stuff to people. I'm also a nice guy and I've got loads of friends – I can chat to anybody.

So I think I'm just the kind of guy you're looking for. Here's my CV.

I could work whenever you like, mornings or evenings, all the same to me.

Hey, get in touch.

Andy

d ► Now go back to p.77

