

3A

A love-hate relationship

Dating has become a sport, and not about finding the person you love.
Rashida Jones, US film-maker

G get **V** phrases with get **P** identifying attitudes

1 READING & SPEAKING

- a What makes a relationship work? Tick (✓) the three things you think are most important, and cross (X) any you think don't matter.

LIKING

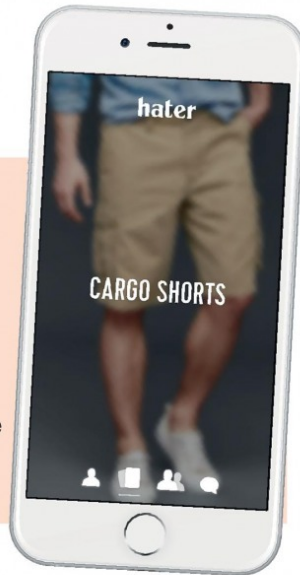
the same music	the same football team
the same sorts of clothes	the same cultural activities
the same sorts of food and drink	the same free-time activities
each other's families	the same TV programmes and films
each other's friends	the same politicians

- b Compare your ideas with a partner. Are there any other things you think it's important for both people to have in common?
- c Read about a dating app called Hater. Does it sound like a good idea to you? Why (not)?



How does the Hater app work?

It presents you with various topics (from loud chewing to cargo shorts to guacamole) that you must swipe right to hate or swipe left to love. Your answers are collated and you are then shown matches who hated the same things that you did.



- d Read two articles about the Hater app, and match a title to each (there is one title you don't need). Who likes Hater and who doesn't?

Share the **hate**,
ruin the **date**
Hate them
or **date** them

If you want to be a good **lover**, be a great **hater**

1

Giles Coren



A new app offers to help single people find a partner by uniting them not with others who like the same things, such as opera, vegan sausages and pedigree cats, but with people who share their dislikes.

It's called Hater and strikes me as quite brilliant. 'Likes' tell you nothing about anyone. 'Good food, great music, and lively conversation...'. 'Laughter, red wine, and French movies...'. Ugh. The idea that a romantic life together is about sharing your stupid hobbies is deluded and childish. Love is about making something completely new out of two separate individuals, not finding activities those two individuals can do together to take their minds off how boring and unsexy the other one is.

My wife and I have absolutely no interests in common. None. But we do love hating things together. From the moment she looked in my eyes, she could sense that I was revolted by theatre, motorcyclists, tall people, and entertaining at home. Just as I knew from the first kiss that this was a woman who had no time for sandals on men, skiing, supermarket own-brand loo paper, or poached fish. Indeed, it later turned out that the main thing she liked about me was that I laughed when she was rude about our friends, whereas all her previous boyfriends had said, 'Why can't you just be nice?'

But being nice is meaningless. Liking things is weak. Our natural human hatred of things should be indulged every day. Hating is natural and fine and people want to do it. Celebrate the things you dislike every day and you'll feel much better – and probably find love.

Adapted from The Times

Victoria Coren Mitchell

Hater promises to **bond** potential lovers over things they **loathe**.

Overturning the traditional cheery positives, Hater allows **eager singletons** to form relationships based on their mutual **aversions** instead. **Boy**, let's really get that negativity out there! More openly expressed hatred in the world – just what we need!



Nevertheless, like most apps, it would pass the time happily enough at a bus stop. If someone else at the same bus stop were also on the app, simultaneously swiping their own dislike of cat calendars or people who walk too slowly in the street, that would make a decent start for flirtation.

And yet, *and yet*. One of the key dangers of the internet is that it encourages us to give everything an immediate verdict, a thumbs up or down (and usually down). It's easy for our first thoughts on anything to be negative, and we forget to be kind.

The search for love has always motivated us to make an effort; on first dates, we are usually our best selves. Our hair is at its cleanest, our interest its sharpest, our smiles their readiest. That's why dating questionnaires traditionally list the things we enjoy: it's a shop window for the happy life we are offering a prospective partner. And surely, the longer you keep trying to be your best and most cheerful self, the happier life will be? It can't be wise to start complaining before you've even had your first date. When it comes to finding a partner, discovering the things you both love is a far healthier start.

Adapted from The Guardian

e Read the articles again. Tick (✓) the reasons each person gives for his / her opinion.

Giles

- 1 You don't get to know a person by finding out what they like.
- 2 If you hate the same things, you will probably like the same things, too.
- 3 More people hate the same things than like the same things.
- 4 He and his wife are united by things they hate.

Victoria

- 5 The Hater app is harder to use than a normal dating app.
- 6 The internet makes us want to judge things too much.
- 7 Focusing on things you like shows a new partner how you might enjoy life together.
- 8 It is easier to find a match through likes than through hates.

f With a partner, discuss the tone of the two articles. Answer the questions with **G** (Giles) or **V** (Victoria). Give examples to explain your answers.

Which writer do you think...?

- 1 is trying to make a serious point about modern life
- 2 is trying mainly to entertain
- 3 has mixed feelings about the Hater app
- 4 uses sarcasm in the opening paragraph
- 5 exaggerates for comic effect
- 6 is more provocative

g **Language in context** Both writers use a very wide vocabulary. Look at the **highlighted** words in the first paragraph of Victoria's article and match them to these synonyms.

- | | | |
|----------------|----------------------------|-----------------|
| 1 enthusiastic | 3 dislikes (<i>noun</i>) | 5 unite |
| 2 hey | 4 hate (<i>verb</i>) | 6 single people |

h Cover the synonyms above and read out the paragraph using the synonyms instead of the **highlighted** words.

i Do you agree more with Giles or Victoria? Why?

2 PRONUNCIATION identifying attitudes

a **3.1** Listen to two sentences from the articles. Which sounds sarcastic? Which sounds genuinely enthusiastic?

- 1 It's called Hater and strikes me as quite brilliant.
- 2 **More openly expressed hatred in the world – just what we need!**

Fine-tuning your pronunciation: identifying enthusiasm and sarcasm

It's important to be able to tell if someone is being enthusiastic about something or if they're being sarcastic. A lot of the clues are not in the words they use, or what they say, but how they say it, and this is to do with the pitch (= how high or low the voice is) and intonation (= the way the voice rises and falls).

b **3.2** Listen to the conversations. For each response, a and b, write **E** (enthusiastic) or **S** (sarcastic).

- | | | |
|--|----------------------------|----------------------------|
| 1 Oh great! Your mum's such a wonderful cook. | a <input type="checkbox"/> | b <input type="checkbox"/> |
| 2 Good idea – it's only two miles. | a <input type="checkbox"/> | b <input type="checkbox"/> |
| 3 Five pounds? Yes, thanks, that'll really help! | a <input type="checkbox"/> | b <input type="checkbox"/> |
| 4 Oh good, I love vegetarian food. | a <input type="checkbox"/> | b <input type="checkbox"/> |
| 5 Cool. I was dying to see some! | a <input type="checkbox"/> | b <input type="checkbox"/> |
| 6 Thanks, that's just what I needed. | a <input type="checkbox"/> | b <input type="checkbox"/> |
| 7 Oh great, well done. | a <input type="checkbox"/> | b <input type="checkbox"/> |
| 8 That'll be fun! | a <input type="checkbox"/> | b <input type="checkbox"/> |

c **3.3** Listen and repeat the enthusiastic responses in b.

3 LISTENING & SPEAKING

- a Look at four possible ways of meeting a new partner. Which ones do you think would be the most / least successful?
- going up to a stranger and starting a conversation
 - trying a new activity, e.g. a sport or hobby
 - going to a social event for single people
 - going on a blind date set up by a friend
- b Read the beginning of an article. How does Anna feel about trying to meet someone IRL? Why did she decide to try it out?
- c **3.4** Listen to Anna talking about what happened when she tried out the four ways, and answer the questions for each challenge. Does she agree with your opinion in a?
- Where did each challenge take place?
 - Did she manage to chat successfully with anyone? If yes, who with? If no, why not?
 - How does she sum up the experience? What mark out of 5 does she give?
- d Listen again. In which challenge, 1–4, did Anna feel...?
- A optimistic, then embarrassed, awkward, and a bit depressed
- B scared and rather uncomfortable
- C very nervous, then relaxed and happy
- D a bit nervous at first, then more confident and quite positive
- e **3.5 Language in context** Listen and complete the phrases.
- The dating coaches **suggested** _____ four ways of meeting someone new.
 - James **suggested** _____ to guys in bookshops.
 - Hayley **suggested** _____ conventional chat-up lines.



I swapped apps for dating IRL – this is what happened

Anna Johnstone

I downloaded *Tinder* in 2014, during my final year of university. Back then, the dating app world felt new and exciting. Using our phones to swipe our way to (potential) love? That was game-changing. Now, aged 26, I'm on seven dating apps, and the thought of meeting someone IN REAL LIFE brings me out in a cold sweat.

But despite the growing popularity of dating apps, one recent study says that 50% of people would prefer to meet someone in real life. I know it's not impossible (for example, I have a friend who fell down some stairs and then got together with the paramedic). But first, I needed a plan. I spoke to two dating coaches, Hayley Quinn and James Preece, and they suggested trying four different ways of meeting someone new. Here's what happened...




suggest

There are three possible structures after the verb *suggest*.

- 1 *suggest* + *-ing*
- 2 *suggest* (+ *that*) + person + verb (in present or past)
I suggest (that) you talk to guys in bookshops.
He suggested (that) I talk / talked to guys in bookshops.
- 3 *suggest* (+ *that*) + person + *should* / *shouldn't* + verb

f Read the information box. How could you say these sentences in the three different ways using *suggest*?

- 1 She advised me to go to the doctor.
- 2 I recommended that they visit the museum.
- 3 He said to me, 'Why don't you talk to her?'

g  3.6 Listen to Anna's verdict on dating in real life. Answer the questions.

- 1 What did she learn from the experience?
- 2 What does she think are the advantages of the two ways of meeting people?
- 3 What is she planning to do in the future?

h Imagine you were looking for a new partner. Do you think you would use an app, or try to meet someone in real life?

4 GRAMMAR & VOCABULARY *get*

a Look at some sentences from the listening in 3. In which sentence, 1–4, does *get* / *got* mean...?

arrived became persuade obtain

- 1 If I **get a match** on an app, we already have things in common...
- 2 ...I **got way more nervous** than before any other first date I'd been on.
- 3 So, as soon as I **got there**, I had two glasses of wine.
- 4 ...I finally managed to **get a friend to organize** a date for me.

b  p.146 Grammar Bank 3A

c Complete the expressions to do with dating and relationships with phrases with *get*.

- 1 We **get** _____ very well most of the time. (= have a good relationship)
- 2 We **got** _____ when we were at university. (= started a relationship)
- 3 It's much easier to **get** _____ somebody in real life than online. (= find out what somebody is like)
- 4 We're having so many family problems at the moment, it's really **getting** _____. (= depressing me)

d  p.164 Vocabulary Bank Phrases with *get*

5 SPEAKING

Work in pairs. Read the *get* questionnaire and tick (✓) eight questions you'd like to ask your partner. Then ask and answer the questions. Explain your answers.

get questionnaire

- Are you the kind of person who regularly **gets rid of** clothes you don't wear any more, or do you tend to keep things forever?
- Did you use to **get into trouble** a lot when you were a child?
- Do you consider yourself a person who usually **gets their own way**? Why (not)?
- Do you tend to keep up to date with your work or studies, or do you often **get behind**?
- Do you think young drivers **get stopped** by the police more than older drivers? Do you think this is fair?
- Have you ever **got caught** cheating in an exam? Have you ever cheated in an exam and **got away with it**?
- Do you think going on holiday together is a good way to really **get to know** people?
- How often and where do you usually **get your hair cut**?
- If an electrical appliance doesn't work, do you try to sort it out yourself or do you immediately **get somebody to come** and fix it?
- If you were able to **get just one room in your house redecorated**, which would it be and why?
- Do you think women are better than men at **getting presents** for people?
- If you were invited to a karaoke evening, would you try to **get out of** going?
- If you were supposed to **get a flight** the day after a serious plane crash, would you cancel it?
- Is there anyone in your family or group of friends who really **gets on your nerves**?
- What kinds of things do / did your parents **get you to do** around the house?
- Is there a band or singer you've recently **got into**?
- What kind of weather tends to **get you down**?

3B

Dramatic licence

History never really says goodbye.
History says, 'See you later'
Eduardo Galeano, Uruguayan writer

G discourse markers (2): adverbs and adverbial expressions

V conflict and warfare

P stress in word families

1 VOCABULARY conflict and warfare

- a Look at the quiz questions with a partner and work out the meaning of the **highlighted** words. Then **circle** the correct answer.

HOW'S YOUR HISTORY?

- Who was **executed** in London in 1606, after trying to **blow up** the Houses of Parliament?
Oliver Cromwell Guy Fawkes Walter Raleigh
- Who was US President during the American **Civil War**?
Abraham Lincoln George Washington Thomas Jefferson
- In which country was the Velvet **Revolution** in 1989?
Poland Hungary Czechoslovakia
- Which country has the most **troops**?
the USA India China
- Who **captured** and **looted** Rome in 410 AD?
the Greeks the Visigoths the Vikings
- Where was the **treaty** that ended World War I signed?
Paris Versailles Vienna
- In which war were there more civilian **casualties**?
World War I World War II they were both the same
- In which country was President Allende **overthrown** in a **coup** in 1973?
Brazil Chile Argentina

- b **V** p.165 **Vocabulary Bank** Conflict and warfare

2 PRONUNCIATION stress in word families

Changing stress in word families

It's useful to learn words in 'families', e.g. *capture* (noun) – a *captive* (person), *revolutionary* (adjective) – *to revolt* (verb), etc. However, you should check whether the stressed syllable changes within the 'family'.

- a Complete the chart. Then **underline** the stressed syllable in all the multi-syllable words.

noun	person	adjective	verb
cap ture	cap tive / cap tor	cap tive	_____
co mmand	_____	co mman ding	co mmand
ex e cu tion	_____	_____	_____
_____	his to ri an	his to ric / _____	_____
loo ting	loo ter	_____	_____
_____	_____	re bell ious	_____
_____	_____	re vo lu tion ary	re volt
siege	_____	be sieged	_____
sur vi val	_____	sur vi ving	_____
_____	_____	vic to ri ous	_____

- b **3.13** Listen and check.

3 READING

- a Look at the stills from two films on p.31. What historical period do you think they're set in? Have you seen either of them?

- b Read the descriptions of two memorable scenes. What information does each description give? Tick (✓) the boxes.

- | | | | | |
|--|---|--------------------------|---|--------------------------|
| 1 prizes the film won | A | <input type="checkbox"/> | B | <input type="checkbox"/> |
| 2 where and when the film is set | A | <input type="checkbox"/> | B | <input type="checkbox"/> |
| 3 who the main characters are played by | A | <input type="checkbox"/> | B | <input type="checkbox"/> |
| 4 who directed the film | A | <input type="checkbox"/> | B | <input type="checkbox"/> |
| 5 how the scene makes the audience feel | A | <input type="checkbox"/> | B | <input type="checkbox"/> |
| 6 whether the scene is historically accurate | A | <input type="checkbox"/> | B | <input type="checkbox"/> |
| 7 what probably happens at the end of the film | A | <input type="checkbox"/> | B | <input type="checkbox"/> |

- c **Language in context** Look at the **highlighted** words in sentences 1–5 and, with a partner, say what they mean.

- I'm not sure they will **succeed** in reaching an agreement.
- My nephew is studying **engineering** at university.
- 'Please don't go,' he said, **gripping** her arm.
- Cook the sauce, **stirring** frequently, until it has thickened.
- In the 19th century, most middle-class households had at least one **servant**.

- d Now find the same words in text **A**. Are they the same part of speech? What is their meaning in this context?

- e Which of the two descriptions created the most vivid image of the scene in your mind?

History brought to life

Two film critics choose memorable moments from historical films



A *Gladiator*, which won five Oscars, tells the story of a Roman general, Maximus Decimus Meridius, a favourite of Marcus Aurelius, Emperor in the second century AD. The Emperor wants Maximus (Russell Crowe at his best) to succeed him, but Commodus, the Emperor's weak and treacherous son (wonderfully played by Joaquin Phoenix), has other plans. Commodus kills his father and becomes Emperor himself, and arranges for Maximus and his wife and child to be executed. Maximus escapes, but cannot save his family. He is captured and sold as a gladiator, and eventually makes his way to the Colosseum in Rome, where he becomes a hero by engineering a spectacular victory against overwhelming odds. In this gripping scene, Emperor Commodus descends to the arena to congratulate him – not knowing his true identity. Maximus confronts the Emperor in one of the most stirring speeches in modern cinema: 'My name is Maximus Decimus Meridius, commander of the armies of the north, general of the Felix Legions, loyal servant to the true Emperor, Marcus Aurelius, father to a murdered son, husband to a murdered wife, and I will have my vengeance in this life, or the next.' And somehow, we just know he's going to get it!



B *The Darkest Hour* is set in May 1940, early in World War II. German forces are winning the battle for Europe, and British soldiers are trapped in northern France. Winston Churchill, the new Prime Minister, is faced with a desperate decision – to continue the fight against Hitler and the Nazis, or to negotiate a peace treaty. Unable to decide what to do, and under pressure from Parliament to negotiate, Churchill decides that he needs to find out what the people want. For the first time in his life, he travels on the London Underground, where he asks his startled fellow passengers two questions. First, he asks, 'What would you do if the enemy invaded?' and they answer 'Fight!' Then he asks them, 'Should I negotiate with Hitler?' and their answer is a very clear 'Never!' Churchill is inspired by their certainty, and goes on to use their words in one of his most famous speeches: 'We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall *never* surrender.'

This is the key scene in the whole film, but unlike almost all the rest of the film, it has been criticized for its historical inaccuracy – Churchill's ride on the Tube never happened. The director, Joe Wright, has defended the scene as 'a fictionalization of an emotional truth'. Does it matter? Not to the awards committees, who gave the film two Oscars and numerous other awards.

4 SPEAKING & WRITING

Q **Describing a scene from a film**
Churchill **decides** that he **needs** to find out what the people want. For the first time in his life, he **travels** on the London Underground, where he **asks** his startled fellow passengers two questions.

We normally use the present simple ('the dramatic present') when we describe a scene from a film, or the plot.

a Think of a film or TV series you really enjoyed that was set in a historical period or based on a real event. Look at the prompts and think about this information for your film or TV series.

- Where and when is it set? What is it about?
- Who are the main characters and who are they played by?
- Why did you enjoy it?
- Is there a memorable scene that you remember? What happens?

b Work in small groups. Describe the film or TV series and the scene to others in the group. Do those who have seen it agree with you?

c Now write a paragraph describing the film or TV series and the scene, using the prompts in **a** and the two descriptions in **3** as models.

5 LISTENING

- a 3.14 Listen to Part 1 of an interview with Adrian Hodges, who has written screenplays for several historical films and TV series. Choose the best summary of his opinion.



- 1 Adrian thinks historical details don't matter as long as they're things that most people wouldn't notice.
- 2 Adrian thinks historical details don't matter as long as a drama is honest about whether it is history or fiction.
- 3 Adrian thinks historical details don't matter at all.

Glossary

Macbeth /mək'beɪ/ a play by Shakespeare about a king of Scotland
William the Conqueror, Charles II, Victoria English monarchs from the 11th, 17th, and 19th centuries

to play fast and loose with **IDM** (old-fashioned) to treat sth or sb in a way that shows you feel no responsibility or respect for it / them

- b Listen again and tick (✓) the points Adrian makes.

- 1 It isn't a problem that Shakespeare's plays are not historically accurate.
- 2 Writers can change historical details if the drama requires it.
- 3 Most people never notice historical inaccuracies.
- 4 Nobody is certain how people spoke in ancient Rome.
- 5 Historical inaccuracies with costume are worse than with dialogue.
- 6 You need to be more careful about being accurate when you are writing about recent history.
- 7 Writers should feel responsible for the history people might believe from a film.
- 8 Julius Caesar is not a good subject for drama because we know so much about him.

- c 3.15 Now listen to Part 2. In general, is Adrian positive or negative about *Spartacus* and *Braveheart*?

Glossary

Spartacus a 1960 film about a gladiator who led a slave rebellion against the Romans in the first century BC

Braveheart a 1995 film about William Wallace, one of the leaders in the late 13th- and early 14th-century Wars of Scottish Independence

- d Listen again and answer the questions.

- 1 What does Adrian mean when he talks about the danger of a film becoming the 'received version of the truth'?
- 2 What famous scene in the film *Spartacus* is an example of this?
- 3 What facts do we actually know about Spartacus?
- 4 What does Adrian say about the portrayal of William Wallace's career in the film *Braveheart*?
- 5 What did some people think *Braveheart* was really about?

- e Do you agree with Adrian's main points? Which event or period of history from your own country do you think would be most interesting as a film or TV series?

6 GRAMMAR discourse markers (2): adverbs and adverbial expressions

- a 3.16 Listen to some people talking about films. Match the **highlighted** discourse markers to what they are used for (A–D).

- 1 The story in *Gladiator* is fictional; **I mean**, Russell Crowe's character, Maximus, didn't really exist.
- 2 The scene with Churchill on the Tube is really dramatic, but **in fact**, it never happened.
- 3 **A** Do you want to watch *Spartacus* tonight?
B Not really. It's three hours long, and **besides**, I don't like old films.
- 4 **A** I really loved Mel Gibson in *Braveheart*.
B **Talking of** Mel Gibson, have you seen the news today?

- A to introduce surprising or unexpected information
 B to change the direction of a conversation
 C to make things clearer, or give more details
 D to introduce an additional point

- b p.147 Grammar Bank 3B



Mel Gibson in *Braveheart*

c Complete the sentences in your own words. Then compare with a partner and see if you completed any in the same way.

- 1 A lot of people think the film is a true story, but as a matter of fact,...
- 2 The script was terrible; the acting was awful; the story was dull. In other words,...
- 3 The cinema was really crowded and hot, but at least...
- 4 I don't feel like going to the cinema tonight, and besides,...
- 5 I don't know how people can watch films on their phone. I mean,...
- 6 There were a few little things the film-makers invented, but on the whole,...
- 7 We weren't expecting to enjoy the film, but actually,...
- 8 You should book tickets for most cinemas nowadays, otherwise...

7 SPEAKING

a Look at the four images from films and TV series about British queens and read the captions. Try to match them to the centuries in which they are set.

- | | |
|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 16th century | <input type="checkbox"/> 18th century |
| <input type="checkbox"/> 19th century | <input type="checkbox"/> 20th century |

b Two of the things mentioned in the captions are facts and two are fiction. With a partner, say which you think are which.

c **C Communication** Historical inaccuracies **A p.107 B p.113** Find out what is fact and what is fiction, and tell your partner.

d Answer the questions in pairs.

- Do you ever check whether a film or TV series was accurate, either during or after seeing it?
- If a film or TV series is historically inaccurate, does it bother you? Why (not)?
- Which historical films or TV series that you've seen taught you something about the period or event?



A

In *The Favourite*, Queen Anne has 17 pet rabbits which represent the 17 children she lost.



B

In *Victoria and Abdul*, the servant Abdul teaches Queen Victoria Hindustani.



C

In *Mary Queen of Scots*, there is a dramatic meeting between Mary and Queen Elizabeth I.



D

In *The Crown*, Jackie Kennedy, the US President's wife, criticizes the Queen after a dinner at Buckingham Palace.

2&3

Colloquial English Talking about...history

1 THE INTERVIEW Part 1

- a Read the biographical information about Mary Beard. What do you think 'Classics' and 'classicist' refer to?

Mary Beard is Professor of Classics at the University of Cambridge and a fellow of Newnham College. She is author of many books about ancient history, and writes a popular blog called *A Don's Life*. In 2010, she presented the BBC historical documentary, *Pompeii: Life and Death in a Roman Town*, which showed a snapshot of the residents' lives before the eruption of Mount Vesuvius in 79 AD. In 2012, she wrote and presented the three-part television series *Meet the Romans*, about 'the world's first global metropolis'. She also wrote and presented *Caligula with Mary Beard* in 2013, where she attempts to sort the truth from the myth. In 2018, she presented *Julius Caesar Revealed* for the BBC and also became a Dame for services to the study of classical civilisations. Her frequent media appearances and sometimes-controversial public statements have led to her being described as 'Britain's best-known classicist'.



Glossary

Julius Caesar /dʒuːliəs siːzə/ a Roman general (100–44 BC) who played a critical role in the fall of the Roman Republic and the rise of the Roman Empire. He was assassinated by a group of senators led by his former friend, Brutus.

- b Watch Part 1 of the interview. What does Mary Beard think is the right (and the wrong) way to get people interested in ancient history? What does she think we can learn from history?
- c Now watch again. Complete sentences 1–5.
- If a place name ends with *-chester* or *-caster*, it means that it...
 - London is the capital of Britain because...
 - In 63 BC, there was a terrorist plot in Rome to...
 - When Cicero discovered the plot, he decided to...
 - Mary Beard compares this situation with...
- d What periods and places in history did you study at school? Did you enjoy history as a subject?

Glossary

torch (verb) set fire to

Marcus Tullius Cicero /ˈsɪsərəʊ/ a Roman politician and lawyer, one of Rome's greatest orators

the Senate a political institution in ancient Rome

be exiled be sent to another country for political reasons or as a punishment

Guantanamo Bay a US military prison, where many suspected terrorists have been held

Part 2

- a Now watch Part 2. Mark the sentences **T** (true) or **F** (false).



- Mary Beard would not like to go back in time to any historical period.
 - She thinks that women have a better life now than at any time in the past.
 - She doesn't think that men would suffer from going back in time.
 - In her programme *Meet the Romans*, she decided to focus on the celebrities of the ancient world.
 - She thinks that most history textbooks don't answer questions about how people dealt with practical issues in the past.
 - She thinks that questions about practical issues are just as interesting as why Julius Caesar was assassinated.
 - She doesn't think we can learn much from studying the assassination of Caesar.
- b Watch again. Say why the **F** sentences are false.
- c How do you think a teacher can get students interested in history?

Part 3

- a Now watch Part 3. Answer the questions.

- How important does Mary Beard think accuracy is in historical films?
- What historical film did she really enjoy and why?
- How does she feel about the fact that there are so many historical films nowadays?



b Watch again. What do you think the highlighted informal words and phrases mean?

- 1 'I think that, that, um, film and television, um, programme makers can be a bit, can be a bit sort of **nerdish** about accuracy.'
- 2 '...if we're going to have a dog in the film, should it be an Alsatian or, you know, a Dachshund or **whatever?**'
- 3 '...look, these **guys** are getting the whole of Roman history...utterly wrong...'
- 4 '...never mind its horribly **schmaltzy** plot...'
- 5 '...there's no such good story as a true story – and that's what history's **got going for it**...'
- 6 '...non-fiction in a, in a kind of way is always a better **yarn** than fiction is.'

c Do you think you have learnt more about history from school or from books and films?

Glossary

Alsatian, Dachshund /æ'l'seɪʃn, 'dæksnd/ breeds of dog

2 LOOKING AT LANGUAGE

Collocations

Many of the expressions Mary Beard uses are typical collocations. Try to learn these expressions as phrases. Incorporating them into your active language will help you both to understand spoken English more easily and to sound more fluent in your own speech.

Watch some extracts from the interview and complete the collocating words in the highlighted phrases.

- 1 '...an **_____** lot of our culture and our geography and our place names and so on are actually formed by the Romans...'
- 2 '...one **_____** example of that is a famous incident in Roman history in 63 BC where there's a **terrorist _____** in, in the city of Rome...'
- 3 'Now, in many ways that's the kind of **problem** we're still **_____**...'
- 4 'I mean, what – how far does, how far should homeland security be more important than **_____** rights...'
- 5 'And in part we've learnt from how they debated those **rights and _____**.'
- 6 '...if it, if it was a small antidote to modern **_____** culture, I'm extremely pleased.'
- 7 '...look, these guys are getting the whole of Roman history in, in the **big _____** utterly wrong...'
- 8 'But I think also, I mean, it shows that you don't always have to be **deadly _____** about history.'

3 THE CONVERSATION



a Watch the conversation. Match the period they'd like to go back to to the reason why.

- 1 Joanne would like to go back to the 1920s to...
 - 2 Sean would like to go back to the 1960s to...
 - 3 Emma would like to go back to Tudor times to...
- A find out more about the politics of the time
B learn more about daily life during that period
C experience the cultural influences of the period

Glossary

the Cavern Club a music venue in Liverpool, England, where The Beatles played

the Tudors the English kings and queens who ruled from 1485–1603, e.g. Henry VIII, Elizabeth I

b Watch again. Answer the questions.

- 1 What aspects of her grandmother's life does Joanne mention? What does she think these would tell her about her grandmother?
- 2 What two things would Sean be especially interested in experiencing?
- 3 Which historical figure is Emma particularly interested in? Why does she say she'd like to see things happening 'from a safe platform'?

c Which period of history would you like to go back to? What positive and negative things would you expect to find?

d Watch some extracts in which the speakers respond to what the previous person says, in order to keep the conversation going. In which one(s) does the speaker...?

- A suggest something the person could do
- B ask for more detail
- C agree enthusiastically
- D refer to a sensible comment the person has made
- E extend the range of the conversation

e Now have a conversation in groups of three. Discuss the statements.

- 1 Historical films and novels are popular mainly because they tell exciting and dramatic stories.
- 2 Modern politicians can learn important lessons from history.

4A

An open book

There's no such thing as a happy ending.
Stephen King, US author

G adding emphasis (1): inversion **V** describing books and films **P** foreign words



Steps at the University of Balamand, Lebanon

1 LISTENING & SPEAKING

- a Look at the six book titles. Have you heard of or read any of them?

CATCH 22 *Carbonel* **Big Little Lies** **The Silmarillion**
The War of the Worlds **To Kill a Mockingbird**

- b **4.1** Listen to six people talking about the books in a. Match the speaker, A–F, to the topic they're talking about.

- 1 a book you started but couldn't finish
- 2 a book you think would make a good film
- 3 a book you feel you ought to have read, but haven't
- 4 a book you decided to read after seeing the film or series
- 5 a book you couldn't put down
- 6 a book you were forced to read at school and didn't enjoy

- c Listen again. Which speaker says that...?

- 1 the characters and events in the book are easy to imagine
- 2 they read the book when they were abroad
- 3 the language of the book was too challenging
- 4 they mainly read to relax
- 5 they also enjoyed a series of books for older teenagers
- 6 the book has a lot of detailed background information in it

- d **4.2** Listen to six extracts from the listening and complete the missing words.

- 1 ...I just sat under a tree in the shade and read the whole thing from _____ to _____.
- 2 ...I think it's a _____.
- 3 So that was _____ a TV series on HBO, I think...
- 4 ...it's sort of more information about the world that *The Lord of the Rings* _____ happens in.
- 5 ...I really was _____ science fiction as a kid, and, and the _____ looked, you know, like, really exciting.
- 6 ...for me, reading is a way of _____ off, so I don't really want to read anything that's quite a _____.

- e Look at topics 1–6 in b and choose three that you can talk about. Then tell a partner.

2 READING

- a Would you ever look at the last page of a book before reading it, or ask someone about the ending of a film or TV series you were planning to watch?

- b Read the text from the back covers of two stories. Which one would you most like to read?

1 *The Adventure of the Speckled Band* Arthur Conan Doyle

Helen and Julia Stoner live with their violent stepfather, Dr Grimesby Roylott. Just before Julia is due to marry, for several nights she hears a strange, low whistle from outside her bedroom. Shortly afterwards, she dies in her room one night in terrible pain, crying out the words: 'It was the band! The speckled band'. No cause of death is found and no one could have entered her room, as she always locked herself in at night. Two years later, Helen becomes engaged to be married, but she is terrified one night to hear a strange, low whistle outside her bedroom. She asks Sherlock Holmes to investigate.

2 *Lamb to the Slaughter* Roald Dahl

One night, detective Patrick Maloney comes home and announces his intention to leave his pregnant wife, Mary. Devastated, Mary hits Patrick over the head with the frozen leg of lamb she intends to cook for dinner, killing him instantly. Mary knows that, if she gets caught, she will be executed for murder, so she concocts a plan to fool the police.

- c **C Communication** What happens in the end? **A** p.108 **B** p.112 Read extracts from the end of the stories in b and tell each other what happens.

- d Now read the title and the first paragraph of the article. What is a 'spoiler'?

Spoilers actually enhance your enjoyment

I am one of those people who can't read a book without flicking to the end to check what's going to happen. It turns out that, actually, I am very wise. Psychologists at the University of California in San Diego gave students 12 short stories, by authors including Agatha Christie and Roald Dahl. Some stories were in their original form and others had spoiler paragraphs added at the beginning. And do you know what? The readers of 'spoiled' stories actually had more fun.

According to the psychologists who carried out the research, 'students significantly preferred the spoiled versions of the stories. For instance, knowing in advance in an Agatha Christie story that Poirot will discover that the 'victim' of the attempted murder is, in fact, the real murderer, not only didn't hurt the enjoyment of the story, but actually improved it.'

As a huge reader of crime and thrillers, this definitely rings true for me. When I'm reading horror novels, I need to check the hero or heroine is still alive at the end of the book. And I usually take a sneaky look at the end of a romantic novel, just to make sure who is going to end up with whom. 'It could be,' says psychologist Jonathan Leavitt, 'that once you know how the story turns out, you're more comfortable processing the information and can focus on a deeper understanding of the story.'

I will also admit that, even when I know full well what is going to happen in a book, either because I've read it a million times before, or because I've read the end, I often find myself hoping that, this time, it's going to be different, that the sad ending will turn into a happy one!

Adapted from The Guardian

- e Read the rest of the article and underline...

- 1 an example of a spoiler.
- 2 two reasons the writer looks at the ending of a book.
- 3 a possible explanation for why we get more enjoyment out of a story when we know the ending.
- 4 something the writer knows will never happen.

- f Talk to a partner.

- Do you agree with the article that knowing how a story ends makes you enjoy it more?
- Are there any books or films that you enjoyed more the second time because you knew how they were going to end?
- Has anyone ever spoiled a film, a book, a sports match, or anything else for you by telling you how it ended?

3 VOCABULARY describing books and films

- a Complete the short reviews about books and films with an adjective from the list.

creepy fast-moving gripping haunting heart-warming
heavy going implausible intriguing moving
thought-provoking

- 1 A *haunting* film which stayed with me long after I left the cinema. ★★★★★
- 2 A wonderful story. So _____ I cried! ★★★★★
- 3 Such a _____ plot. I was on the edge of my seat all the way through. ★★★★★
- 4 It was a _____ story which restored my faith in human nature. ★★★★★
- 5 A _____ story which jumps from past to present and back again at breakneck speed. ★★★★★
- 6 The plot was _____. I really couldn't predict how it would end. ★★★★★
- 7 A _____ documentary that raised many interesting questions. ★★★
- 8 A ghostly atmosphere and strange goings-on. This film was just too _____ for me. ★★★
- 9 Rather _____. I really had to make an effort to finish it. ★★
- 10 The characters were totally _____. I couldn't take any of them seriously. ★

- b 🎧 4.3 Listen and check.

4 GRAMMAR adding emphasis (1): inversion

- a Complete the extracts from book reviews 1–5 with endings A–E. How does the word order change when you put the adverbial expression (*Not only...*, *Never...*, etc.) at the beginning of the sentence?

- 1 **Not only** is this an entertaining book for children,...
- 2 **Never** have I read...
- 3 **Not until** the very last page...
- 4 **No sooner** had I finished this gripping novel...
- 5 **Only** when she leaves...

- A did I guess who the murderer was.
B such a well-written novel by a first-time author.
C than I wanted to read it all over again.
D but parents will also find it intriguing.
E does he realize that he is in love with her.

- b 📖 p.148 Grammar Bank 4A

- c Complete the sentences in your own words, using inversion to make them as dramatic as possible.

- 1 Only when we arrived at the airport...
- 2 No sooner...than I realized...
- 3 Never in all my life...
- 4 Not until it was too late...
- 5 Not only..., but...

5 LISTENING

a Discuss in small groups.

- 1 How often do you read books which have been translated into your language? What languages have they been translated from?
- 2 Do you prefer reading English books in translation to reading them in English? Have you ever read a book which you felt was probably badly translated?
- 3 Have you ever used an app, e.g. Google Translate, to translate something into your language? How well did you think it worked?
- 4 Do you tend to watch foreign films dubbed or with subtitles? What do you think are the advantages and disadvantages of the two options?

b 4.4 Listen to the first part of an interview with Beverly Johnson, a professional translator. From what she says, do you think you would enjoy working as a translator?



c Listen again and choose the correct answer(s).

- 1 One of the reasons Beverly decided to become a translator was that...
 - a she thought teaching English was boring.
 - b she really enjoyed the postgraduate course that she took.
 - c she wanted to be self-employed.
- 2 Which two of these things does Beverly mention as drawbacks of being a freelance translator?
 - a working alone
 - b earning a low salary
 - c time pressure
- 3 Which two of these things does she say are good about her job?
 - a the freedom to charge what you like
 - b flexibility about where you work
 - c managing your own time
- 4 One piece of advice she gives to would-be translators is to...
 - a specialize.
 - b study abroad.
 - c take a translation course.

d Look at some of the kinds of texts translators work on. Which ones do you think might be especially difficult to translate?

- | | | |
|---------------------------------|--|--|
| <input type="checkbox"/> novels | <input type="checkbox"/> advertising slogans | <input type="checkbox"/> film titles |
| <input type="checkbox"/> poetry | <input type="checkbox"/> legal documents | <input type="checkbox"/> film dialogue (for subtitles) |
| | <input type="checkbox"/> technical manuals | |

e 4.5 Now listen to the rest of the interview. Tick (✓) the kinds of texts in d that Beverly talks about.

f Listen again and answer the questions.

What does Beverly say...?

- 1 you need to be if you specialize in translating novels
- 2 is good about translating an author who is still alive
- 3 would sound odd in English

What is the most difficult thing about translating...?

- 4 the title of a film into other languages
- 5 film subtitles
- 6 humour in films
- 7 slang and swear words

g Can you think of any films where the title in your language was completely different from the English version? Why do you think it was changed?

6 READING & SPEAKING



a Look at the two words and photos above. Do you know what languages the words are from? Can you work out from the photos what they might mean?

b Read the extracts and check your ideas from a. What does each word tell you about the culture of the country?

sobremesa /sobre'mesa/ is the time when Spanish people sit around tables inside a restaurant, or out on the terrace, relaxing after lunch. It is a pleasant time, a recognition that there is more to life than working long hours, and that few activities are nicer than sharing a table and chatting for what remains of the day. The world may not have been put completely to rights by the end of the *sobremesa*, but it will seem a calmer, kinder place.

ta'arof /ta'a:rof/ is a Persian word that specifically refers to correct or polite behaviour in Iranian society. It means 'both people denying what they want in order to please the other person'. 'You go first,' says Mr A when he meets Mr B at the door, as they try to enter a building. 'No, absolutely not, you go first,' Mr B insists. They then both wait for a couple of unnecessary minutes before one steps forward to enter. It is seen almost in all aspects of life, from hosts insisting on guests taking more food, to buying something in a shop.

Adapted from The Guardian



7 PRONUNCIATION

foreign words

Saying foreign words in English

There are some foreign words and phrases which are commonly used in English because we don't have another word for them, e.g. *coup* /kuː/ (French), *angst* /æŋst/ (German). They're usually said in a way that is close to their original pronunciation, so they don't necessarily follow normal English pronunciation patterns.

- c Look at some more words that have no equivalent in English. Do you have equivalent words in your language?

1 **gigil**

(Filipino) the urge to pinch or squeeze something that is unbearably cute, like a baby's cheeks



2 **age-otori**

(Japanese) to look worse after a haircut

3 **cavoli riscaldati**

(Italian) literally *reheated cabbage*, an attempt to revive an old romantic relationship

4 **seigneur-terrasse**

(French) a person who spends a lot of time but very little money in a café

5 **Drachenfutter**

(German) the presents that guilty husbands give their wives

6 **vranyo**

(Russian) lying when everybody knows that's what you're doing

7 **neko-neko**

(Indonesian) a creative idea which only makes things worse


8 **skuffuskald**

(Icelandic) a person who puts their poems in a drawer rather than publishing them

- d Can you think of any English words for which there is no exact translation in your language?

- a Underline the foreign word or phrase in each sentence below. What do you think they mean? Which languages are they from?

- I made a real *faux pas* when I mentioned to our boss that Sam had been asked to leave his previous job.
- When we were introduced, I had a sense of *déjà vu*, even though I knew we had never met before.
- It might be a bit of a cliché, but I think it's actually true that 'opposites attract'.
- Their business venture ended in a complete *debacle* and the manager resigned.
- She's a real *aficionado* of Italian opera – she knows a lot about it and goes whenever she can.
- Don't *overcook* the pasta – just until it's *al dente*.
- I'm afraid I felt a certain *schadenfreude* when my ex-husband told me his girlfriend had left him.
- After the earthquake, there was a tsunami warning, but luckily, it didn't happen.

- b  4.6 Listen and focus on how the foreign words or phrases in a are pronounced. Then practise saying the sentences.

- c Do you use any untranslated words from other languages, e.g. English, in your language? Why do you think they are used? Do you pronounce them as in the original language?

8 WRITING

-  p.120 **Writing A review** Analyse a book review, and write a review of a book or film.

4B

The sound of silence

I have often regretted my speech, never my silence.
Publius Syrus, Roman writer

G speculation and deduction

V sounds and the human voice

P consonant clusters

1 VOCABULARY sounds and the human voice

- a Try to sit in silence for one minute, listening carefully to the sounds around you. Write everything you hear. Then compare with a partner. Did you hear the same things?
- b **V** p.166 **Vocabulary Bank** Sounds and the human voice
- c **4.10** Listen to twelve sounds and say the word for what you hear.

2 PRONUNCIATION consonant clusters

Fine-tuning your pronunciation: consonant clusters

Combinations of two or three consonant sounds, e.g. **crunch**, **splash**, can be difficult to pronounce, especially if the combination of sounds is not common in your language.

Three-consonant clusters at the beginning of words always begin with **s**, e.g. **scream**.

Three-consonant clusters at the end of words are often either plurals (**months**), third person singular verbs (**wants**), or regular past tenses (**asked**).

- a **4.11** Listen to the words in the chart. Then practise saying them.

At the beginning of a word			
two sounds		three sounds	
click	drip	screech	
slam	snore	scream	
crash	stammer	splash	
slurp			
At the end of a word			
two sounds		three sounds	
shouts	yelled	crunched	crisps
sniffs	hummed	mumble	rattled

- b **4.12** Listen and repeat the sentences.
 - 1 She **screamed** when her **friend** **splashed** her in the **swimming pool**.
 - 2 The **brakes** **screeched** and then there was a **tremendous crash**.
 - 3 I hate the **crunching** of someone eating **crisps**.
- c Write three sentences of your own, using two words from **a** in each sentence. Give them to your partner to say.

3 LISTENING & SPEAKING


- a You're going to hear a list of people's best and worst sounds. Look at the sounds below. Tick (✓) the ones you think are 'best sounds', and cross (X) the ones you think are 'worst sounds'.




The best and worst

- the tap of the keys on a mobile phone when someone hasn't turned off the keyboard sound
- the crunch of walking on a fresh layer of snow
- the roar of a revving motorbike
- the patter of rain on the roof while you're in bed
- the crackling noise of an open fire
- the whine of a dentist's drill
- the strange hum in your house that you can't locate
- the sound of a golf ball dropping into the hole
- the popping noise when you squeeze bubble wrap



b  **4.13** Listen and check. Do you agree?

c  **4.14** Now listen to eight people talking about sounds they love or hate. Answer the questions.

- 1 What sound does each person describe?
- 2 Do they love it or hate it?



sounds...

- someone eating popcorn at the cinema
- people laughing at one of your jokes
- the 'ding' sound when a plane has landed and switched off the engines
- the sound of someone filing their nails
- the crashing of waves on a beach
- someone sniffing
- birds singing very early in the morning
- people slurping their food
- someone else's child crying



Adapted from the British press

d Listen again and answer the questions.

Speaker 1 What kinds of things does the dog bark at?

Speaker 2 Why does she make her daughter buy a little box?

Speaker 3 Why does she enjoy hearing that her children are asleep?

Speaker 4 What app has he got on his phone?

Speaker 5 In what circumstance is the sound particularly annoying?

Speaker 6 Where did she hear this sound recently?


Speaker 7 What kind of music does he not want to hear at all?

Speaker 8 How does she need to sit when travelling?

e Talk in small groups.

- Are there any sounds that you really love? Why do you love them? What do they make you think of, or how do they make you feel?
- What about sounds that you hate? How often are you affected by them in your daily life? Is there anything you can do to avoid them?


4 GRAMMAR speculation and deduction

a  **4.15** Listen to three groups of sounds which tell stories. What do you think is happening? Write three sentences for each story using the phrases below.

Story 1 must be, might be, can't have

Story 2 could have, might have, unlikely that

Story 3 probably, could be, must have

b  **4.16** Compare with a partner. Then listen to the ending and say what actually happened in each story.

c  p.149 **Grammar Bank 4B**



d Look at the photo above and, with a partner, make speculations and deductions.

- When and where could the photo have been taken?
- Who might the man be? What do you think he might be doing and why?
- What might have just happened?
- How might the man and the chimp be feeling?

e  **Communication** What's going on? **A p.108 B p.113** Look at some more photos and make speculations and deductions.

5 READING

- a In these situations, do you prefer background music or silence? Why? If you prefer music, what kind? Compare with a partner.

When you're...

- working or studying.
- relaxing at home.
- cooking.
- in the gym.
- in a bar or restaurant.
- shopping for clothes.
- put on hold on the phone.
- taking off in a plane, or landing.
- driving or in a car.

- b Read the introduction to an article about the growing popularity of 'silent events'. What does the writer suggest may be the new and different thing about this trend?

- c Read the rest of the article. Which of the **bold** events, 1–4, do the summaries describe?

- A It helps people to understand what others are really like and encourages the use of body language.
- B It is not usually held in a city and helps people feel better in mind and body.
- C It discourages people from using their phones and allows them not to worry about social rules.
- D It has only recently become popular in Britain and allows people to get away from the noise of their daily life.

- d Find the following phrases in the article, and with a partner, explain what they mean in your own words.

- 1 something quite radical (l.04)
- 2 show up, shut up, and read (l.08)
- 3 escape the hubbub (l.14)
- 4 break the ice (l.20)
- 5 uninterrupted eye contact (l.22)
- 6 the age-old connections (l.31)
- 7 strips away (l.32)
- 8 hadn't been able to deal with (l.37)
- 9 cherish rare moments of peace and quiet (l.46)
- 10 muster up the self-restraint (l.48)

- e If you had to do one of the four silent activities in the article, which would you choose? Why?

How being quiet can change your life

Silence is on the rise. Whole businesses have sprung up to meet a rising demand for quiet time, from silent weekends away to silent dining, silent reading parties, and even silent dating. We usually only spend silent time with those closest to us, so there is something quite radical about the recent trend for enjoying silence with strangers.



The concept of ¹ **silent reading** began in Seattle, USA. Devised as a literary meeting place for people who don't like book discussion groups, the idea was simple: show up, shut up, and read. Then the trend spread to the UK. Mariel Symeonidou started a regular silent reading party in Dundee, Scotland, just under a year ago. Readers bring their books and meet in a bar, where they read together in silence for an hour or two, then put the books away to chat and have a drink. 'When the reading starts, everything goes quiet,' says Symeonidou. 'There is something special about sharing silence with others. An event like this gives people the opportunity to escape the ¹⁵ hubbub of their lives for a while.'

London's ² **silent speed dating** event organizers, Shhh!, say that we are 'instinctively better at choosing the right partner when we have the chance to put aside words and see each other as we really are'. Shhh! hosts regular singles events which are very popular with creative professionals in their ²⁰ 20s and 30s. The sessions begin with games to break the ice. Then you are paired off for a limited time, when you are allowed to communicate only with gestures, before engaging in 60 seconds of uninterrupted eye contact. Afterwards, you are given the contact details of people who are interested in you. A second date might be something like a silent dinner date or a mute ²⁵ trip to the pictures.

Honi Ryan, from Berlin, began hosting ³ **silent dinners** over ten years ago. The rules of the dinner are: no talking, no using your voice, no reading or writing, try to make as little noise as possible, do not interact with technology, and stay for at least two hours. So far, Ryan has hosted silent ³⁰ dinners in Mexico, the USA, Australia, Lebanon, and China. 'It's evident that the age-old connections we make over food do not depend on the words around it,' she says. 'Silence strips away our rehearsed social behaviours.'

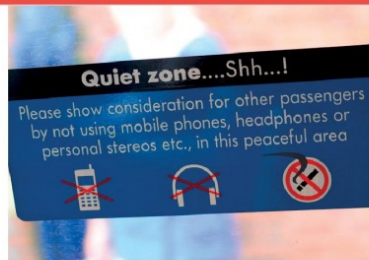
Perhaps the most well-known event is the ⁴ **silent retreat**. These often have a religious or spiritual element. They can last anywhere between a couple of ³⁵ days to a few weeks, and are usually held in remote locations. Peter Cadney first discovered the power of silence on a ten-day silent meditation course. 'There had been a number of events in my life that I hadn't been able to deal with very well – relationship break-ups and the death of a close friend. Also, I'd spent years working at a computer and was feeling the effects of muscle ⁴⁰ tension, anxiety, and stress.' Cadney says silent meditation has helped to improve both his mental and physical health. 'When I first sat down in silence, it felt very peaceful. I started noticing just how many thoughts were coming and going in my mind. It was as if there had been no space for silence.'

Silence is taking on a new meaning in an era in which we are consuming ⁴⁵ information and engaging in conversation with each other endlessly on social media, without ever opening our mouths. However, while we might cherish rare moments of peace and quiet, when it comes to embracing silence and stillness, the real question is, can we actually muster up the self-restraint?

Adapted from The Guardian

6 SPEAKING

a Look at the sign on a British train. Do you think it's a good idea? Why (not)? Do you have these signs on trains in your country?



b Read an online thread about quiet carriages. How many people think it works well?

Tony 52m ago **Original poster**
 What IS the point of the quiet carriage? I was sat in one the other day and people were playing music that I could hear through their headphones, and talking loudly for ages on their phones.

Sheila 48m ago **#2**
 I asked someone to stop using his phone once, and he just ignored me. ¹ **As far as I'm concerned**, the sign is completely pointless.

Cathy 45m ago **#3**
 Even in the quiet carriage, there's bound to be some noise, and they're still quieter than normal carriages. ² **My feeling is that** it's best to live and let live, unless someone is being really obnoxious.

Jennifer 39m ago **#4**
 The staff should ask passengers not to use mobile phones, and keep their music down. ³ **In my view**, that's their job, but they don't often do it.

Harry 33m ago **#5**
⁴ **If you ask me**, they're never going to work. They can't stop people talking altogether. It really annoys me that people ignore the sign, but I would never dare challenge anyone about it.

Anna 27m ago **#6**
 It's the quiet coach, not the silent coach. ⁵ **Personally, I think that** normal conversation is acceptable. I find them relatively restful.

Thomas 18m ago **#7**
⁶ **I'd say** the only way round it is to buy yourself a set of noise-cancelling headphones.

c **4.17** Look at the **highlighted** phrases in **b** for giving opinions. Underline the word with the strongest stress in each phrase. Then listen and check.

d Read about some noise regulations from different countries. Then discuss them in small groups. Do you think they're a good idea? How would you adapt them for your country? Try to use the phrases in **b** to give your opinions.

- In Germany, you aren't allowed to do loud DIY jobs on Sundays.
- In Petrolia, Canada, you can't shout, whistle, or sing in the streets at any time.
- On the island of Capri, Italy, you aren't allowed to wear noisy footwear, including flip-flops.
- In some Swiss blocks of flats, it isn't permitted to flush the toilet after 10 p.m.
- In Sydney, Australia, you aren't allowed to play a musical instrument between 10 p.m. and 8 a.m.

7 VIDEO LISTENING



a Watch a documentary about the British percussionist Evelyn Glennie. Tick (✓) the things that are mentioned.

- Evelyn's early life
- the repertoire for solo percussion
- problems associated with her deafness
- the different kinds of performances she gives
- musicians she's performed with
- her most memorable performance
- her instrument collection
- her own compositions
- her advice for beginner percussionists
- her favourite kind of music
- significant moments in her career
- why she thinks listening is important

b Watch again. Why does Evelyn Glennie mention these things?

- targeting composers
- playing at the front of the orchestra
- dancers, visual artists, storytellers, sound designers
- a favourite child
- films, radio, television
- being close to neighbours
- playing to a group of five-year-olds
- glue
- dementia

c What do you think is the most impressive thing about Evelyn Glennie's career? Which do you think is more important in being a good communicator, being able to express yourself or being able to listen? Why?

GRAMMAR

- a Complete the sentences with the correct word or phrase.
- It's 2.30 now – what time do you think we'll get _____ London?
 - Unfortunately, Allie got _____ cheating in her final exam.
 - The windows are absolutely filthy. Shall we get someone _____ them?
 - I don't think Keith will ever get _____ to doing his own laundry – his parents always did it for him.
 - My visa expires quite soon, so I really need to get it _____.
- b Right (✓) or wrong (X)? Correct any mistakes in the highlighted phrases.
- Basic**, I think he still hasn't got over the break-up of their marriage.
 - We've finished the interviews and **all of all** we think Joe Young is the most suitable candidate.
 - Not only we saw the sights**, we managed to do some shopping as well.
 - Only when the main character **dies** does her husband realize how much he needed her.
 - Dave's really late, isn't he? I think **he might get lost**.
 - The waiter didn't probably notice** that they had left without paying.
 - I think **it's unlikely that I'll be given** a work permit.
 - What a wonderful smell! **Somebody must bake** some bread.
 - You definitely won't pass** your driving test if you drive that fast!
 - I called you yesterday. **You should have got** a message on your voicemail.
- c Complete the sentences with the correct form of the verb in brackets.
- No sooner _____ married than James lost his job. (they / get)
 - Never _____ such a wonderful view. It completely took my breath away. (I / see)
 - The traffic is quite bad – she's unlikely _____ before 7.00. (arrive)
 - Maria is bound _____ the news – everybody was talking about it yesterday. (hear)
 - My neighbour can't _____ very long hours. He's always home by early afternoon. (work)

VOCABULARY

- a Complete the missing words.
- She's quite shy, but you'll soon get to _____ her.
 - When did your son and his girlfriend first get _____?
 - I've been trying to get _____ of Danny, but he's not answering his phone.
 - My boss is always phoning me at home – it really gets on my _____.
 - I hope I get _____ this cold by the weekend; I'm supposed to be going to a wedding.
 - His parents let him do whatever he wants, so he's used to getting his own _____.
 - When I was a student, I had to get _____ on less than £50 a week.
 - I hope I get the _____ to talk to him before he goes home.
- b Circle the correct word.
- The government has *declared* / *executed* a state of emergency.
 - After days of fighting, both sides agreed to a *retreat* / *ceasefire*.
 - The city finally fell after a three-month *siege* / *coup*.
 - During the civil war, thousands of *refugees* / *allies* crossed the border to safety.
 - It was a fierce battle and *civilians* / *casualties* were heavy on both sides.
 - The rebels *broke out* / *blew up* the railway lines.
 - Even though they were surrounded, the troops refused to *surrender* / *defeat*.
 - The president has refused to *overthrow* / *release* any information about his tax returns.
- c Complete the sentences with a verb from the list in the past simple.
- buzz creak rattle screech sigh slam
whisper whistle
- Mabel _____ the door and walked off angrily.
 - 'Thanks, darling', she _____ softly in his ear.
 - He _____ a happy tune as he walked down the street.
 - 'I wish he was here – I really miss him', she _____.
 - The wind was so strong that the windows _____.
 - The car's brakes _____ as it came to a stop.
 - A bee flew in through the window and _____ round the room.
 - The door of the old library _____ open slowly, but there was nobody there!

d Write the adjectives for the definitions.

- 1 th_____ -pr_____ = making you think seriously about a particular subject or issue
- 2 h_____ -w_____ = making you feel happy
- 3 in_____ = very interesting because of being unusual or not having an obvious answer or ending
- 4 gr_____ = exciting or interesting in a way that keeps your attention
- 5 m_____ = causing you to have deep feelings of sadness or sympathy
- 6 im_____ = not seeming reasonable or likely to be true

CAN YOU understand this text?

- a Read the article once. How good was Branko's English when he first met Faith? How good is it now?
- b Read the article again and choose the best words to complete the gaps.
- 1 a journey b trip c travel d voyage
 - 2 a therefore b so c because d but
 - 3 a translate b talk c understand d interfere
 - 4 a off b down c on d over
 - 5 a met up b made up c broken up d got together
 - 6 a already b now c ever d still
 - 7 a go back to b remember c imagine d go up to
 - 8 a often b rarely c frequently d sometimes
 - 9 a during b when c as d while
 - 10 a watch out b look out c find out d turn out

▶ CAN YOU understand these people?

- ▶ 4.18 Watch or listen and choose a, b, or c.
- 1 **Sophie** first met her partner _____.
a through mutual friends
b on Facebook
c when they were young
 - 2 **Sarah** learned a lot about ____ in the TV series *Victoria*.
a relationships within the royal family
b the introduction of the railway in Britain
c an affair between an aristocrat and a servant
 - 3 **James** enjoys reading _____.
a historical novels
b books about classical composers
c books set in imaginary worlds
 - 4 A sound **Amy** finds irritating is one she hears _____.
a in the autumn
b when she wants to work
c when she's outside



We fell in love without speaking

▲ Faith and Branko Ristic: 'It felt unreal, like magic.'

I'll never forget the first moment I saw Branko. It was 2009, and I was 25, working as a musical director for a circus in the UK. I'd travelled alone to the village of Gornja Grabovica in Serbia, on a mission to learn Roma-style accordion. A week or so into my two-month ¹____, a friend called Dusan took me to meet his cousin Branko, who he said was one of the country's best violinists.

When we arrived, Branko came out of the house wearing a white vest and jeans. I don't remember thinking he was attractive, ²____ for some reason I took a photo of him that I still have today. We all sat around a table in the garden. I didn't speak a word of Serbian and Branko knew no English, so Dusan tried to ³____. Branko was shy; it wasn't every day an English woman turned up at his house. The following day I went back, and we played music together late into the night. We did this several more times, quickly developing a strong connection. It was totally platonic, however; nothing else entered my head, partly because he had a girlfriend.

After two months, I returned to Britain and for the next couple of years I was busy touring with my work. Then, in July 2011, I had a few weeks ⁴____, and went back to Serbia. As soon as Branko heard I was back in Gornja Grabovica, he came straight to see me. With Dusan translating again, he told me he'd thought about me every day since I had left. He had ⁵____ with his girlfriend months earlier. It felt unreal, like magic. It was exciting to acknowledge our connection, but unusual to feel something for each other without being able to communicate fully.

That night we went to an *igranke*, a dance. I just enjoyed being near Branko. His body language was so open, and he was so kind and loving. The next day we played music together for hours, creating new compositions. He ⁶____ couldn't say a word in English, and I'd only picked up basic things in Serbian, but it just felt right. We could usually work out instinctively what the other was trying to say, and if we couldn't, we'd just laugh. It was so romantic. If I could rewind time, I'd ⁷____ that moment.

Branko and I planned to go to Britain together for a while, to earn money and introduce him to my life; but he had ⁸____ travelled even in his own country, and his tourist visa was refused twice. It was difficult to go back alone. When I returned to Serbia, we decided to get married, and we had a simple but chaotic wedding. We built a house on the exact spot we first met, in Branko's grandmother's garden. Today my Serbian is pretty good, and ⁹____ Branko still doesn't speak fluent English, he understands a lot. They say music is the language of the soul. We took a leap to ¹⁰____ if that is true, and music has held us together ever since.

Abridged from The Guardian