

B Read this passage and then answer the multiple-choice questions below. Use a pencil to underline the phrases in the passage where you found the answers.

Yet actual journeys aren't like stories at all. At the time, they seem to be mere strings of haps and mishaps, without point or pattern. You get stuck. You meet someone you like. You get lost. You get lonely. You get interested in architecture. You get diarrhoea. You get invited to a party. You get frightened. A stretch of country takes you by surprise. You get homesick. You are, by rapid turns, engrossed, bored, alert, dull, happy, miserable, well and ill. Every day tends to seem out of connection with every other day, until living from moment to moment turns into a habit and travelling itself into a form of ordinary life. You can't remember when it wasn't like this. There is a great deal of liberating pleasure to be had from being abroad in the world, continuously on the move, like a lost balloon, but a journey, at least as long as it is actually taking place, is the exact opposite of a story. It is a shapeless, unsifted, endlessly shifting accumulation of experience.

For travelling is inherently a plotless, disordered, chaotic affair, where writing insists on connection, order, plot, signification. It may take a year or more to see that there was any point to the thing at all, and more years still to make it yield an articulate story. Memory, not the notebook, holds the key. I try to keep a notebook when I'm on the move (largely because writing in it makes one feel that one's at work, despite all appearances to the contrary) but hardly ever find anything in the notebook that's worth using later. Trifles are described at inordinate length. Events that now seem important aren't mentioned at all. The keeper of the notebook sounds stupid and confused. He grouses too much about tides and timetables, and all the forgettable mechanics of the journey; he fails to notice what I remember observing in near-photographic detail. When I'm writing the book, I get precious little help from him . . . the odd proper name, a date, an ascertainable fact here and there, but little or nothing in the way of intelligent comprehension of what he was doing at the time. Why was he so blind? Because he was travelling and I am writing, and the two activities are chalk and cheese.

Memory, though, is always telling stories to itself, filing experience in narrative form. It feeds irrelevancies to the shredder, enlarges on crucial details, makes links and patterns, finds symbols, constructs plots. In memory, the journey takes shape and grows; in the notebook it merely languishes, with the notes themselves like a pile of cigarette butts confronted the morning after a party.

In 1982, I took six months to sail slowly round the British Isles, stopping at every place I'd known as a child and adolescent. A year later, I was still trying to begin the book that was based on the journey. I had 30,000 words, but they seemed forced and wrong. There was writing, but as yet no story worth the telling. There was a title *Foreign Land*, but it didn't fit the writing.

from *For Love and Money* by Jonathan Raban

- 1 How is a real journey different from a story?
A It has no order B It is more frightening C It is an interesting experience
- 2 Why doesn't Jonathan Raban write his books straight after his return from a journey?
A He needs to read his notebook B He never forgets the details C His memory needs time
- 3 How does he look upon the person who wrote the notebook?
A As a younger version of himself B As an old friend C As a stranger
- 4 Why does he always make notes during a journey?
A To help him remember B To make him feel he's working C To fill the spare moments
- 5 Why is memory more productive than the notes he made?
A Memory creates order B Notes omit important details C His notes aren't legible
- 6 What useful information can he get from his notebook when he's writing the book?
A None at all B A few names and dates C The route he took
- 7 How did the writer travel round Britain?
A On foot B By car C In a sailing boat D By public transport

Which word has the closest meaning?

| | | | | |
|--------------|----|----------------|-----------------------|-----------------|
| haps | 1 | misfortunes | pleasant happenings ✓ | disasters |
| accumulation | 10 | collection | lack | selection |
| inherently | 11 | by the way | by no means | by nature |
| articulate | 13 | long | amusing | clear |
| trifles | 16 | meetings | unimportant things | exciting events |
| inordinate | 16 | fascinating | excessive | insufficient |
| grouses | 18 | writes | celebrates | grumbles |
| languishes | 27 | loses vitality | becomes interesting | improves |

TRAVEL

C You'll hear an interview with Susan Davies, talking about her travels in Australia. Fill each gap with ONE word only.

A Write down 5 words that come into your mind when you think about travel and holidays.

B Find out from your partners:

- which foreign countries they would like to visit
- which parts of their own country they'd like to visit
- what they enjoy and don't enjoy about travelling

1 Fill each gap in these paragraphs with a suitable word from the list below.

- 1 The first leg of our _____ went smoothly and we arrived at the _____ in good time to catch the ferry. Unfortunately, the sea was very rough, so we had a terrible _____ and we were all seasick. We spent the first day _____ in the city and then caught a bus to the seaside _____ where we were going to spend the rest of our _____.
- 2 It's a very _____ region where the only people you meet are the locals, who seem quite _____ at first, but when you get to know them they're very _____. They still wear their traditional _____ and the old _____ are still kept alive. Most of the villages are still _____ and not at all _____. The few travellers who do visit the region are mostly _____ who are there to enjoy the magnificent _____.
- 3 However much I travel I still get nervous when I cross a _____. Why is it that officers have guns and whenever they ask if I've got anything to _____, I feel _____? And the _____ officer (also alarmingly armed) spends ages _____ my _____ because the photo makes me look just like a _____!

border checking commercialised controlling costumes crossing customs customs
 declare frontier guilty fixers hospitable immigration isolated journey passport port
 remote reserved resort scenery shy sightseeing smuggler terrorist traditions travel
 trip unspoilt vacation view visa

For Susan, the advantages of travelling alone are:

- She likes the _____
- She likes being able to do _____ what she wants
- It's easier to get _____ to people

But when something goes _____ it can be a _____

During her travels in Australia she worked on a _____ station (ranch) in Queensland.

She got the address from someone in a _____ bar in Sydney.

When the Greyhound bus driver _____ her off in the middle of _____, she felt _____

After her first evening meal with the family she had to walk across the _____, being careful not to tread on the _____. She was also warned to shake her _____.

_____ with a flying _____ And there was a _____ in the toilet.

Although she appreciates a hot _____ and a _____ bed, she could still wash in a

_____ or sleep on a _____ if she had to.

Look at the words you didn't choose - where could they be used?

Choose the best answer, A, B, C or D.

- a. A in B on C at D to
 b. A in B on C at D every
 c. A to learn B for to learn
 C for learning D for learn
 d. A There B They're C It's D Their
 e. A for B by C in D with
 f. A from B since C for D in
 g. A who B that C whom D which
 h. A is B does C do D are
 i. A other B another C others D a lot

- j. A in the class of Mrs Stoppard
 B in Mrs Stoppards' class
 C in the Mrs Stoppard's class
 D in Mrs Stoppard's class
 k. A is B has C does D has been
 l. A as B although C while D and
 m. A a more early train B an earliest train
 C an earlier train D a most early train
 n. A has B is C can D does
 o. A am B would be C will be D was
 p. A is B there is C it is D takes place
 q. A said B told C spoke D talked
 r. A what are people interested in
 B in what are people interested
 C what people are interested in
 D what are interests
 s. A ask B asked
 C were asking D had asked
 t. A starts B would start
 C will start D would have started

Back to school on the 7.20

The train arrived (a) ___ Charing Cross Station late, by about ten minutes. Or, as they would say in the last carriage, *dix minutes*. It was the 7.20 from Tunbridge Wells, where, (b) ___ Tuesdays and Thursdays, a group of commuters gets together (c) ___ French. (d) ___ teacher is Mrs Marie Stoppard. She heard about the commuter study groups set up by Learn and Ride, and offered to help. She is French, and works (e) ___ Dupont, the international company, and has been running courses in French (f) ___ 1984.

The first member of the group to get on the train is Colin Dearlove, (g) ___ lives in Tunbridge Wells. He puts a sticker on the

window and cards on the table in the last carriage, asking other commuters to leave the seats free for the study group. 'People (h) ___ usually very understanding,' he said. Colin has studied (i) ___ subjects on the train - German, history of art, and geology.

He has been learning French (j) ___ for a year. So (k) ___ Mrs Alice Lester, who works in the City. She has a chance to try out what she has learnt, (l) ___ she has relatives in France.

She normally catches (m) ___, but twice a week goes in later to join the class. Another member of the group, Bill Cunningham, (n) ___ the same. 'I like to use my time creatively,' he said. 'If I didn't do

this, I (o) ___ bored.'

Elsewhere on the train another group had been learning bridge, and on Wednesdays (p) ___ a world affairs class. These have been set up by Mrs Angela Ridley of Learn and Ride, with the approval of British Rail. 'Naturally I asked their permission, and they (q) ___ they didn't mind at all.'

She hands out questionnaires asking (r) ___, and who might be prepared to offer their services as a teacher, and forms groups on the basis of the replies. She is hoping to have a class on business management. 'If enough people (s) ___ for it, the class (t) ___ on the 7.33 next month.'

2 In the following letter there are mistakes of grammar and spelling, and some words are missing. Find the mistakes and correct them.

Hotel Plaza
West 52nd Street
New York
28 March 1986

Dear Malcolm

At last I am arrived here in New York! I'm very exciting - everything is so big, and people moves so fast. I'm sure I'll enjoy very much.

Actually I stay in a hotel. It's quite, so I sleep all right, not too expensive, and near to centre, wich is very convenient. I think to look for a small flat for to rent. I would prefer live in a flat than a hotel. For me the hotels are not very nice places to stay for more a few days, and in a flat you are more independence.

I didn't tell about my job. I work three days a week as riceptionist at other hotel near to this one, call the Metropole. A lot of people work in the hotel is Spanish or German, and there English isn't very good, too!

Yesterday I've bought the book you asked me to get.

When do you want that I send it? Tell me it.

Write to me soon. I look forward to hear from you.

Regards,

Ann Marie

8 In the following lists of words, three words rhyme. Circle the 'odd man out' in each case.

- | | | | | |
|----|---------|-------------|---------|------------|
| | ghost | <u>lost</u> | most | post |
| a. | chalk | fork | talk | work |
| b. | due | though | through | who |
| c. | come | crumb | home | some |
| d. | barn | born | dawn | warn |
| e. | done | phone | son | won |
| f. | drowned | owned | pound | round |
| n. | earth | birth | north | worth |
| o. | eight | freight | height | weight |
| p. | aren't | aunt | can't | want |
| q. | goose | loose | lose | use (noun) |
| r. | rough | sew | though | throw |
| s. | bone | groan | own | shone |
| t. | curry | hurry | sorry | worry |
| u. | blood | flood | mud | wood |
| v. | cows | knows | owes | rose |
| w. | paid | said | maid | weighed |
| x. | doll | goal | roll | stole |
| y. | sung | tongue | wrong | young |
| z. | fear | near | pear | rear |

| Noun | Adjective | Person | Verb |
|--------------|---------------|---------------|----------------|
| 'photograph | photo'graphic | pho'tographer | to 'photograph |
| 'industry | | | to in'vent, |
| compe'tition | | | |
| 'criticism | | | |
| | | me'chanic | |
| | 'special | | |
| 'politics | | | |
| 'nation | | | |
| | | | to 'analyse |
| | 'active | | |

3 Fill the gaps with suitable words from the list below (the list includes some words that are not suitable).

In a movie, the names of the stars, the producer, the person who wrote the _____ and the _____ are given in the opening _____ but you have to wait till the end to see the complete _____ of characters and the actors who _____ them — and the name of every individual member of the film _____. Some films are shot in a _____, others are filmed on _____. Foreign-language films can be shown with _____ or they may be _____. A really exciting movie depends on good photography, good _____ (the way the film is cut with perfect timing so that each _____ surprises you), exciting _____ (car chases, fights and falls), _____ (visual techniques which make the fantasy seem like reality), and the _____ (music and sound effects).

actor award cartoon cast credits crew director dubbed editing flashback list location played plot scene screenplay sequel set shot soundtrack special effects studio stunts subtitles

That's show business!

B You'll hear an interview with Maev Alexander, who plays the leading lady in *The Mousetrap*, the world's longest-running play. Complete each of the sentences in the summary with a number or a short phrase.



Maev Alexander

- 1 The Mousetrap has been running for _____ years.
- 2 Maev has played the part of Molly over _____ times. The challenge for her in playing Molly is _____.
- 3 The skills you need as an actor are: a good _____; to adapt your _____ to the part you're playing; the _____ to stand up on a stage.
- 4 She became a member of the Royal Shakespeare Company at the age of _____.
- 5 When the curtain comes down she finds it easy to _____.
- 6 One night the lights failed. She found it hard to switch back into her role after _____.
- 7 The audience found it thrilling to be reminded that they were watching _____.
- 8 Actors don't just need _____, a good _____ and a good _____.
- 9 Actors have to: _____ to get work; live the life of a _____; be good _____.
- 10 But she still keeps acting because it's like _____.

D1 You'll hear six people talking about the influence of TV. Match the name of the speaker to the opinion he or she expresses.

| | |
|---------|--|
| Andrew | Everyone knows that violence on TV isn't real. |
| Kate | Family members no longer communicate with each other. |
| Karen | People become envious of the lifestyle shown on TV. |
| Melinda | People copy crimes shown or described on TV. |
| Tim | Violence on TV is bad for children. |
| Ishia | We don't know what effect violence on TV may have on children. |

2 Discuss whose opinions you agree and disagree with and why.

3.4 Evaluating and emphasising

When evaluating a performance, film or show – or even a lecture or meal – you can describe your reactions by using words like *terrible* or *terrific*.

A Work in pairs. Draw a chart, like the one below, and arrange these words and phrases into three columns, according to whether they mean TERRIBLE, TERRIFIC or NOT MUCH GOOD:

- adequate appalling astonishing awful boring dreadful
 excellent exceptional extraordinary fabulous fantastic
 first-rate forgettable frightful great horrible impressive
 lousy magnificent marvellous mediocre memorable
 not bad nothing special nothing to write home about
 out of this world outstanding passable reasonable
 remarkable rotten run-of-the-mill satisfactory second-rate
 sensational special splendid superb tremendous wonderful

| <u>TERRIBLE</u> | <u>TERRIFIC</u> | <u>NOT MUCH GOOD</u> |
|--------------------|--------------------------|----------------------|
| appalling awful | astonishing excellent | adequate |

B To add further emphasis we can add an 'intensifier', like this:

It was an *absolutely* appalling performance.

It was a *really* sensational show.

But we do NOT normally say:

It was very awful. X It was totally not bad. X It was terribly superb. X

Suggested answers (many of these may be controversial)

- absolutely: extraordinary fabulous fantastic
 first-rate: frightful great horrible lousy magnificent
 marvellous: out of this world outstanding reasonable
 remarkable: rotten sensational splendid superb
 tremendous: wonderful
 extremely: impressive mediocre satisfactory
 second-rate
 really: good bad appalling astonishing awful boring
 dreadful: excellent exceptional extraordinary fabulous
 fantastic: first-rate forgettable frightful great
 horrible: impressive lousy magnificent marvellous
 mediocre: memorable not bad nothing special
 out of this world: nothing to write home about
 outstanding: reasonable remarkable rotten
 run-of-the-mill: satisfactory second-rate sensational
 special: splendid superb tremendous wonderful
 dreadfully: bad boring mediocre
 exceptionally: good bad awful boring dreadful
 horrible: impressive mediocre rotten run-of-the-mill
 extraordinarily: good bad awful boring
 incredibly: good bad awful boring impressive mediocre
 perfectly: adequate appalling astonishing awful dreadful
 excellent: frightful marvellous remarkable satisfactory
 splendid
 remarkably: good bad impressive satisfactory(?)
 terribly: good bad boring forgettable impressive
 mediocre: run-of-the-mill second-rate
 thoroughly: appalling astonishing boring forgettable
 mediocre: run-of-the-mill satisfactory splendid
 totally: appalling astonishing awful boring dreadful
 exceptional: extraordinary first-rate forgettable
 marvellous: mediocre rotten run-of-the-mill sensational
 unbelievably: good bad appalling astonishing awful
 boring: dreadful frightful horrible impressive mediocre
 run-of-the-mill: second-rate special splendid superb

14 Single nouns

A Match the idioms on the left with the correct definitions on the right.

- | | |
|------------------------|---|
| 1 a blackout | a something very unpleasant to look at (e.g. a building) |
| 2 a best-seller | b a loud whistle or cry of disapproval (e.g. from an audience at a theatre or a crowd at a football match) |
| 3 a bottleneck | c (of a country, organization) the time when they were most powerful, successful or popular |
| 4 a brainwave | d a situation or event from which you learn something surprising or something that you did not know before |
| 5 a catcall | e a sum of money that you get unexpectedly, such as winning the football pools or a lottery, etc. |
| 6 a catnap | f extra advantages on top of your regular salary (e.g. a company car, lunch vouchers) |
| 7 an eye-opener | g a book that sells in very large numbers; a successful book |
| 8 an eyesore | h a short sleep in a chair (not in a bed) |
| 9 a gimmick | i a small mistake in a law that makes it possible to avoid doing something that the law is supposed to make you do (e.g. a tax loophole) |
| 10 a heyday | j an electricity failure (when everything goes black) |
| 11 a loophole | k where the road narrows so that a traffic jam is quickly formed |
| 12 a perk | l a difficulty or problem – often hidden or unexpected |