

3

Language and literature

VOCABULARY

Describing a book and its significance

B *Birdsong* has beautifully thought-out descriptions. You imagine the author must have been there, and when you read the book, you feel like you are there too.

D The thing about *To Kill a Mockingbird* – the great thing – is that it's a simple story about a decent man who stands up against the system and makes a difference. It's brilliantly done.

A I read *Catcher in the Rye* when I was 15 and I thought wow! This person understands me! I have a friend here because he understands how much I hate everybody around me. He's having the problems I'm having. And I still believe it, I know the book's right and I think the author was ahead of his time.

C *Gone with the Wind* is quite risqué for its period, and it's utterly absorbing – like a big cream cake. You know you shouldn't, but you just love it and come back for more.

E *Catch 22* – well, it did make me catch my breath. With so many authors writing about war, it's not hard to give the message that war is bad, war is hell. But what this novel managed to achieve is really clever. It says war is a joke. And it makes us believe it.



Over to you

Use these prompts to write a description of a book you like.

- It's one of the few books that ...
- The great thing about ...
- It's incredibly ...
- It does make you ...

GRAMMAR

Present verb forms

- 1 a In a recent survey, thousands of people were asked to choose their favourite book. Read quotes A–E. Which novel is being described in 1–5?

- 1 There is something self-indulgent and irresistible about this book. ____
- 2 It succeeds at doing something very difficult. ____
- 3 The reviewer identified with the book's main character. ____
- 4 The book's overall message is all important. ____
- 5 The author had great powers of imagination. ____

- b Which of the quotes A–E:

- 1 focuses on the atmosphere captured by the book? _____
- 2 describe an emotional response to the book? _____, _____ and _____

- 2 a Look at the underlined sentences in A. What is the difference in meaning between *have* in the present simple and *having* in the present progressive?

have = _____

having = _____

- b Choose the best option.

- 1 If I were you, I'd leave him alone – he's / he's being very difficult today.
- 2 You imagine / 're imagining things. There's no reason to feel afraid here.
- 3 I'm expecting / I expect that most books you read as a child are not worth reading as an adult.
- 4 He appears / 's appearing to be OK, but I'd call a doctor just in case.
- 5 Normally, we have / 're having holidays at the same time, but this year I have / 'm having second thoughts about it.
- 6 She comes / 's coming from Madrid this morning. I hope she gets here on time.

VOCABULARY

language

3 a Match verbs 1–5 with their more formal synonyms a–e.

- | | |
|---------------------------|------------------|
| 1 get the hang of | a acquire |
| 2 take up | b preserve |
| 3 pick up | c survive |
| 4 get by in | d master |
| 5 keep (a language) going | e start learning |

b Add the correct form of the most appropriate verbs from 3a. Bear in mind the register of each sentence.

- It took us a while _____ the rather counter-intuitive on-screen controls.
- We have traditionally set a high value on education and _____ new skills, if only as a passport to a better life elsewhere.
- Well, why not _____ a new hobby to take your mind off the problem?
- For an aspiring writer, working on a hotel switchboard was a valuable experience. I _____ the ability to listen in on conversations undetected.
- He's started going to the market, and can now _____ French.
- All of this work _____ in the library, which has become a museum to the nation's literature.

c Add a word that collocates with *language* to each sentence.

~~same~~ barrier plain body common grasp bad exposure

same

- 'We speak the / language' has become something of an advertising slogan.
- Sometimes you can tell what someone's thinking just from their language.
- There's more than a language between them, there's a physical one too.
- I don't understand why they can't put all this in language. All these technical terms just confuse me.
- In this globalised world, it is not hard to find someone who speaks a language.
- It's amazing how well he speaks the language, considering he's had so little to it.
- After only a few months in Tel Aviv, she had a perfect of the language.
- I wouldn't recommend the film for your kids, it's got scenes with quite language.

VOCABULARY

Plans and priorities

4 a Match conversation beginnings 1–6 to endings a–f.

- | | |
|--|--|
| 1 I think I should prioritise grammar and vocabulary | a a language exchange once or twice a week. |
| 2 I'd benefit from | b living abroad, because it would not be a practical option. |
| 3 I haven't considered | c if I want to pass my exams. |
| 4 Getting my message across _____ | d is of prime concern at the moment. |
| 5 Talking regularly in English | e over writing it. |
| 6 For me, speaking English takes priority | f would be a great help in improving my fluency. |

b Transform the sentences in 4a using the words in brackets.

- Grammar and vocabulary _____ (my priority)
- A language exchange once _____ (very beneficial)
- Living abroad _____ (out of the question)
- Getting my message across _____ (main aim)
- Regular conversation _____ (more fluent)
- Writing English _____ (an important issue)

Over to you

Are the sentences in 4b true for you? Alter them if not.

3

GRAMMAR

Adverbs

5 a Match groups of verbs and adjectives A–D with adverbs 1–4.

A divided unpopular disappointed saddened disturbing	B recommend support suggest encourage oppose	C evoked painted portrayed illustrated captured	D examined reviewed checked researched investigated
--	--	---	---

- 1 thoroughly ___
- 2 vividly ___
- 3 deeply ___
- 4 strongly ___

b Put the words in order.

- 1 vividly / the / the / of / atmosphere / time / The / portrays / painting / .

- 2 disappointed / were / opposition / with / the / The / results / deeply / .

- 3 recommended / can / be / strongly / product / This / .

- 4 mindset / That / captured / image / generation / of / a / vividly / the / .

- 5 parties / other / opposed / have / The / tax / rise / strongly / the / income / .

- 6 of / by / examined / officers / police / scene / thoroughly / the / The / was / crime / .

c Which sentence in 5b do you think comes from:

- a a discussion about an iconic picture? _____
- b a report on election results? _____
- c an art exhibition catalogue? _____
- d an argument about a particular economic policy? _____
- e a news story about a burglary? _____
- f an advert in which an expert talks about a product? _____

OVER TO YOU

6 Finish these sentences in a way that expresses your opinion on something.

- 1 I strongly believe that ...
- 2 It's practically impossible for me to ... but ...
- 3 It's highly likely that I ...
- 4 I'm thoroughly tired of ... because ...
- 5 I deeply regret ...
- 6 It's generally believed that ...

3 EXPLORE Writing

7 Look at the job advert. Add verbs to the gaps.

conducting promoting co-ordinating selecting reporting extending

Neptune Fashion Magazine editor wanted

Ref.: #80002647

The position involves:

- ¹ _____ an existing team of freelance writers;
- proof-reading and ² _____ the right articles to be published;
- attending and ³ _____ on launch parties and fashion events;
- ⁴ _____ interviews with industry members;
- ⁵ _____ the company's brand and name;
- ⁶ _____ the company's business and contacts within the industry.

If you have what it takes to excel in this exciting role, reply to this advertisement with your CV and a letter of interest.

Address your letter with the above ref. to **Karsten Forster**, Human Resources.

8 Read the letter of interest. Match features a–g to underlined sections 1–7.

- | | |
|---|-------------------------------------|
| a highlight the candidate's general positive points | <input checked="" type="checkbox"/> |
| b persuade the employer that they are the right candidate | <input type="checkbox"/> |
| c state how the candidate became familiar with the company | <input type="checkbox"/> |
| d link the candidate's traits and characteristics to the company | <input type="checkbox"/> |
| e indicate a desire to meet with the person concerned and discuss further | <input type="checkbox"/> |
| f explain the reasons for the application in general | <input type="checkbox"/> |
| g link other documents to relevant work experience | <input type="checkbox"/> |

9 How would you define the nature of each paragraph?

10 Find three nouns and three adjectives which cast Jason's abilities in a positive light.

Nouns: _____, _____, _____

Adjectives: _____, _____, _____

11 Write a letter of interest for a job in your particular field.

- Think about the academic and/or professional experience that you could bring to the job.
- Consider how you could best persuade the employer that you're the right candidate.
- Follow the structure of Jason's letter and use relevant vocabulary.

Dear Karsten Forster,

I am writing in response to your recent advertisement for a fashion magazine editor. ¹I am interested in extending my career in magazine journalism and taking on new challenges. For this reason, I would like to offer my services to Neptune. In addition, ²my close friend Paula Chavez, who works for your organisation, suggested that my talents would benefit Neptune enormously.

³As you can see from my CV, I have co-ordinated a team of journalists and am experienced in selecting, editing and writing materials related to the fashion industry. ⁴Part of my success is due to the fact that I place a high value on personal integrity and represent both my employer and myself in an ethical and respectable manner. ⁵Added to my diligence in paying close attention to detail, as a promoter of your company I would bring focus not only to the value of the Neptune brand, but also to quality customer service. Furthermore, ⁶I am a hard-working self-starter who works equally well in a team environment or individually.

⁷I would appreciate the opportunity to discuss the job offer further with you and to provide additional information on my candidacy. I can be reached anytime via mobile phone. Thank you for your time and consideration. I hope that you will seriously consider my application and I look forward to speaking with you.

Yours sincerely,
 Jason Marcos.

3 DVD-ROM Extra Forgetfulness

- Before you watch, think of a poem that you know well. What can you remember about it? How do you think poetry could be made more accessible for the 'digital generation'?
- Watch the visual poem. Number these images in the order you see them.



- Make a list of the things that the poet has forgotten in relation to the images.

- A name of author, plot, title of novel, conclusion
- B _____
- C _____
- D _____
- E _____
- F _____
- G _____
- H _____

- Which other images are used by the animator as metaphors for memories?

- Watch again and find:

- seven synonyms for 'disappear' or 'vanish'.
 _____, _____, _____, _____,
 _____, _____, _____
- six expressions related to 'remembering'.
 _____, _____, _____, _____,
 _____, _____

- How does the poet express these ideas?

to hide _____

be ready _____

it's not surprising _____

- Which are the best two summaries of the poem?

- Our memories are random; we remember some things and forget others.
- We try to remember things, but the more we do this, the harder they are to recall.
- We can't remember trivial things and things we learned at school.
- We forget everything eventually, and this is infuriating.
- Very important, meaningful things can be forgotten easily; everything is ephemeral.

- Think about your own response to the poem. Why could it be considered humorous? What does the animation add? Who do you think would most identify with this poem?

