

2A | Wildlife


SPEAKING & VOCABULARY: adjectives (character)

- 1 Underline the word that does not belong in each group. If necessary, use a dictionary to help you.

- 1 inquisitive cuddly cute lovely
- 2 aggressive ferocious playful vicious
- 3 cold-blooded docile obedient tame

- 2 Match the adjectives in exercise 1 to the animals 1–10. More than one answer is possible.

- | | |
|-------------|-------------|
| 1 crocodile | 6 pony |
| 2 eagle | 7 shark |
| 3 fox | 8 snake |
| 4 kitten | 9 tiger |
| 5 monkey | 10 tortoise |

- 3  1.9–1.10 Listen to two people, each describing an animal from exercise 2, and answer the questions.

- 1 Which animals are they talking about?
- 2 Which adjectives do they use to describe the animals?

- 4 Work in pairs. Discuss these questions.

- Think of five well-known people and an animal that could represent each of them. Give your reasons.
- Which animal would you be? Why?

READING

- 1 Work in pairs and discuss the question.

What adjectives would you use to describe the dolphin in the photo?

- 2 Read the newspaper article. How does its description of dolphins differ from yours?
- 3 Read the article again and underline all the accusations it makes against dolphins.
- 4 Read the letter that was written in response to the article. How many of the accusations does it answer?
- 5 Work in pairs. Discuss these questions.

- Do you think that people should be stopped from swimming with dolphins? Why or why not?
- Do you agree with the letter-writer that animals have a right to privacy? Why or why not?

GRAMMAR: present habits

Use present simple + adverb of frequency to talk about habits.

Use *will/won't* + infinitive to talk about predictable behaviour (eg habits, tendencies).

*They **will look** after injured dolphins.*

*Dolphins **will not normally attack** humans.*

Use *keep* + verb + *-ing* to talk about repeated behaviour.

*Your newspaper **keeps publishing** this type of sensationalist journalism.*

Use present continuous + *forever/always/constantly* to talk about annoying habits.

*They **are forever scaring** them with their engines.*

 SEE LANGUAGE REFERENCE PAGE 24

- 1 Tick the sentences 1–5 which describe a habit.

- 1 I will not buy any more copies in the foreseeable future.
- 2 Dolphins will attack to protect their young.
- 3 People keep swimming out to him despite the warnings.
- 4 The popular press is constantly filling its pages with sensationalist stories.
- 5 The number of these operators is increasing year by year.

- 2 Rewrite the sentences using the word in brackets.

- 1 Popular newspapers invent stories all the time. (*constantly*)
 - 2 They don't worry about the accuracy of their facts. (*won't*)
 - 3 They refer to anonymous 'experts' who don't actually exist. (*will*)
 - 4 They regularly print apologies for giving incorrect information. (*forever*)
 - 5 They get into trouble for invading people's privacy all the time. (*always*)
 - 6 Unfortunately, millions of people continue to buy these papers. (*keep*)
- 3 Write the names of three people who annoy you in some way. They can be people you know personally or famous people.

Work in pairs. Tell your partner about the habits of the three people.

Cold-Blooded Killers?



A girl of thirteen years old was in hospital last night after surviving a terrifying ordeal while playing in the sea near Sarasota in Florida.

Holidaymakers looked on in horror early yesterday afternoon when they heard screams coming from the waves. Terrified sunbathers thought the girl was being attacked by a shark, but a spokesman for the paramedics later confirmed that the aggressor was actually a bottlenose dolphin.

The victim had been playing with friends in the sea when they spotted the dolphin a short distance from them. The children swam out to get a closer look, but were horrified when the dolphin viciously turned on them, biting the girl on the arm.

The incident comes only months after a similar attack on a French tourist in the same area. On the Dorset coast in Britain, a well-known dolphin called Georges has hurt several people who have tried to play with him. The local authorities have had to close two beaches to bathers because people keep swimming out to him despite the warnings.

Experts say dolphins will not normally go out of their way to attack humans, but they insist that they are not the cute, cuddly animals of popular imagination.

Like any other wild animal, dolphins will attack to protect their territory or their young. And when they are faced with food shortages, they can become very aggressive. Off the coast of Scotland, food shortages have led to a number of attacks on porpoises (their smaller, more docile cousins).

Malcolm Hunter, an Inverness resident, who witnessed an attack on a porpoise, said he was horrified by the viciousness of the assault. 'At first, they just looked like they were having fun,' he said, 'but then I realized that the dolphins were battering the porpoise to death. It was horrific.' Recent research shows that dolphins will also kill their own young. It is believed that a number of dead dolphin calves washed up on British beaches were killed by adults of their own species. Far from being the cuddly animals of our imagination, dolphins can actually be cold-blooded killers.

* Dear Sirs,

I was shocked and sickened to read your article *Cold-blooded-killers*. It is yet another example of how the popular press is forever filling its pages with sensationalist stories in the belief that this is going to help them sell more newspapers. And the article in question is not only insensitive, it is inaccurate. Dolphins are neither dangerous nor ferocious. They are inquisitive and playful and anyone who has seen documentaries of young dolphins playing together will understand that playful bites and gentle nose butts are just part of the game. The dolphin in Florida was probably more scared than the girl who was injured and it certainly wouldn't have meant to harm her. The real problem is the tourist operators who offer the chance to swim with wild dolphins. The number of these operators is increasing year by year, and many of them do not know how to approach these animals. They are forever scaring them with their loud engines, or worse still, attempting to play with the youngest dolphins. Then they complain when they are attacked by an anxious mother. It is common sense to observe wild animals at a distance and we should respect their privacy and natural habitat.

For every story of a dolphin attack, there are hundreds of stories of how these intelligent, sensitive creatures have helped and worked with people across the ages. Far from being the cold-blooded killers the article suggests, they are actually very caring of their fellow dolphins. They will look after injured dolphins, bringing them fish to eat and holding them afloat on the surface of the water until they recover. It is this side of their character, sociable, loyal and gentle, that makes them ideal playmates for autistic children. Is the writer of the article aware of the work of dolphins and their volunteer handlers in helping disabled children overcome their fears and handicaps? This would make an excellent topic for a second article on dolphins; one to right the wrongs of the first article with its deliberate misinformation.

But somehow I doubt this article will ever appear on your pages and while your newspaper keeps publishing this type of sensationalist journalism, you will continue to lose loyal readers. I myself will not buy any more copies in the foreseeable future.

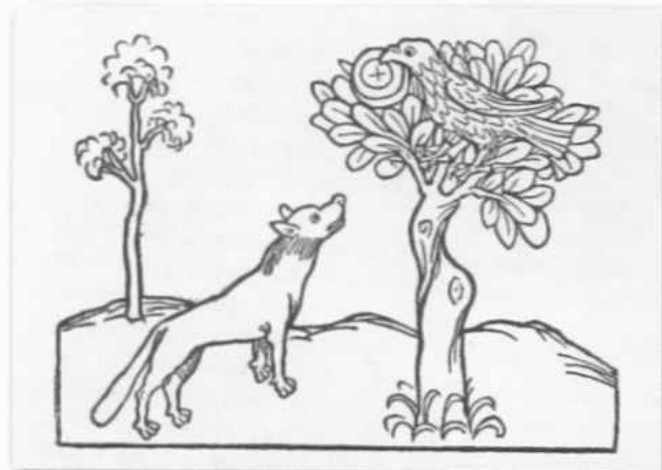
Yours disappointedly,

Wayne Preston

2B | Animal rights

LISTENING

- 1 Work in small groups. Do you know any stories or legends about foxes?



- 2 Read the newspaper article and answer the question.
What were the two groups of people protesting about?

Urban fox lovers arrested in town hall clash



Four animal rights protesters were arrested yesterday following a violent exchange on the steps of the town hall. Angry residents clashed with the protesters as they presented a petition to the mayor calling for urgent measures to be taken to reduce the number of foxes living in our town. They claim they are a pest and a health hazard, as well as being a potential danger to pets and children. The four protesters, dressed in fox suits, attacked the residents, throwing rubbish at them. A fight broke out and one of the residents was taken to hospital with a broken nose. The four protesters were later released with no charges.

- 3 1.11 Listen to a radio debate between a member of the residents' association and a member of the Urban Fox Lovers movement. Put the points below in the order in which you hear them.

- ☐ Foxes cause a mess by turning over rubbish bins.
- ☐ Foxes control their own numbers, so there's no point killing them.
- ☐ Foxes dig holes in gardens to bury their food.
- ☐ Foxes reduce the number of pests by killing rats and mice.
- ☐ Foxes are responsible for a number of attacks on domestic animals.
- ☐ Many people like having foxes in their gardens.
- ☐ There are other ways to discourage foxes besides killing them.

- 4 1.11 Listen again. What are the speakers referring to when they use the following words?

- | | |
|---------------|-----------------------|
| 1 unfortunate | 4 not difficult |
| 2 unhygienic | 5 totally absurd |
| 3 ridiculous | 6 cruel and pointless |

- 5 Work in pairs. Discuss these questions.

- Which of the two speakers is better at putting their point across? Why?
- Which speaker do you sympathize with more?

PRONUNCIATION: sounding angry

- 1 1.12 Listen to a caller who joins the debate on fox culling. Is he for or against the cull?
- 2 1.12 Look at the transcript of the call. Listen and underline the words that he stresses.

Frankly, it's about time Tom faced facts. Urban foxes are not only a nuisance – they're a real menace! The authorities need to do something now, before homeowners start taking the law into their own hands!

- 3 Turn to tapescript 1.12 on page 151 to check your answer. Then listen again and read the transcript aloud at the same time.

VOCABULARY: verb idioms

- 1 Replace the phrases in *italics* with verb idioms from the box.

add up butt in clear up
draw the line face miss the point

- 1 Could I just *explain* one thing before we start?
- 2 But in any case, you *misunderstand* completely.
- 3 Let's *accept* it, they are a serious nuisance.
- 4 I'm sorry, but I really must *interrupt* here.
- 5 Jean's marvellous plan to kill all the foxes just doesn't *make sense*.
- 6 We have to *say stop* somewhere, we can't just allow their numbers to keep on growing.

Check your answers in tapescript 1.11 on page 151.

- 2 Complete the sentences with the correct form of the verb idioms from exercise 1.

- 1 He lives in a real dream world, he needs to learn to _____ facts.
- 2 She can be really annoying, she's forever _____ to other people's conversations.
- 3 His ideas on how to manage the problem just don't _____.
- 4 She's always playing practical jokes, but she doesn't know where to _____ and she often ends up offending people.
- 5 He always seems to be listening to you, but it's amazing how often he _____ of what you're saying.
- 6 She always tries her best to _____ any misunderstandings.

Do you know anyone who fits the descriptions above? Tell your partner about them.

FUNCTIONAL LANGUAGE: expressing opinions

- 1 Look at the extracts below. Who is speaking, (J) Jean, (T) Tom or (P) the presenter?

- 1 **Personally**, this is what upsets me.
- 2 **Frankly**, this is absolutely ridiculous.
- 3 **As far as I'm concerned** there is no problem.
- 4 **We are absolutely convinced** that measures need to be taken to control all fox numbers.
- 5 **But if you ask me**, what we need to do now is put it behind us.
- 6 **I really don't think** everyone agrees with you there, Tom.
- 7 **I may be wrong**, but not everyone actually wants foxes in their gardens.
- 8 **To be perfectly honest**, we think it's about time we did something to control their numbers.
- 9 **I don't believe for a minute** that foxes will attack children.

- 2 1.13 Listen to the recording and mark the main stress in the phrases in bold. Then work in pairs and read the sentences in exercise 1 aloud to each other.

- 3 Work in pairs. Take it in turns to react to the statements below. Use the phrases from exercise 1.

- 1 Zoos are cruel and unnecessary. They should be closed down and the animals returned to the wild.
- 2 All children should have a pet. Caring for an animal helps them learn to be more responsible.
- 3 People shouldn't be allowed to have dogs if they live in a small flat.
- 4 Animals have exactly the same rights as human beings.
- 5 There are more important things in the world to worry about than cruelty to animals.
- 6 Hunting animals is a crime.



SPEAKING

- 1 Work in pairs. Read the list of activities that animal rights movements campaign against. Then discuss the questions below.

- testing cosmetics and cleaning products on live animals
- testing new drugs, vaccines and surgical techniques on live animals
- farming animals to make fur coats
- using intensive farming techniques to obtain cheaper meat products
- transporting live animals thousands of miles before slaughtering them
- selling exotic animals as pets

- 1 Can you think of any other activities that animal rights activists find unacceptable?
- 2 Which of these activities do you think are (a) acceptable and necessary (b) acceptable in certain circumstances (c) totally unacceptable? Explain your reasons.

2c | Companions

SPEAKING & READING

- 1 Look at the list of things that some pet owners do with their pets. Work in pairs and discuss the questions.
 - celebrating your pet's birthday with a party
 - choosing a meal in a restaurant because your pet will enjoy the leftovers
 - letting your pet sleep with you in your bed
 - taking days off work to stay at home with a sick pet
 - talking to your pet on the phone
 - watching TV programmes that you think your pet will enjoy

- 1 Which is the strangest?
- 2 Would you ever consider doing any of these things?

- 2 Work in groups of three, A, B and C. Each group read about one pet owner and match the stories 1–3 to the correct picture A–C.

A: Read about Francis Henry Egerton.
 B: Read about Lionel Walter.
 C: Read about Adolphus Cooke.

- 3 Tell the other members of your group about your story. How many similarities can you find between the three people?

- 4 Answer as many of the questions as possible without reading your partners' texts.

- 1 Who believed he had a talking dog?
- 2 Who enjoyed strange forms of transport?
- 3 Whose dogs had personal servants?
- 4 Who thought he was related to a turkey?
- 5 Who used to have dinner with his pets?
- 6 Who kept a large variety of unusual pets?

Now read all three texts to check your answers.

- 5 Do you think these three pet owners were mad or just eccentric? Which of the three do you think behaved most strangely?



ANIMAL CRACKERS

To put it mildly, Francis Henry Egerton, eighth Earl of Bridgewater (1756–1829), liked dogs. At the family home of Ashridge House in Hertfordshire, his twelve dogs would have dinner at the same table as the Earl. Each dog used to have its own personal servant, who would tie a napkin around the animal's neck before serving the meal from silver dishes. However, Egerton did not totally indulge them – any hound whose table manners left something to be desired was immediately banished from the table.

When he was not at home, the Earl spent much of his time in France. He became a familiar sight in Paris, where he would drive in his carriage with half a dozen dogs inside, each sitting on a silk cushion. The dogs also wore handmade leather shoes which were another of Egerton's passions. He used to wear a different pair of shoes for each day of the year and every night they were solemnly placed beside those he had worn the previous day until there were rows and rows of them, all in the correct order.

From an early age, Lionel Walter, the second Baron Rothschild (1868–1937), showed an unnatural interest in natural history. On one occasion, as a teenager, he went to the seaside accompanied by his pet opossum and a tame dingo, which he used to take for walks along the seafront. When he began university, he took with him a flock of several dozen kiwis. But as an adult, Lord Rothschild could really indulge his fantasies. He used to like riding on giant tortoises which he persuaded to advance by hanging a lettuce from a stick which he held in front of the tortoises' nose. He also had a carriage which was pulled by three zebras and a pony, and the baron would drive around the country roads near his family home. On a visit to the royal family, Rothschild drove all the way to London in his zebra-drawn carriage, which he parked outside Buckingham Palace, much to the amazement of his royal friends.

- 3** Irish landowner Adolphus Cooke was a firm believer in reincarnation. He was convinced that his late father Robert had returned as a turkey on the family estate at Cookesborough. Following Cooke's strict instructions, his menservants would remove their hats whenever they saw the bird, and his women servants had to curtsy.
- Adolphus Cooke owned a large red setter named Gusto who used to run away and mix with common dogs. One day, Cooke decided that enough was enough. He warned the dog of the punishment he had in mind and, to emphasize the point, the dog was shown a rope and a tree. Shortly afterwards, one evening in 1860, Gusto ran away again. Cooke immediately arranged for the dog's trial to take place the following morning. Local workmen were called to give evidence and a special jury found the animal guilty of misbehaviour. Cooke found the dog guilty of ingratitude and sentenced him to death. Just before the sentence was carried out, the executioner claimed that the dog had spoken to him in a foreign tongue. Cooke was convinced that the dog too was a reincarnation and his life was spared.

- 2** Find and correct six mistakes in the verbs in the text.

The Lady of the Cross would be a familiar sight on the streets of New Orleans. Every day, she would walk the streets of New Orleans, sometimes crawling on her hands and knees. When she was younger, she also used to carry a large statue of a saint, but she used to give this up when it would become too heavy for her. She lived alone in a large old building which would be a restaurant belonging to her ex-husband. She never used to marry again, but she used to have twelve dogs and three parrots for company. Sadly, only three people used to come to her funeral: her neighbour, a florist from whom she would sometimes buy flowers, and the florist's husband.

- 3** Work in pairs. Think of seven things that you did as a small child that would seem strange if you did them now. Use the ideas in the box to help you.

clothes food games sleep

I would suck my thumb to go to sleep.

VOCABULARY: strong reactions

- 1** Look at the dictionary extract on page 147. What does the word *mad* mean in the examples below?

He was really mad when he found out what the dog had done to his garden.
He was completely mad. He was convinced he was a horse and would eat nothing but hay.

- 2** Decide if the sentences below refer to anger or craziness.

- 1 She got really worked up.
- 2 She's round the bend.
- 3 She needs her head examined.
- 4 She really blew her top.
- 5 She was absolutely livid.
- 6 She's a complete lunatic.
- 7 She lost her temper.
- 8 She's totally insane.

- 3** Work in pairs. Describe someone you know who ...

- does a lot of crazy things.
- often gets angry.

GRAMMAR: past habits

Use simple past, *used to* + infinitive and *would* + infinitive to talk about past habits.

The earl liked dogs.

His dogs used to have dinner with him.

The servants would tie a napkin around their necks.

Use *used to* to talk about both states and actions. Use *would* to talk about actions only.

His family used to have a house in Hertfordshire.

Not *His family would have a house in Hertfordshire.*

➔ SEE LANGUAGE REFERENCE PAGE 24

- 1** Read the story below. Look at the verbs in italics and answer these questions.

Which verbs:

- a can be replaced by either *used to* + infinitive or *would* + infinitive?
- b can only be replaced by *used to* + infinitive?
- c cannot be replaced by either *used to* + infinitive or *would* + infinitive?

Every day, I (1) *saw* Ben and his six dogs on the corner of my street. Ben was a busker and he (2) *played* the mouth organ while his dogs (3) *did* all kinds of tricks. He (4) *had* an incredible multicoloured coat that he always (5) *wore*, and the smallest of his dogs, a tiny chihuahua, (6) *slept* in his pocket. I (7) *knew* him quite well because I always (8) *stopped* to talk and I often (9) *gave* him money. Then one day he (10) *disappeared* and so (11) *did* his dogs. I never (12) *found* out what had happened to him or where he'd gone.

2D | Working animals

LISTENING

1 Work in pairs. Discuss these questions.

- How does the dog help the man in the photo?
- In what other ways do dogs help people?



2 1.14 You are going to hear an interview with a trainer of guide dogs for the blind. Which of the questions below does she answer?

- 1 How long have you been training guide dogs?
- 2 How did you first get involved in training guide dogs?
- 3 What are the most rewarding and the most difficult parts of the job?
- 4 What advice would you give someone who wants to become a trainer?
- 5 Do the owners need to have had previous experience of owning a dog?
- 6 How long does it take for the dogs to get used to their owners and their new homes?
- 7 What's the hardest thing for a new owner to get used to?
- 8 What's the hardest thing for the dogs to learn?

3 1.14 Listen again and answer the questions in exercise 2.

- 4 Would you like to be a guide dog trainer? Why or why not?

GRAMMAR: *be/get used to*

When *used to* is an adjective it is followed by a noun or -ing form.

*It didn't take him long to get **used to** his new home.*

*I'm **used to** getting up early in the morning.*

Use *be + used to* to talk about situations and actions that are familiar to you.

*I'm **used to** doing things for myself.*

Use *get + used to* to talk about the process of becoming familiar with a new situation or action.

*It took us quite a long time to **get used to** each other.*

SEE LANGUAGE REFERENCE PAGE 24

1 Read the extracts from the interview. Answer the questions.

- 1 *I **used to** be a postwoman.*
- 2 *They're **used to** getting around with a white stick.*
- 3 *They **get used to** their owners' daily routines.*

Which extract describes:

- a a situation that is becoming familiar?
- b something that was true in the past?
- c a situation that is already familiar?

What part of speech is *used to* in each extract, verb or adjective?

2 Correct the mistakes in the expressions in italics.

I (1) *was used to work* in The Dark Room, a restaurant where people eat in the dark. I wore special night vision glasses and I soon (2) *got used to work* in the dark. But it was more difficult for the customers! They (3) *weren't used to eat* food that they couldn't see and they (4) *used to making* a real mess. They said the strangest thing was not seeing the faces of the other customers. They (5) *were used to judge* people by their appearances, but in the dark they (6) *had to be used to judging* them by their voice and what they said, not what they looked like.

3 Work in pairs. Look at the newspaper headline and answer the questions.

Man loses sense of taste

- How will this change his life?
- What difficulties might it cause?
- What will be the hardest things for him to get used to?

VOCABULARY: collocations with *get*

- 1 Look at these extracts from the interview and answer the question below.

- 1 How did you first **get involved** in training guide dogs?
- 2 He really benefited from **getting** a guide dog.
- 3 Maybe the dog and the owner just don't **get along**.
- 4 It's important ... that they're used to **getting around** with a white stick.
- 5 My job's over and the two of them can just **get on with it**.
- 6 **Get in touch** with the Guide Dogs for the Blind Association on www.guidedogs.org.uk

In which expressions in bold does *get* mean ...

- a become?
 - b receive/obtain?
 - c move/arrive?
 - d contact?
 - e do something without assistance?
 - f have a good relationship?
- 2 Read the text. Replace the verbs in italics with a different verb or phrase and make any other necessary changes.

Tom (1) *got* Trixie when she was three years old. He (2) *got* interested in the idea of a hearing dog when he (3) *got* a letter from a friend who also had one. Now he doesn't know how he (4) *got* anywhere without her. They (5) *got along* well from the start and Trixie's (6) *getting* particularly good at recognizing people's footsteps. She always knows who's there long before they (7) *get* to the door. She (8) *gets* all kinds of treats and rewards from Tom for all her help. The only danger is that she may (9) *get* fat on all the snacks.

SPEAKING

- 1 Work in pairs, A and B. Compare and contrast two photos and decide what the link is between the photos.

A: Look at the photo on page 138.

B: Look at the photo on page 140.

Useful language

My photo shows ...

In both photos we can see ...

In my photo ... , whereas in your photo ...

I suppose the link could be ...

- 2 Work in pairs. How many different ways are animals used by humans? Use the categories in the box to help you think of ideas.

leisure/entertainment	research
security	sport work

- 3 Compare your ideas in exercise 2 with those of another pair of students. Which of these ways of using animals ...

- do you think is the most important for humans?
- do you find unacceptable?

DID YOU KNOW?

- 1 Work in pairs. Read the information about dogs in Britain and discuss the questions.

The UK has a reputation for being a nation of dog lovers. There are almost five million dogs in the UK and one in four families owns a pet dog. The high point of the year for British dog lovers is Crufts, the world's largest dog show and competition, which attracts more than 21,000 dogs and 120,000 people (and many more who watch on TV).

People in Britain give generously to charities like the Battersea Dogs' Home (which looks after abandoned pets) or the Royal Society for the Prevention of Cruelty to Animals. On average, a dog owner will spend more than £1,750 a year on their pet. In fact, many dog owners claim to get on better with their dog than they do with their partner.



- How many people do you know who own a dog? What kind of dog do they own? What are the most popular breeds? Why?
- Is your country a 'nation of dog lovers'?
- Would you ever give money to a dogs' home?

2 | Language reference

GRAMMAR

Present habits

We can use a variety of verb forms to talk about present habits (actions that are repeated regularly over a long period of time).

The simple present is the most common form. It is often used with adverbs of frequency (eg *usually, sometimes, once a week*).

*A fox **comes** into our garden **almost every night**.*

We use *will/won't* + infinitive to talk about predictable or characteristic behaviour, habits and tendencies.

*A hungry fox **will attack** pet rabbits.*

We use *keep* + verb + *-ing* to talk about repeated behaviour usually viewed negatively by the speaker.

*If your newspaper **keeps publishing** this type of journalism, you will lose loyal readers.*

We use the present continuous + *always/forever/constantly* to talk about annoying habits. We often use this form to exaggerate or complain about behaviour we find annoying.

*The gutter press **is forever filling** its pages with sensationalist stories.*

Past habits

We use the past simple, *used to* + infinitive and *would* + infinitive to talk about past habits.

We often use the past simple with adverbs of frequency (eg *every year, normally, on Sundays*).

***Every night** he and his dogs **sat** down to dinner together.*

We can use *used to* + infinitive to talk about both past states and habitual past actions.

*Each dog **used to have** its own personal servant.*
(state)

*He **used to wear** a different pair of shoes every day.*
(action)

We can also use *would* + infinitive to talk about habitual past actions.

*He **would drive** in his carriage with half a dozen dogs inside.*

We **cannot** use *would* + infinitive to talk about states.

*Adolphus Cooke **would-be** a firm believer in reincarnation.*

Be/Get used to

Used to can be a verb (see left) or an adjective. When it is an adjective, it is followed by a noun or a verb + *-ing*.

*When they start their training, the dogs are already **used to busy roads**.*

*They get **used to finding** their way through a crowd.*

The adjective means *familiar with something because you have often done it before, so it no longer seems difficult or strange*. We use it most commonly with the verbs *be* and *get*.

We use *be* + *used to* to talk about situations or actions that are already familiar. We use *get* + *used to* to talk about the process of becoming familiar with a new situation or action.

*They **are used to** getting around with a white stick.*

(= The action is already familiar to them.)

*They **are getting used** to the white stick.*

(= They are becoming familiar with the new situation.)

FUNCTIONAL LANGUAGE

Expressing opinions

As far as I'm concerned ...

Frankly, ...

I may be wrong, but ...

If you ask me, ...

Personally, ...

To be perfectly honest, ...

We are absolutely convinced (that) ...

I don't believe for a minute (that) ...

I really don't think (that) ...

WORD LIST

Adjectives (character)

aggressive **	/ə'ɡresɪv/
cold-blooded	/kəʊld'blʌdəd/
cuddly	/kʌdli/
cute	/kjʊt/
docile	/dɒsaɪl/
ferocious	/fə'reʊʃəs/
inquisitive	/ɪn'kwɪzətɪv/
lovely ***	/ləvli/
obedient *	/ə'bi:diənt/
playful	/pleɪfl/
tame	/teɪm/
vicious *	/vɪʃəs/

Verb idioms

add up	/æd 'ʌp/
butt in	/bʌt 'ɪn/
clear up	/kliə 'ʌp/
draw the line	/dɹə: ðə 'laɪn/
face ***	/feɪs/
miss the point	/mɪs ðə 'pɔɪnt/

Strong reactions

blow (your) top	/bləʊ 'tɒp/
insane <i>adj</i>	/ɪn'seɪn/
livid <i>adj</i>	/lɪvɪd/
lose (your) temper	/lu:z 'tempə/
lunatic <i>n C</i>	/lʌnə'tɪk/
need (your) head examined	/ni:d hed ɪg'zæmɪnd/
round the bend	/raʊnd ðə bend/
worked up	/wɜ:kɪt 'ʌp/

Collocations with *get*

get along	/get ə'lon/
get around	/get ə'raʊnd/
get in touch with	/get ɪn 'tʌtʃ wɪð/
get involved	/get ɪn'vɒlvɪd/
get on with it	/get 'ɒn wɪð ɪt/

Other words & phrases

abandon <i>v</i> **	/ə'bændən/
absurd <i>adj</i> *	/əb'sɜ:d/
afloat <i>adj</i>	/ə'fləʊt/
anxious <i>adj</i> **	/æŋkʃəs/
assault <i>n C</i> **	/ə'sɔ:lt/
autistic <i>adj</i>	/ɔ:tɪstɪk/
banish <i>v</i> *	/bə'nɪʃ/
baron <i>n C</i>	/bə'reɪn/
bather <i>n C</i>	/beɪðə/
batter <i>v</i>	/bætə/
bite <i>v</i> **/ <i>n C</i> *	/baɪt/
breed <i>v/n C</i> **	/bri:d/
break out <i>v</i>	/breɪk'aʊt/
bury <i>v</i> **	/beri/

busker <i>n C</i>	/bʌskə/
calf <i>n C</i> *	/kɑ:f/
carriage <i>n C</i> *	/kærɪdʒ/
clash <i>v</i> **	/klæʃ/
common sense	/kɒmən sens/
convinced <i>adj</i> *	/kən'vɪnst/
crawl <i>v</i> *	/krəʊl/
cruel <i>adj</i> **	/kru:əl/
cull <i>n C</i>	/kʌl/
curtsey <i>v</i>	/kɜ:tsi/
deliberate <i>adj</i> **	/dɪ'lɪbə(ə)rət/
dig <i>v</i> **	/dɪg/
dingo <i>n C</i>	/dɪŋɡəʊ/
disabled <i>adj</i> **	/dɪ'seɪbld/
disappointedly <i>adv</i>	/dɪsə'pɔɪntɪli/
eagle <i>n C</i> *	/i:ɡl/
earl <i>n C</i>	/ɜ:l/
eccentric <i>adj</i>	/ɪk'sentɪk/
estate <i>n C</i> ***	/ɪ'steɪt/
face facts	/feɪs 'fækt/
fellow <i>adj</i> **	/feləʊ/
fence <i>n C</i> **	/fens/
flock of	/flɒk əv/
foreseeable <i>adj</i>	/fə'si:əbl/
fox <i>n C</i> **	/fɒks/
gap <i>n C</i> ***	/ɡæp/
gel together	/dʒel tə'geðə/
get rid of	/get 'rɪd əv/
guinea pig <i>n C</i>	/ɡɪni piɡ/
habitat <i>n C</i> *	/hæbɪ'tæt/
hazard <i>n C</i> **	/hæzəd/
hit it off	/hɪt ɪt 'ɒf/
horrific <i>adj</i>	/hɒ'rɪfɪk/
hound <i>n C</i>	/haʊnd/
hutch <i>n C</i>	/hʌtʃ/
inaccurate <i>adj</i>	/ɪn'ækjʊrət/
incident <i>n C</i> ***	/ɪnsɪd(ə)nt/
indulge <i>v</i> *	/ɪn'dʌldʒ/
ironically <i>adv</i>	/aɪ'rɒnɪkli/
irritation <i>n U</i> *	/ɪ'rɪteɪʃn/
ivory <i>n U</i> *	/aɪvəri/
kitten <i>n C</i> *	/kɪtn/
kiwi <i>n C</i>	/ki:wi/
lead <i>n C</i> ***	/li:d/
leather <i>n C</i> **	/leðə/
local authorities <i>n</i>	/ləʊkl ɔ:θərətɪz/
loyal <i>adj</i> **	/ləʊəl/
mayor <i>n C</i> **	/meə/
menace <i>v/n C</i>	/menəs/
messy <i>adj</i>	/mesi/
mildly <i>adv</i> *	/maɪldli/
misbehaviour <i>n U</i>	/mɪsbɪ'heɪvjə/
napkin <i>n C</i>	/næpkɪn/
nose butt <i>n C</i>	/nəʊz 'bʌt/
nuisance <i>n C</i> *	/nju:səns/
obstacle <i>n C</i> **	/əbstəkl/
opposum <i>n C</i>	/ə'pɒsəm/
ordeal <i>n C</i> *	/ɔ:di:l/
overcome <i>v</i> **	/əʊvə'kʌm/
overhanging <i>adj</i>	/əʊvə'hæŋɪŋ/
pest <i>n C</i> *	/pest/
petition <i>n C</i> **	/pə'tɪʃn/
plague <i>v</i>	/pleɪɡ/

pointless <i>adj</i>	/pɔɪntləs/
porpoise <i>n C</i>	/pɔ:pəʊs/
potential <i>adj</i> ***	/pə'tenʃl/
privacy <i>n U</i> *	/prɪvəsi/
punishment <i>n C</i> **	/pʌnɪʃmənt/
pup <i>n C</i>	/pʌp/
puppy <i>n C</i> *	/pʌpi/
red setter <i>n C</i>	/red 'setə/
reincarnation <i>n U</i>	/rɪ:ɪnkə'neɪʃn/
reputation <i>n C</i> ***	/repju'teɪʃn/
rewarding <i>adj</i>	/rɪ'wɔ:ɪdɪŋ/
rip <i>v</i>	/rɪp/
rope <i>n C</i> **	/rəʊp/
row <i>n C</i>	/rəʊ/
scream <i>n C</i> */ <i>v</i> **	/skri:m/
shark <i>n C</i> *	/ʃɑ:k/
shocked <i>adj</i> *	/ʃɒkt/
shortage <i>n C</i> **	/ʃɔ:tɪdʒ/
sickened <i>n C</i>	/sɪkənd/
silk <i>n U</i> **	/sɪlk/
slaughter <i>v</i>	/slɔ:tə/
smoothly <i>adv</i>	/smu:ðli/
solemnly <i>adv</i>	/sələmli/
spare <i>v</i> *	/speə/
spot <i>v</i> **	/spɒt/
stick <i>n C</i> **	/stɪk/
sunbather <i>n C</i>	/sʌn'beɪðə/
tackle <i>v</i> **	/tækl/
terrifying <i>adj</i>	/tə'reɪfɪŋ/
the bubble burst	/ðə bʌbl 'bɜ:st/
tortoise <i>n C</i>	/tɔ:təs/
tourist operator <i>n C</i>	/tuərist ɒpə'reɪtə/
trial <i>n C</i> ***	/traɪəl/
turkey <i>n C/U</i> *	/tɜ:ki/
unhygienic <i>adj</i>	/ʌnhɪ'dʒi:ɪnɪk/
vaccine <i>n C</i>	/væksɪn/
viciously <i>adj</i>	/vɪʃəsli/
wave <i>n C</i> ***	/weɪv/