

# 3A | Consumer society

## VOCABULARY & SPEAKING: money

- The four items of vocabulary in each group collocate with the word or words in capitals. Underline the item which has a very different meaning to the other three.
  - waste / fritter away / set aside / squander MONEY
  - settle / run up / pay off / clear DEBTS
  - raise / obtain / donate / get MONEY
  - SPEND MONEY freely / lavishly / heavily / wisely
- Work in small groups. Discuss the questions.
  - Are you **careful with money** or do you **fritter it away**? What do you **spend it on** mainly?
  - Do you prefer to **pay by cash** or **credit card**? Why?
  - If you **ran up large debts**, how would you go about trying to **pay them off**?

## READING

- 'Everyone has done something they shouldn't, and then thought: "Oh, what an idiot I am",' says Karyn Bosnak in the reading text. Her mistake was connected with money. What might it have been?
- Read the text, ignoring the gaps, and answer these questions.
  - What was Karyn Bosnak's 'novel solution' to her debt problem and what gave her the idea?
  - Do you consider her a 'beggar' or an 'entertainer'? Why?
- Read the text again and complete the gaps 1-8 with the correct sentence beginnings a-h.
 

In the example, 1 g, notice how the word *they* after the gap in 'they were unforgivable' refers back to 'Karyn Bosnak's actions'.

  - The Hollywood version of her story
  - When her identity was finally revealed
  - Her website, [www.savekaryn.com](http://www.savekaryn.com), went live in the summer of 2002
  - Her story is a cautionary tale, morality tale and fairy tale
  - Bosnak sees herself as a kind of symbol
  - In a desperate attempt at cost-cutting, she
  - Karyn Bosnak's actions were rather irresponsible
  - The plan worked
- Use the context to work out the meanings of the highlighted words and expressions.
- Work in pairs. Discuss the questions.
  - Do you ever give money to beggars, buskers or charities? How do you decide who to give to and how much to give them?
  - Do you know of any other unusual uses of the internet?



**'I didn't just say: give me the dough'**

**When shopaholic Karyn Bosnak found herself \$20,000 in debt, she came up with a novel solution to her problem.**

(1) g: some might say they were unforgivable. The silly girl spent herself into \$20,000 worth of debt buying Gucci purses and Prada shoes and then, like some street beggar, asked total strangers to bail her out. Amazingly, that is exactly what they did. But in her defence, her idea of setting up an internet site to plead for charity was a stroke of genius and she executed the idea with both enthusiasm and humour. She never forced her benefactors to hand over any money. One doesn't know whether to applaud or cut up her credit cards.

(2) \_\_\_\_\_ all rolled into one and is told in her bestselling memoir, *Save Karyn: A True-Life Shopaholic's Journey to Debt and Back*. Ploughing through its 400 pages, one can't help but wonder whether the author is having us on. But meeting Bosnak, you realize that her story is no joke. With her, what you see is what you get and what you get is a guileless ingénue, no more and no less.

(3) \_\_\_\_\_, she explains, portrays Bosnak as a wide-eyed, small town hick. In reality, she is anything but: brought up in an upper-middle class Chicago family, she moved to New York in the summer of 2000, and ended up working in the tough world of a television court show. This was no empty-headed bimbo arriving, defenceless, in the Naked City; none the less, something in her snapped. Burberry coats, Gucci sunglasses, pedicures, manicures, panic-stricken clothes-buying binges; these were all part of her road to ruin. She says she felt immature, lonely and intimidated by her new surroundings. 'I was in over my head and I didn't really know what I was doing,' she says. So her excesses in the stores were

just the fruit of her insecurity? Well, not quite. 'I like cute things and I went crazy.'

40 (4) \_\_\_\_\_ moved out of Manhattan and relocated across the river to cheaper Brooklyn. At one stage, she became unemployed. 'I was a month away from declaring bankruptcy,' she recalls, 'and I thought: "This sucks." I could see the end coming.' Then she remembered a notice that her flatmate had spotted, pinned  
45 outside a supermarket, which begged for \$7,000 and contained a row of phone numbers. It was then that the seed of her idea germinated.

(5) \_\_\_\_\_. 'Hello! My name is Karyn, I'm really nice and I'm asking for your help!' it announced. 'Bottom line is that I have this  
50 huge credit card debt and I need \$20,000 to pay it off. All I need is \$1 from 20,000 people, or \$2 from 10,000 people, or \$5 from 4,000 people — you get the picture. So if you have an extra buck or two, please send it my way. Together, we can banish credit card debt from my life.' 'What's in it for you, you ask?' the plea  
55 went on. 'I'll be honest ... nothing is really in it for you. But I do believe in karma\*.'

(6) \_\_\_\_\_. Word-of-mouth notoriety and inclusion of the website on a national paper's list of 'hot sites' really did 'save Karyn'. It took 20 weeks but, eventually, donations from complete strangers,  
60 as large as \$500 and as small as one cent, along with Bosnak's sale of her own clothes, CDs and furniture on eBay, raised the \$20,000 she needed to return to the black. She also received countless gifts and stacks of abusive emails.

(7) \_\_\_\_\_, you could hardly pick up an American newspaper or  
65 turn on the television without bumping into the unlikely internet pioneer. Hers was the most successful, if not the first, instance of 'cyber panhandling'. But she takes offence at being called a beggar. 'It wasn't as if the website had only one page and said: "That's it, give me the dough",' she says. 'I worked for hours on  
70 it every single night. It was funny. People gave me money not because they felt sorry for me, but because they had a chuckle.' She was an entertainer, she says, paid for making others laugh.

(8) \_\_\_\_\_. We have all been Karyns in our lives. We just didn't know that the condition had a name or a face. 'Everyone has  
75 bought something they couldn't afford,' she says. 'Everyone has done something they shouldn't, and then thought: "Oh, what an idiot I am".' \*

\*karma /'kɑ:ma/  
noun [U] a belief that the way you behaved in past lives affects your present life, and the way you behave in this life will affect your future lives



## GRAMMAR: adding emphasis with auxiliary verbs

*do, does, did* can add emphasis in positive statements. In speech the auxiliary is stressed.

*Word-of-mouth notoriety ... really **did** save Karyn.*

Emphatic *do* often indicates contrast/contradiction. Words such as *but, however* and *although* can also be used.

*'... nothing is really in it for you. But I **do** believe in karma.'*

*'It **doesn't** work.' 'It **does** work – you have to push this button, not that one.'*

Other auxiliary verbs, positive or negative, can be stressed in speech to add emphasis or show contrast/contradiction.

*I **am** listening. I just closed my eyes, that's all. But he **can't** be married – he looks so young!*

*do* is also used in persuasive commands, to show politeness or express annoyance.

***Do** help yourself to more meat.  
Oh, **do** stop arguing, you two!*

➤ SEE LANGUAGE REFERENCE PAGE 34

- 1 Use *do, does* or *did* to add emphasis to the verbs in bold. Make any other necessary changes.

*It **makes** me angry.*

*It **does** make me angry.*

- 1 I **think** he's right on this occasion.
- 2 She **told** me but I can't remember.
- 3 If anything **goes** wrong, phone me.
- 4 I **like** your hat.
- 5 I **did** my homework last night.
- 6 **Stop** worrying!

- 2 Include each of the sentences you wrote for exercise 1 in a short dialogue.

A: Don't listen to him – I'm sure you're alright.  
You know he always talks nonsense.

B: Yes, I know. But I **do** think he's right on this occasion – I'm going to phone the doctor.

Practise reading your dialogues with your partner. Make sure you stress the auxiliary verb.

- 3 Work in pairs, A and B. You are going to practise adding emphasis.

A: Turn to page 138. B: Turn to page 146.

## 3B | Rubbish!



### SPEAKING & VOCABULARY: rubbish

- 1 Work in pairs and describe each pair of photos. Talk about the similarities and differences and say what you think might be happening in each.
- 2 Which of the photos has the greatest effect on you? Why?
- 3 Choose the correct alternatives to complete the texts.
 

**A** Plastics go in one bag and we put food (1) *scraps* / *ends* / *rests* in another – they're for the garden. We take glass to the bottle (2) *account* / *bank* / *deposit* and if we want to throw away something big and bulky we take it in the car to the civic amenity site (more commonly known as the (3) *tap* / *tip* / *top*), where they have about a dozen enormous metal (4) *skips* / *junks* / *bowls* for all the different types of household refuse.

**B** We (5) *give away* / *put out* / *set off* our rubbish last thing at night, and the dustmen usually come about five in the morning to take it away. The noise of their (6) *rubbish dump* / *waste basket* / *dustcart* often wakes me up. There is no (7) *collection* / *compilation* / *gathering* on Sundays, so by Monday there are always huge (8) *lots* / *piles* / *masses* of rubbish in our street.

**C** Our local parks are full of (9) *matter* / *waste* / *litter*. People can't be bothered to put it in a bin so they just (10) *let fall* / *drop* / *dispose* it anywhere. I pick up any paper or cans I see and take them home.
- 4 Work in pairs. To what extent do the texts A–C in exercise 3 apply to you or your area?

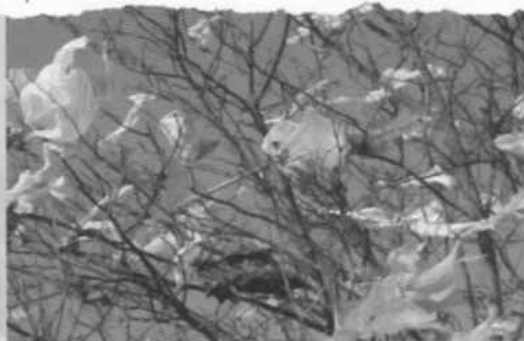
### LISTENING

- 1 What recycling facilities are there in your area? To what extent does the public use them?
- 2 1.13 You are going to hear part of a radio programme investigating a recycling initiative in the English county of Dorset. Listen and answer the questions.
  - 1 What does the initiative consist of?
  - 2 What is its principal objective?
  - 3 What is said about the following?  
a organic matter   b a fishing boat   c flashy jewellery
- 3 1.13 Listen again and decide whether each of these statements is true or false. Correct the false ones.
  - 1 The local Council runs the recycling centres.
  - 2 Dorset recycles about a third of domestic rubbish.
  - 3 The recycling centres produce compost on site.
  - 4 Rubbish from small businesses is not accepted at the centres.
  - 5 Employees at the centres do not have to pay for items they take home.
  - 6 There are no restrictions on what they sell to the public.
  - 7 Some of the jewellery Gerry takes home is quite valuable.
  - 8 The two students have come to look for some chairs.
- 4 Work in pairs. Discuss the questions.
  - Would you buy rubbish from the centre? Why or why not?
  - How much e-waste have you generated in recent years? How did you dispose of it?

- 4 Write your own description of something you or were given without mentioning the name of the object. Include some fronting.
- 5 Read your description to other students. Can they guess what you are describing?

### DID YOU KNOW?

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



## PlasTax

In 2002, the Republic of Ireland became the first country to charge a tax on disposable plastic shopping bags. The Plastic Bag Environmental Levy, or 'PlasTax', was introduced to change consumer behaviour and reduce the number of bags littering the Irish streets and countryside. The fifteen-cent tax on each bag was hailed as a success, with consumption falling by more than 90 per cent in the first year, from 1.2 billion to just under 90 million. In addition, over ten million euros was raised from the tax and paid into a new Environmental Fund to support waste management and other environmental initiatives.

Critics of the tax claim that plastic bags represent a relatively small percentage of total litter and a more comprehensive approach is needed to tackle the problem. They also complain that many shops have switched to using paper bags, which are more bulky than plastic bags and therefore more expensive to store and transport. The environmental group, *Friends of the Earth*, called for the tax to be doubled after the initial effect had worn off. They pointed out that rather than avoiding the tax by taking reusable bags when they went shopping, consumers were gradually becoming used to paying the fifteen cents.

- Would you be for or against such a tax in your country? Why?
- What other solutions to the problem of litter are there?

### SPEECH FEATURE: fronting

Who or what do the words in bold refer to in these sentences from the listening?

*Huge **it** was.*

*£150 **he** paid for **it**, and very happy **he** was too!*

*Really comfortable **they** are.*

The above sentences contain examples of 'fronting': the complement or object is placed before the subject and verb to give it emphasis.

*It was huge.* → ***Huge** it was.*

*He paid £150.* → ***£150** he paid.*

*how* is used with adjectives; *what* with nouns.

***How** lucky you are!*     ***What** an idiot I am!*

Whole clauses can be fronted, particularly those beginning with a question word.

***Why anyone would want to bring a fishing boat to a place like this** I have no idea.*

Clauses are often fronted before expressions such as *I'm not sure, I don't know, I couldn't tell you.*

SEE LANGUAGE REFERENCE PAGE 34

Rewrite the sentences using fronting to create emphasis. Begin with the words in italics.

*It was really expensive.* *Really*

*It cost me six hundred euros.* *Six*

*It was lovely to see you again.* *How*

*He is an awful man.* *What*

*I don't know how she puts up with him.* *How*

*I couldn't tell you why they decided to buy me a walking*

*Why*

14-15 Listen to these two people. What objects are they describing?

Read the transcripts 1.14-1.15 on page 156 and underline the examples of fronting.



# 3c | Competitive eating

## SPEAKING

- 1 Read the following information.



The photo shows Korean-born American Sonya Thomas, who takes part in competitive eating contests. These involve consuming large quantities of food such as hot dogs or apple pie in a short period of time, usually twelve minutes or less. Sonya holds over 20 eating records and earns as much as \$60,000 a year.

- 2 Work in pairs, Pairs A and Pairs B. You are going to prepare for an interview with Sonya Thomas.

Pairs A: Turn to page 141 and prepare your questions.  
Pairs B: Turn to page 152 and prepare your answers.

- 3 Change pairs, so that a student from a Pair A and a student from a Pair B work together. Roleplay the interview.

## READING

- 1 Read the article. Which of the questions asked in your roleplay above are answered in the text?

- 2 Read the text again and decide whether the following are true or false.

- 1 The writer suggests that Sonya's achievements are surprising.
- 2 In Baltimore she is attempting to regain a record she recently lost.
- 3 Early success encouraged her to participate in more eating contests.
- 4 The writer says that the thinner a person is, the better they will be at competitive eating.
- 5 The first eating contest was held some six years ago.
- 6 In Baltimore, contestants are not allowed to drink during the contest.
- 7 Doctors are always present at competitive eating contests.
- 8 Sonya is unhappy with her performance in Baltimore.

## Me and my big mouth

When you first see Sonya Thomas you wonder whether she might be blown away by the breeze that is bouncing off Baltimore's inner harbour this bright and sunny morning. She is a very slim woman indeed, just seven stones zero by her own reckoning, and around 5ft 5in\*. Yet as unlikely as it seems, Sonya, or 'The Black Widow' as she calls herself, is America's number one eater.

- What is even more remarkable is that Sonya is the overall eating champion – not just in the skinny women category. She routinely destroys men more than twice her size, wolfing down her food as they stand nauseated and unable to push any more into their mouths. To give some idea of this woman's ability, consider just some of the records she currently holds: 552 oysters in ten minutes, 5.95lbs of meatballs in twelve minutes, 162 chicken wings in twelve minutes, and 52 hard-boiled eggs in five minutes. Last August in Harrington, Delaware, Sonya ate an astonishing 40 crabcakes in twelve minutes. It is that record she is here this morning to defend, or rather, to break. She has a plan to make it happen. 'It's actually easier if you can dunk them in water,' she confides.
- Her first try at competitive eating came in 2003 during a qualifier for the World Cup of competitive eating – the 4 July hot dog challenge at Coney Island. In that qualifier Sonya managed eighteen dogs, giving her a slot in the final where she ate 25, which was a new record for women eaters. 'I didn't know I was good at this,' she says. 'The first time I did it, it was just for fun. It just came out good so I thought, "OK, let's do it".'

Many have pondered Sonya's talent. One idea is the 'band of fat theory', which suggests larger eaters struggle to expand their stomachs because they are constrained by the fat. They point out that the world champion eater, the near-legendary Takeru Kobayashi of Japan, is also as skinny as Sonya. Dedication is also a factor. Sonya regularly practises for contests.

The so-called sport of eating contests – while dating back decades to events held at county fairs around the country – has only really had a national profile for the last half-dozen years since being sponsored by the International Federation of Competitive Eating, a New York marketing company which 'governs' a 100 or so events and annually pays out \$250,000 in prize money.

- On a stage alongside the harbour, the lightly grilled crabcakes, made from blue crab meat and a number of other ingredients, are set on metal trays and placed on tables. Each crabcake has 160 calories. The judge – 'Hungry' Charles Hardy, a former competitive eater himself – has some disturbing news for Sonya. There will be no dunking of the crabcakes in water, he declares. 'It's too hard to measure.'

Hardy reveals that, as at every eating contest, there are medics on hand. While there are no studies showing actual proven dangers, doctors have warned of the potential risks of speed eating and

50 in Japan – another stronghold of competitive eating – several people choked to death during contests in the 1990s.

It's time to get started. As the biggest name at the contest Sonya comes on last and stands centre-stage. She licks her fingers. The countdown begins. They're off. Sonya grabs a handful of crabcake and pushes it into her mouth. It is gone in an instant and she pushes in more, masticating like a machine. She eats with one hand, using the other to take sips from a bottle. After one minute it is announced she has eaten eight.

All around her are scenes of farce and horror. Food and water and a combination of the two drip down faces as the contestants seek to push in more. Nine minutes in and Sonya has eaten 43 crabcakes. The last seconds are excruciating and messy as the competitors try to force in a few last mouthfuls. It looks terribly painful. Then, at last, it is over.

There is a pause as the judges add up the numbers. And then it is announced that Sonya has eaten 46 crabcakes. It is a new record. She is thrilled. 'I went very fast at the start. Then after about five or six minutes, I slowed down,' she says. 'I feel OK – I could eat more.'

75 She stands for photographs, a huge smile across her face and her skinny arms holding the oversized prize-winner's cheque above her head.

\*7 stones = 44 kilograms; 5ft 5in = 1m 65cm

3 Match each of the highlighted verbs in the text to the definitions 1–8.

- 1 tell someone a secret
- 2 pick something up suddenly and roughly
- 3 eat very quickly
- 4 chew
- 5 put food into liquid before eating it
- 6 make something wet with one's tongue
- 7 think about something carefully
- 8 be unable to breathe because your airway is blocked

4 Work in pairs. Discuss the following questions.

- What type of criticism do you think competitive eating comes in for? What is your own reaction to such contests?
- Do you consider competitive eating to be a sport? Why or why not?

## VOCABULARY: excess

1 Work in pairs and discuss the following. Use a dictionary if necessary.



- 1 How often do you do the following?
  - overeat • oversleep • go overdrawn
- 2 Which of these adjectives apply to you?
  - overworked • overtired • oversensitive
- 3 Give examples of the following:
  - a film which is overrated
  - a profession which is overpaid
  - a person who is overexposed on television
  - something you bought which was overpriced

2 Complete the sentences with a preposition from the box.

in in of over to to with

- 1 There are no easy solutions to the growing problem of binge-drinking, the practice among young people of drinking    excess.
  - 2 People who drive at speeds    excess    120kph should lose their licence for six months.
  - 3 Sexual equality is all very well but some people take it    extremes.
  - 4 Junk mail is not effective: bombarding people    information, advice and offers leads to overkill and people stop reading it.
  - 5 It's alright for films to have some violence, but some really do go    the top.
  - 6 'Moderation    all things': that's the best way to live life.
- 3 Work in pairs. Discuss the statements in exercise 2.


# 3D | A cautionary tale

## SPEAKING


- 1 Work in small groups. Imagine that you all live on the beautiful but remote tropical island of Nauru, where the discovery of mineral resources has brought great wealth to the population. Everyone has benefited financially and nothing is lacking.

Discuss how you would each spend your time and money on the island. What would be the positive and negative aspects of such a life?

## LISTENING

- 1  1.16 Listen to the radio programme about Nauru. Arrange the following in the order in which they are mentioned. The recording is divided into six different parts. Write numbers 1–6 in the boxes below.

- ☐ Nauru's mineral wealth
- ☐ Present-day life on the island
- ☐ An island of superlatives
- ☐ The president's hopes for the future
- ☐ A life of leisure
- ☐ The road to ruin

- 2  1.16 Listen again and answer the following questions, making brief notes. There is one question for each part.

- 1 Which 'world-beating statistics' does Rob Crossan mention in relation to Nauru?
- 2 How was the rock on Nauru formed and why was it so important to Australia?
- 3 How were profits distributed to Nauruans and what did they spend them on?
- 4 What 'ill-advised rescue schemes' were implemented to save the island?
- 5 How do many Nauruans spend their mornings now?
- 6 What does President Ludwig Scotty think will attract tourists to Nauru?

- 3  1.16 Listen and check. Work in pairs. Discuss the following.

- Would you be interested in visiting Nauru? Why or why not?
- Do you know any other 'riches to rags' stories? What happened and why?

## GRAMMAR: cleft sentences

Cleft sentences add emphasis to a noun, a person, a time, a phrase or a clause using the structures *It is/was ... that/who ...* or *What ... is/was ...*. In the following examples, the underlined part of the sentence is being emphasized.

*It was an Australian, Albert Ellis, who made the discovery from which Nauru is still reeling.*

*It was only in 1968 that the Nauruans could begin to benefit from their riches.*

*What strikes one first about the island is its size.*

*What they did was (to) ship the phosphate to Australia.*

A number of other words can be used instead of *what*, eg *the thing (that)*, *something (that)*, *the person (who/that)*, *someone (that)*.

*The person currently in charge of the island is Ludwig Scotty.*

*all can be used instead of *what* to mean 'the only thing that'.*


*All the islanders did in the way of exercise was walk to the government offices once a week.*

 SEE LANGUAGE REFERENCE PAGE 34



1 Rewrite the following, emphasizing the underlined part of the sentence.

- 1 Karyn came up with her idea when she remembered a notice her flatmate had spotted.  
It \_\_\_\_\_.
- 2 I need only \$1 from 20,000 people.  
All \_\_\_\_\_.
- 3 I'm curious to know what kind of people come to the recycling centre to buy things.  
One thing \_\_\_\_\_.
- 4 I mostly look out for flashy jewellery.  
What \_\_\_\_\_.
- 5 We've only got a wooden crate.  
All \_\_\_\_\_.
- 6 Sonya is the overall eating champion – that's remarkable.  
What \_\_\_\_\_.
- 7 Sonya ate 40 crabcakes in 12 minutes. She is here this morning to defend that record.  
Sonya ate 40 crabcakes in 12 minutes.  
It \_\_\_\_\_.
- 8 British sailor John Fearn was the first outsider who laid eyes on Nauru.  
The first \_\_\_\_\_.

 1.17 Listen and check.

2 Complete the sentences using your own ideas.

- 1 What I like most about \_\_\_\_\_ is \_\_\_\_\_.
- 2 It was when I was \_\_\_\_\_ that \_\_\_\_\_.
- 3 Something I've always wanted to do is \_\_\_\_\_.
- 4 The person I most admire is/was \_\_\_\_\_.
- 5 All \_\_\_\_\_ ever talk(s) about is \_\_\_\_\_.
- 6 What the government ought to do is \_\_\_\_\_.

3 Read out your sentences from exercise 2 to your partner, giving more details for each one.

## VOCABULARY: adjective affixes

1 Use the correct adjective form of the words in capitals to complete these extracts from the recording. One of the adjectives requires a negative prefix.

... the rising tides caused by global warming. GLOBE

- 1 Rob Crossan tells a \_\_\_\_\_ tale. CAUTION
- 2 Phosphate [is] a must for \_\_\_\_\_ agriculture. SUCCESS
- 3 These included the purchase of \_\_\_\_\_ properties abroad. NUMBER
- 4 Scotty [has] the \_\_\_\_\_ task of recovering the mined-out ruin of Nauru. ENVY
- 5 He tells me his \_\_\_\_\_ plans to bring tourists to Nauru. IMAGINE

2 Use the same suffixes as in exercise 1 to form adjectives from the following words. Use the same suffix for all three nouns in each group.

origin	person	environment
original	personal	environmental

- |              |           |         |
|--------------|-----------|---------|
| 1 represent  | inform    | compare |
| 2 advise     | forget    | apply   |
| 3 literature | volunteer | imagine |
| 4 advantage  | courtesy  | humour  |
| 5 harm       | power     | faith   |

3 Complete the text with the correct form of the words in brackets. Use the suffixes in the box. You may also need to use a negative prefix.

-ive -ful -ial (x2) -able (x2)  
-ible (x2) -y -ed -less

It must be rather stressful (stress) to win or come into a (1) \_\_\_\_\_ (substance) amount of money and suddenly become rich. There'd be all those unwanted begging letters and (2) \_\_\_\_\_ (expect) visits from long-forgotten friends – lots of would-be (3) \_\_\_\_\_ (finance) 'experts' telling you what to do with it all. Some people can be very (4) \_\_\_\_\_ (persuade) in these matters and sound extremely (5) \_\_\_\_\_ (knowledge) despite having absolutely no idea – you'd have to be very careful. If it happened to me, I'd be very (6) \_\_\_\_\_ (sense) as to how I spent it. I think it's (7) \_\_\_\_\_ (response) to go out and blow it all on a huge house or a luxury yacht, but I'd probably buy a new car. I'd also give some to a deserving cause, like a charity for (8) \_\_\_\_\_ (home) people, and then save the rest for a (9) \_\_\_\_\_ (rain) day. Life is so (10) \_\_\_\_\_ (predict), so it's best to be prepared.

What would you do with the money if you suddenly became rich?



# 3 | Language reference

## GRAMMAR

### Adding emphasis

A number of techniques can be used to add emphasis in spoken and written English. For information on inversion, see page 94.

### Auxiliary verbs

In spoken English, auxiliary verbs can be stressed to give more emphasis to a sentence, and to express for example, surprise, enthusiasm, criticism or certainty.

*I **must** remember to post that letter.*  
*Goodness me, you **have** lost weight!*

If there is no auxiliary verb, *do*, *does* and *did* can be used in affirmative sentences. This use is found in both spoken and written English, though it is more common in conversation.

*I **do** like your new dress!*  
*He **does** worry a lot, doesn't he?*  
*I **did** enjoy the party last night.*

Further emphasis can be added by using adverbs such as *really*, *certainly* or *definitely* before a stressed auxiliary verb.

*I **really do** think you should phone her.*  
*She **certainly is** looking better, isn't she?*

Auxiliary verbs, both positive and negative, can be used to show contrast/contradiction, often with the addition of *but*, *however* or *although*.

*'Why did you hit him?' 'I **didn't** hit him!'*  
*I'm not very sporty but I **do** like playing tennis.*

*do* is also used in persuasive commands, to show politeness or express annoyance.

***Do** come in! **Do** be careful! **Do** hurry up!*

### Fronting

Fronting involves moving information to the front of a sentence, often to give it emphasis.

- Some features are more typical of informal spoken English.

***Really good** it was – the best film I've seen all year.*  
***Ten quid** it cost me – daylight robbery!*

*how* can be used before adjectives and *what* before nouns:

***How clever** you are! **What a great party** it was!*

- Some types of fronting involve inversion of the subject and verb and occur more frequently in written English.

***Far more important** is an applicant's experience.*  
***Enclosed** is a cheque for £125.*  
***Waiting at the station** was his Aunt Clarissa.*

- Also more common in written English is the following structure:

***Tired as/though she was**, she kept on walking.*  
(= Although she was tired, she kept on walking.)

- Whole clauses can be fronted without subject-verb inversion in both spoken and written English.

***What he does for a living** I couldn't tell you.*  
***Whether he loved her or not** she did not know.*

### Clefting

The structures *It is/was ... that ...* and *What ... is/was ...* together with variations of these, can be used in the following ways:

- It is/was ... that ...* can be used in both spoken and written English:
  - to emphasize a thing or a person; *who* can be used in place of *that* when referring to people.  
***It was** his age **that** prevented him getting the job.*  
***It's** her husband **who** does all the cooking.*
  - with *because* to emphasize reasons.  
***It was because** he refused to give up drinking **that** she left him.*
  - with (*only*) *when*, *while*, *not until* + verb clause to emphasize a time.  
***It was only when/It wasn't until** I got home **that** I realized I didn't have my keys with me.*  
***It was while** I was in hospital **that** he proposed to me.*
  - to emphasize prepositional phrases.  
***It was after dinner** **that** he phoned, not before.*
- What ... is/was ...* is more frequent in conversation and can be used to emphasize:
  - nouns and noun phrases, including gerunds.  
***What irritates me most about her** **is** her laugh/the way she laughs.*  
***What I most enjoyed about the holiday** **was** not having to set the alarm clock.*
  - an action or series of actions.  
***What you do** **is** (to) fold the two end pieces like this.*  
***What happened** **was** (that) I overslept and missed my plane.*
  - embedded questions.  
***What I've never understood** **is** why he resigned.*  
***What I'd like to know** **is** when you're leaving.*

Alternatives to the word *What* in the structure above are *The thing*, *One thing* and *Something*. All can also be used, meaning 'the only thing that'.

***One thing** I won't tolerate **is** rudeness.*  
***What a boring job** – **all** I did **was** count cars all day.*

*The person*, *One person* and *Someone* can be used to emphasize a person.

***One person** I'd like to meet **is** Johnny Depp.*

The order of clauses can be, and often is, reversed.

***Rudeness** **is one thing** I won't tolerate.*  
***Her laugh** **is what** irritates me most.*

## WORD LIST

## Money

clear <i>v</i> ***	/kliə(r)/
donate <i>v</i> *	/dəʊ'neɪt/
fritter away <i>v</i>	/'fɪtə(r) ə, weɪ/
pay off <i>v</i>	/'peɪ 'ɒf/
raise <i>v</i> ***	/reɪz/
run up <i>v</i>	/'rʌn 'ʌp/
set aside <i>v</i>	/'set ə'saɪd/
settle <i>v</i> ***	/'set(ə)l/
spend freely/	/'spend 'fri:li,
heavily/lavishly/	'heɪvɪli/, 'lævɪʃli/
wisely	/'waɪzli/
squander <i>v</i>	/'skwɒndə(r)/

## Rubbish

bottle bank <i>n</i> C	/'bɒt(ə)l ,bæŋk/
bulky <i>adj</i>	/'bʌlki/
civic amenity	/'sɪvɪk ə'mi:nəti
site <i>n</i> C	sait/
drop litter	/'drɒp 'lɪtə(r)/
dustcart <i>n</i> C	/'dʌs(t),kɑ:(r)t/
dustman <i>n</i> C	/'dʌs(t)mən/
food scraps <i>n</i> pl	/'fu:d ,skræps/
piles of rubbish	/'paɪlz əv 'rʌbɪʃ/
put the rubbish out	/'pʊt ðə 'rʌbɪʃ aʊt/
refuse <i>n</i> U	/'refju:s/
rubbish	/'rʌbɪʃ/
collection <i>n</i> C	kə'lekʃ(ə)n/
skip <i>n</i> C	/'skɪp/
throw (sth) away <i>v</i>	/'θrəʊ ə'weɪ/
tip <i>n</i> C **	/'tɪp/

## Excess

binge drinking <i>n</i> U	/'bɪndʒ ,drɪŋkɪŋ/
bombard (sb) with	/'bɒm'bɑ:(r)d wɪθ/
do (sth) to excess	/'du: tʊ ɪk'ses/
go over the top	/'gəʊ əʊvə(r) ðə
	,tɒp/
go overdrawn	/'gəʊ
	əʊvə(r)'drɔ:n/
in excess of	/'ɪn ɪk'ses əv, əv/
overeat <i>v</i>	/'əʊvə'ri:t/
overexposed <i>adj</i>	/'əʊvə'ɪk'spəʊzd/
overkill <i>n</i> U	/'əʊvə(r),kɪl/
overpaid <i>adj</i>	/'əʊvə(r)'peɪd/
overpriced <i>adj</i>	/'əʊvə(r)'praɪst/
overrated <i>adj</i>	/'əʊvə'reɪtɪd/
oversensitive <i>adj</i>	/'əʊvə(r)'sensətɪv/
oversleep <i>v</i>	/'əʊvə(r)'sli:p/
overtired <i>adj</i>	/'əʊvə(r)'taɪə(r)d/
overworked <i>adj</i>	/'əʊvə(r)'wɜ:(r)kt/
take (sth) to	/'teɪk tʊ
extremes	ɪk'stri:mz/

## Adjective affixes

caution <i>n</i> U **	/'kɔ:(f)(ə)n/
cautionary <i>adj</i>	/'kɔ:(f)(ə)nəri/
envy <i>n</i> U	/'envi/
(un)enviable <i>adj</i>	/(ʌn)'enviəb(ə)l/
expect <i>v</i> ***	/'ɪk'spekt/
(un)expected	/(ʌn)'ɪk'spektɪd/
<i>adj</i> ***	
faith <i>n</i> U ***	/feɪθ/
faithful <i>adj</i> *	/'feɪθf(ə)l/
globe <i>n</i> C	/'gləʊb/
global <i>adj</i> ***	/'gləʊb(ə)l/
home <i>n</i> C ***	/'həʊm/
homeless <i>adj</i> *	/'həʊmləs/
imagine <i>v</i> ***	/'ɪmædʒɪn/
imaginative <i>adj</i> *	/'ɪmædʒɪnətɪv/
number <i>n</i> C ***	/'nʌmbə(r)/
numerous <i>adj</i> **	/'nju:mərəs/
persuade <i>v</i> ***	/'pə(r)'sweɪd/
persuasive <i>adj</i> *	/'pə(r)'sweɪsɪv/
rain <i>n</i> C ***	/'reɪn/
rainy <i>adj</i>	/'reɪni/
response <i>n</i> C ***	/'ri'spɒns/
(ir)responsible	/(ɪ)rɪ'spɒnsəb(ə)l/
<i>adj</i> ***	
substance <i>n</i> U ***	/'sʌbstəns/
substantial <i>adj</i> ***	/'sʌb'stænʃ(ə)l/

## Other words &amp; phrases

a stroke of genius	/'ə ,strəʊk əv
	'dʒɪ:niəs/
amiable <i>adj</i>	/'eɪmiəb(ə)l/
at a premium	/'æt ə 'pri:miəm/
bail (sb) out <i>v</i>	/'beɪl 'aʊt/
banish <i>v</i> *	/'bæniʃ/
benefactor <i>n</i> C	/'benɪ,fæktə(r)/
bimbo <i>n</i> C	/'bɪmbəʊ/
blacklist <i>v</i>	/'blæk,lɪst/
book price <i>n</i> C	/'bʊk ,praɪs/
bottom line	/'bɒt(ə)m 'laɪn/
<i>n</i> sing	
buck <i>n</i> C	/'bʌk/
bulging <i>adj</i>	/'bʌldʒɪŋ/
bump into <i>v</i>	/'bʌmp 'ɪntə/
cash handout <i>n</i> C	/'kæʃ 'hændaʊt/
cheapskate <i>n</i> C	/'tʃi:p,skeɪt/
choke <i>v</i> *	/'tʃəʊk/
chuck (sth) out <i>v</i>	/'tʃʌk 'aʊt/
clothes-buying	/'kləʊðz baɪɪŋ
binge <i>n</i> C	/'bɪndʒ/
come in for	/'kʌm ɪn fə
criticism	'krɪtɪsɪz(ə)m/
compost <i>n</i> U	/'kɒmpɒst/
confide <i>v</i> *	/'kɒn'faɪd/
conman <i>n</i> C	/'kɒnmæn/
countless <i>adj</i> *	/'kaʊntləs/
crate <i>n</i> C	/'kreɪt/
crockery <i>n</i> U	/'krɒkəri/

decay <i>v</i> *	/'deɪkeɪ/
decompose <i>v</i>	/'di:kəm'pəʊz/
disposable <i>adj</i> *	/'dɪ'spəʊzəb(ə)l/
dough <i>n</i> U	/'dəʊ/
dunk <i>v</i>	/'dʌŋk/
e-waste <i>n</i> U	/'i:,weɪst/
excruciating <i>adj</i>	/'ɪk'skru:ʃi,eɪtɪŋ/
fake <i>adj</i>	/'feɪk/
flashy <i>adj</i>	/'flæʃi/
germinate <i>v</i>	/'dʒɜ:(r)mɪneɪt/
grab <i>v</i> **	/'græb/
guileless <i>adj</i>	/'gaɪlləs/
hail (sth) as	/'heɪl əz ə sək'ses/
a success	
have (distance)	/'hæv ɒn ðə 'klɒk/
on the clock	
have (sb) on <i>v</i>	/'hæv 'ɒn/
have a chuckle	/'hæv ə 'tʃʌk(ə)l/
hick <i>n</i> C	/'hɪk/
ingénue <i>n</i> C	/'æŋʒənju:/
junk shop <i>n</i> C	/'dʒʌŋk ʃɒp/
karma <i>n</i> U	/'kɑ:(r)mə/
landfill site <i>n</i> C	/'lænd(d)ɪl ,sait/
lick <i>v</i> *	/'lɪk/
life expectancy <i>n</i> U	/'laɪf ɪk'spektənsɪ/
manicure <i>n</i> C	/'mænɪkjʊə(r)/
masticate <i>v</i>	/'mæstɪkeɪt/
memoir <i>n</i> C	/'mem,wɜ:(r)/
money-	/'mʌni
laundering <i>n</i> U	/'ləʊnd(ə)rɪŋ/
nauseated <i>adj</i>	/'nɔ:zi,eɪtɪd/
oversized <i>adj</i>	/'əʊvə(r),saɪzd/
pallet <i>n</i> C	/'pælət/
panhandling <i>n</i> U	/'pæn,hændlɪŋ/
panic-stricken <i>adj</i>	/'pænɪk ,strɪkən/
pedicure <i>n</i> C	/'pedɪkjʊə(r)/
perk <i>n</i> C	/'pɜ:(r)k/
pick up a bargain	/'pɪk ,ʌp ə
	'bɑ:(r)ɡɪn/
pin <i>v</i> **	/'pɪn/
plead for <i>v</i>	/'pli:d ,fɔ:, ,fə/
plough through <i>v</i>	/'pləʊ 'θru:/
ponder <i>v</i>	/'pɒndə(r)/
quarry <i>n</i> C	/'kwɒri/
reel <i>v</i>	/'ri:l/
return to	/'rɪ,tʊ:(r)n tə
the black	ðə 'blæk/
rust <i>v</i>	/'rʌst/
shed <i>n</i> C **	/'fed/
sip <i>n</i> C *	/'sɪp/
slot <i>n</i> C *	/'slɒt/
snap (sth) up <i>v</i>	/'snæp 'ʌp/
stacks of (sth)	/'stæks əv/
stronghold <i>n</i> C	/'strɒŋ,həʊld/
stuffing <i>n</i> U	/'stʌfɪŋ/
tackle a	/'tæk(ə)l ə
problem	'prɒbləm/
tax haven <i>n</i> C	/'tæks ,heɪv(ə)n/
this sucks	/'ðɪs 'sʌks/
thrilled <i>adj</i>	/'θrɪld/
wear off <i>v</i>	/'weə(r) 'ɒf/
wolf (sth) down	/'wʊlf 'daʊn/