

1A | A fresh start

SPEAKING

- 1 Work in groups. Look at the photos and share your knowledge of South Africa. Use the ideas in the box to help you.

cities history things to see and do
sports climate languages

- 2 Work in pairs (A and B) with a student from another group. You are going to ask and answer questions about South Africa.

A: Turn to page 138. B: Turn to page 155.

- 3 Ask each other your questions.



A **WHAT BETTER WAY** to satisfy the yearning for beauty and travel than fly to the opposite end of the planet for plastic surgery, followed by recuperation in the privacy of a South African game park? Three years after setting up her company, *Surgeon and Safari*, Lorraine Melville is taking clients from all over the world, notably Britain.

The appeals are obvious. Britons who spend £200 million on cosmetic surgery each year have woken up to the fact that operations in Johannesburg or Cape Town can be a third of the price at home. A full face-lift, fourteen nights at Johannesburg's swanky Westcliff hotel and a chauffeur comes to less than £6,000.

Potential clients are sent a medical questionnaire and interviewed about their motivation. Those who expect the operation to transform their lives, find a partner, become happy, are advised it will not. From the airport they are shuttled to their hotel and often operated on the next day, giving a week or two for bruises to fade before returning home to a (hoped for) shower of compliments on how well they look after their holiday.

READING

- 1 Read the texts A-C and answer the questions.

- 1 What type of change does each text illustrate?
- 2 In what type of publication might you expect to find each text? Give reasons for your opinions.

- 2 Read the texts again and answer the questions.

Text A 1 Why do Britons travel to South Africa for cosmetic surgery?

2 What are clients told before they undergo surgery?

Text B 1 Why did Angie decide to emigrate to South Africa?

2 How did her friends react to her decision? Why?

Text C 1 Why, according to the text, was there an increase in crime in 1990s South Africa?

2 What was the significance of Nelson Mandela's gesture?



B There had been more than a few raised eyebrows when she'd announced her decision to go. The congratulations had lacked spontaneity, the smiles were forced. And if her friends' reactions had caused her on occasion to question the wisdom of what she was doing, she had been determined not to show it. Anyway, it was too late now – the house had been sold, the money divided up with her ex-husband, the leaving party held and the promises made to keep in touch.

South Africa was such a long way, they'd all concurred. She had no roots there, no friends, no contacts. Would she be safe on her own? But Angie needed to break with the past, with the painful memories of a failed marriage, and start a new life abroad. Europe was ruled out – she spoke no languages – and America was too expensive. The Cape coast had it all: the weather, the lifestyle, the food. And there were plenty of Brits to make her feel at home.

3 Match the highlighted verbs in the texts to the definitions a-i.

- | | |
|----------------------------|---|
| a agree | f greet enthusiastically |
| b share out | g start |
| c have a widespread effect | h not consider as a possibility |
| d cost in total | i take (regularly, from one place to another) |
| e put on | |

4 Work in pairs. Discuss the following questions.

- How popular is cosmetic surgery in your country? What are the main reasons for having it?
- Would you ever consider living abroad? Why or why not?
- What major changes have taken place recently in your country? Have these changes been for the better or for the worse?



C

In South Africa the public mood had shifted from the euphoria of the post-apartheid liberation, when the world in the early 1990s marvelled at the South Africans' ability to bury the past and to hail a common future, to more worrying concerns of unemployment and violence. The threats to the new South African state no longer came from the white far right, but in the transition from the tight controls of apartheid. Violent crime was on the rise – not only robberies and car-hijacking but outright murders.

President Nelson Mandela continued to stand as the embodiment of hope for the future and a moral authority recognized by virtually everyone in the country. In June 1995, in one of the remarkable images of our time, he donned the green and gold jersey of the Springboks, the mainly white rugby team that had symbolized diehard Afrikaner nationalism, thus sending a message that reverberated around the world: South Africa would continue the miracle of transformation from apartheid to a democratic and egalitarian society.

VOCABULARY & SPEAKING: change

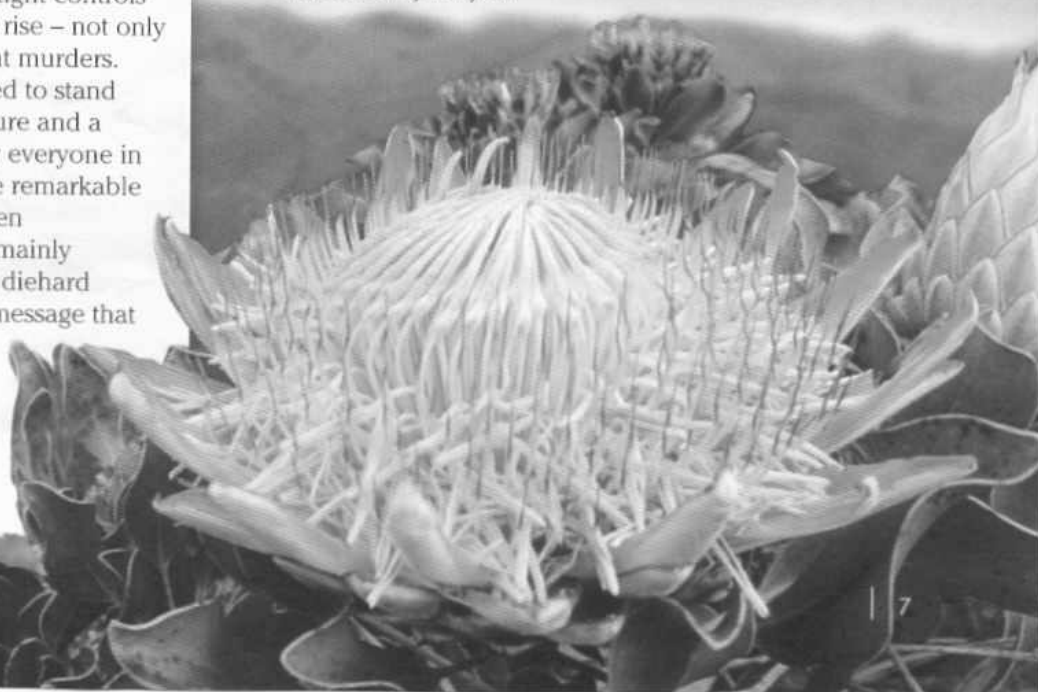
1 Work in pairs. Discuss the questions.

- Which of these do you know how to change?
 - a nappy • a tyre • a lightbulb • a plug
- Which of these would you like to change?
 - your name • your image • your lifestyle
- What changes, if any, would you make to the following? Why?
 - your home • your school or workplace
 - your town or local area

2 Complete the sentences with the correct form of a verb in the box.

adapt alter convert shift
switch transfer transform vary

- I have no idea what the current rate is for ____ my country's **currency into** sterling.
 - I need to ____ my **diet** more – I always eat the same things.
 - I often channel-hop when I watch TV, ____ between **channels** to see what's on.
 - I don't ____ **easily to new situations**.
 - I get my mother to ____ my **clothes** if they don't fit properly.
 - The internet has **radically** ____ my **life**.
 - I cannot understand why such vast sums of money are involved when a **football player** ____ **from one club to another**.
 - I think the focus of language lessons should ____ **away from** grammar and **towards** more vocabulary learning.
- 3 Work in pairs. Discuss the sentences in exercise 2. How true are they for you?



1B | First day

SPEAKING

- 1 Work in small groups. Talk about how you might feel and what your main concerns would be on your first day in each of the situations.
 - as a pupil starting at a secondary school
 - as a new teacher at a secondary school
 - in a new house
 - on holiday in a foreign city
 - on a diet
- 2 Discuss the following questions.
How did you feel on your first day in this class? Why?

LISTENING

- 1 You are going to listen to part of a radio interview about starting at a new school. Before you complete the sentences in exercise 2, try to predict the type of information which will be required in each gap.

1 *possibly an adjective or maybe the person's profession*

- 2  1.1 Listen and complete the sentences.

- 1 Jackie Haylett used to be _____.
- 2 She says the move to secondary school marks the beginning of the end of _____.
- 3 At secondary school, children have as many as _____ teachers.
- 4 It is important for parents to _____ and _____ their child at the end of each day.
- 5 However, parents should try not to _____.
- 6 Parents can help reduce a child's anxiety by establishing a _____.
- 7 Two checklists should be written if parents are _____ or _____.
- 8 Parents should encourage their children to _____ as possible.

SPEECH FEATURE: approximation

In conversation we tend to use approximating expressions rather than speak in precise terms.

- 1 Use the words in the box to complete the approximating expressions from the recording.

about up so something anything

- 1 *It's coming* _____ *to* half past eleven.
- 2 *For the previous year* **or** _____ *they've been the oldest and biggest in the school.*
- 3 *There are* _____ **up to** *a dozen of them.*
- 4 _____ **eight thirtyish** *is a good time for an eleven-year-old.*
- 5 *Later this month* _____ **like** *60,000 school leavers will be starting their first year at a university.*

Here are some more approximating expressions:

It cost me three pound fifty **something**.

It took **around** *two weeks* **or something like that**.

There were **just under / over / roughly / very nearly / upwards of / somewhere in the region of / some** *two thousand people there.*

I've been here for twenty **odd** *years.*

- 2 Express the following using two different approximating expressions for each.

53 people: *just over 50 people, 50 or so people*

- | | |
|-----------|--------------------------|
| 1 19 days | 4 5 hours 11 minutes |
| 2 5.56pm | 5 233 kilometres |
| 3 £21.24 | 6 7,241 light years away |



- 3 Work in pairs. Tell each other about yourselves using approximating expressions for numbers, ages, lengths of time, money and so on. You could talk about the items in the box.

studies work English family
interests hopes & ambitions other

I've been working as an accountant for something like five years now. There are some 40 or so people working in the company, but there are only about five of us in my department.

GRAMMAR: simple & continuous verb forms

- 1 Name the tenses in bold in the following sentences from the recording.

- 1 When I **was bringing up** my own children, we **moved** house two or three times.
- 2 I **think** the least we can do is encourage our children to make friends.
- 3 Some parents **are** probably **wondering** what they can do.
- 4 Schools **have opened** their doors once again.
- 5 We've **just been talking** about children's very first day at school.
- 6 I can't guarantee it **will work** in all cases.
- 7 Later this month ... 60,000 school leavers **will be starting** their first year at a university.

- 2 Explain why the simple or continuous form is used in each of the sentences in exercise 1. Use the language in the box.

an action in progress at a particular time a single action
an activity that has recently stopped a state

- 3 Choose the correct alternative to complete the texts. In some cases both alternatives may be possible.

- 1 As you know / are knowing, I have / 'm having a party on Saturday to celebrate my 21st birthday. I've hired / been hiring a hall and my brother's rock group has agreed / been agreeing to play. Do you think you 'll come / 'll be coming?
- 2 My son Mark is / is being so uncooperative at the moment. We aren't / aren't being sure if it's just because he grows / is growing up and he wants / is wanting to test us or whether perhaps he feels / is feeling jealous of his baby sister.
- 3 My sister Annie lives / is living abroad and yesterday morning she was taken / was being taken to hospital. It appears / is appearing she fell / was falling and broke / was breaking her wrist while she had / was having a shower. I've phoned / been phoning the hospital all morning but they don't answer / aren't answering. I think / am thinking I've phoned / been phoning about seven or eight times.

- 4 Note down one example for each of the following, then compare and discuss each one with your partner.

- a problem in your country or local area which is getting worse
- something you have recently started or stopped doing
- something you have been doing for a long time
- the place you went to on your most recent holiday
- what you were doing this time last Sunday
- what you will or might be doing this time next Sunday

Continuous forms can be used to:

- describe actions in progress at a specific time which is either stated or understood.
*He **was cooking** his dinner when I phoned.*
- talk about an activity that has recently stopped.
*It looks as though it's **been raining** here.*
- emphasize repetition, duration or the temporary nature of an event.
*I've **been trying** to speak to him for weeks.*
*She's only **working** there this month.*
- talk and ask about arrangements or plans.
*I'm **playing** tennis with Paul tomorrow.*
*Will you **be going** into town later?*
- describe change and development.
*The weather's **changing** – it's **getting** cold again.*

Simple forms can be used to:

- describe single or habitual actions, or repeated actions with a stated frequency or number.
*I often **went** to France as a child.*
*You've **told** me that three times today!*
- describe states.
*I **think** I **know** what she **wants** for Christmas.*

Some state verbs can be used in the continuous form, but with a change in meaning.

*The situation **appears** to be improving. (= seems)*
*Janet Burns **is** currently **appearing** in The Seagull at the Connaught Theatre.*
(= is performing)

Some others can be used in either simple or continuous form with no change in meaning.

*I **feel**/'m **feeling** terrible. My back really **aches**/**is** really **aching**.*

The continuous form of the verb *to be* can be used to describe temporary behaviour.

*You're **being** very naughty!*

➤ SEE LANGUAGE REFERENCE PAGE 14

1c | Growing up

VOCABULARY & SPEAKING: age

1 Arrange the following in chronological order.

a twentysomething a senior citizen
a toddler a preteen a newborn
a 30-year-old a teenager
a middle-aged man/woman

2 Approximately how old are the following people?

- 1 She recently came of age.
- 2 He's just turned 30.
- 3 She's on the wrong side of 40.
- 4 He's having a midlife crisis.
- 5 She's coming up to retirement.
- 6 He's getting on for 70.

3 Using the words and expressions from exercises 1 and 2, say how old you think the people in the photos A–E are.

4 Work in pairs. Take turns to talk about the ages represented in the photos A–E. Do not mention the ages; your partner will try to guess them. For each one you could talk about:

- the advantages and disadvantages of being this age.
- the main concerns of people at this age.
- what people normally hope to achieve by this age.

READING

1 Read the title of the text and the introduction. What areas of a person's life might be covered in a series such as this?

2 Read the whole text. Which of the areas you discussed in exercise 1 are mentioned?

3 Read the text again and choose the correct alternative to complete the sentences.

- 1 The writer suggests that the participants' experiences have influenced *their decisions / how they feel about their lives / viewers' opinions of them*.
- 2 The writer says that Neil's *past is reflected in his face / work is poorly paid / physical health is better now*.

10 |



Growing up on television

In 1964 Granada Television made a documentary entitled 7-Up, featuring fourteen seven-year-olds 'from startlingly different backgrounds', sharing their thoughts, describing their feelings and revealing their hopes and dreams for the future.

5 *Since then the programme makers have charted the lives of these individuals, broadcasting updates on their progress every seven years. David Taylor watched the latest instalment, 49-Up, with the participants now well into middle age.*

10 What strikes one about the 7-Uppers who still appear in the programme is that most, if not all of them, seem at last to have found happiness. The university professor, the teacher, the librarian, the barrister, the builder and the taxi driver have all had their ups and downs, yet in spite, or perhaps because of this, they appear more content with their lives than ever before, able to reflect on their experiences and better appreciate what they have achieved. For some, the process has taken a long time: 'Now is the first time that I actually feel happy in my own skin,' admits a calm and composed Susie, who at 21 was visibly ill-at-ease in front of the cameras.

- 3 Andrew has the impression that his life *is not as successful as it could have been / has been very uneventful / was carefully planned for him*.
- 4 The writer says that Tony's background *highlights the unfairness of the class system / has been no obstacle to success / was severely deprived*.
- 5 Tony is a *lawyer / jockey / taxi driver*.
- 6 We learn that some of the participants are *American / less than enthusiastic about appearing in the series / unlikely to contribute to future programmes*.

4 Work in pairs. Discuss the questions.

- How have you and your life changed in the last seven years?
- Would you be interested in appearing in a documentary series like 7-Up? Why or why not?



20 Even Neil, who at 28 feared for his sanity, agrees that he now has 'a stronger sense of purpose'. Of all those appearing in the series, Neil surely underwent the most dramatic changes, and his story represents all that is unpredictable in life. The angelic features of the seven-year-old who was going to be an astronaut and if not, a coach driver, are now rough and weathered, bearing testimony to the time he spent on the road, homeless and wandering around the west coast of Scotland. He is still without a full-time job but his political work as a member of a local district council keeps him occupied and enables him to supplement the income he receives from state benefits.

25 Whilst for some participants, things did not turn out quite as they would have hoped, for others life held fewer surprises. 'It was as if my life was mapped out for me,' says Andrew, who at seven years old already knew the schools he would attend, the university he would study at and the profession he would follow – that of a lawyer. Andrew came from a privileged background, and although he acknowledges that the world for younger people nowadays is much more competitive and less predictable than before, his children will undoubtedly benefit from the private education his earnings have enabled him to provide for them.

45 And then there's Tony, the working-class lad from the East End of London. One of the programme's original aims was to expose Britain's rigid class system, but Tony is evidence that humble beginnings need not prevent one from getting on in life. His route to financial wellbeing was not the academic one that Andrew followed, but like the lawyer, he was always clear about what he wanted to do: he left school at fifteen, trained to be a jockey, and knew that if that didn't work out, he would drive a London cab – which he does to this day. And like Andrew, he and his wife have bought a second home: not a converted barn in the English countryside, but a house in Spain, where he hopes to set up a sports bar in the near future.

60 The success of the 7-Up series in America shows that the programme is perhaps more about universal truths than local class concerns, dealing with issues that all classes have to deal with such as work, relationships and families. For a number of the participants, however, it is an intrusion into their privacy. They are uncomfortable about having their lives held up to such close scrutiny, and the producer Michael Apted has to work hard every seven years to persuade them to come back on the programme.

70 And most do: of the original fourteen 7-Uppers, twelve chose to appear in this latest instalment. One can only hope that they will come back for the next one, as their contributions provide a fascinating record of the human condition. 'It's like Big Brother,' says John, the barrister. 'It is actually real life TV with the added bonus that you can see people grow old, lose their hair, get fat.'

GRAMMAR: reference & substitution

1 What do the highlighted words in the text refer to?
then = 1964

2 Complete the sentences with the words in the box.

that those there so not nor
one ones do does did

Sure. I'll pick you up at the same time as I did last week.

- 1 Yes, we have got some striped _____, but I think a plain _____ would suit you better.
- 2 I didn't enjoy it and _____ did Lara.
- 3 I know. _____'s why she resigned.
- 4 I never watch it but my wife _____.
- 5 Of course I _____. We go _____ on holiday every year.
- 6 Yes, go on. If _____, she might start to worry.
- 7 I certainly hope _____. I don't know what I'll do if he says 'no'.
- 8 Yes, and the sports facilities are better than _____ of the other schools in the area.

3 Write the preceding line of dialogue for each sentence in exercise 2.

A: Can you give me a lift tomorrow?

B: Sure. I'll pick you up at the same time as I did last week.

4 Work in pairs. Take turns to read out in random order the sentences you have written in exercise 3. Reply to your partner's sentences using the appropriate responses from exercise 2.

Use *this*, *that*, *these*, *those* before nouns or on their own to **refer back** to previously stated ideas.

... and told them she was pregnant. They were delighted at **this news** and ...

... in the 1890s. In **those days** there were no fridges ... He had failed the exam. **This** came as no surprise ...

Use the following to **substitute** and avoid repetition of previously used words and clauses: *then*, *there*, *one(s)*, *so*, *not*, *neither*, *nor*, *do*, *does*, *did*.

'I'm not sleeping as well as I **did** on holiday.'

(= slept)

'Is it raining?' 'I think **so**.' (= it is raining)

I don't eat meat and **neither does** Elisa.

(= Elisa doesn't eat meat either)

➤ SEE LANGUAGE REFERENCE PAGE 14

1D | The quarterlife crisis

LISTENING

- 1 Work in pairs. Compare the two photos in A, B and C. Describe the decisions we have to make and responsibilities we have to assume when we make the change from childhood to adulthood.
- 2 Read the following extract from a magazine article and discuss the questions below.

We've all heard of the **midlife crisis** – those feelings of worry, doubt or dissatisfaction that some people experience when they reach middle age and reflect on what they have, or have not, achieved in their lives. But for some time now, people have also been talking about the **quarterlife crisis**, which affects many young people between the ages of eighteen and 35.

- What do you think the quarterlife crisis consists of?
- What feelings might young people experience and why?

Check your ideas on page 138.

- 3 1.2–1.6 Listen to five people talking about the quarterlife crisis and decide whether the speakers 1–5 would (✓) or would not (✗) agree that twentysomethings have good reason to complain about their situation.
- 4 1.2–1.6 Listen again and match one of the statements a–h to the speakers 1–5. Three of the statements are not required.

- a I share my problems online with people in a similar situation.
- b Many twentysomethings are envious of their friends.
- c Young people are too demanding.
- d My expectations have not been met.
- e The problems are not specific to twentysomethings.
- f Life used to be more straightforward.
- g Teenagers have an easier life than twentysomethings.
- h Having a range of options makes life interesting.



- 5 Work in pairs. Discuss the questions.

- Do you sympathize with those who claim to be suffering a quarterlife crisis? Why or why not?
- In what ways is life easier or more difficult for young people now compared to previous generations?
- Do you prefer to have your life 'all mapped out' or does uncertainty 'add a bit of spice to life'? Give reasons.

VOCABULARY: noun suffixes

- 1a From which adjectives are the following nouns from the recording formed?

stability - stable

- 1 insecurity 3 reality 5 uncertainty
- 2 responsibility 4 maturity

- b From which verbs are these nouns from the recording formed?

decisions dissatisfaction expectations realization

- 2a** Use these suffixes to form nouns from the following groups of verbs.

-ence -ment -al -ure

- | | | |
|--------------|---------|---------|
| 1 bury | deny | survive |
| 2 disappoint | achieve | involve |
| 3 fail | depart | proceed |
| 4 exist | occur | obey |

- b** Use these suffixes to form nouns from the following groups of adjectives.

-ence -ness -cy -ity

- | | | |
|------------|----------|-------------|
| 1 sincere | flexible | generous |
| 2 sad | tired | serious |
| 3 pregnant | fluent | accurate |
| 4 absent | patient | intelligent |

- 3a** Complete the text with the correct noun form of the words in brackets.

'I look back on my childhood (*child*) with great (1) ____ (*fond*). I had more (2) ____ (*free*) to do what I wanted then, and in my childish (3) ____ (*innocent*) I had fewer (4) ____ (*inhibit*) and more self-(5) ____ (*confident*). Although age supposedly brings with it greater (6) ____ (*wise*), there's a lot of (7) ____ (*true*) in the maxim, (8) '____ (*ignorant*) is bliss'. I had no cares in the world and used to do everything with such (9) ____ (*enthuse*); now the only thing I look forward to is my (10) ____ (*retire*).'

- b** Do you share the feelings of the speaker in a?

SPEAKING

- Read the five paragraphs on page 139. Have you ever been in any similar situations yourself?
- Work in pairs, A and B. Each of you should choose a different situation on page 139 and make a list of all the ways in which you might benefit from such a move.
- Now consider your partner's situation and think about why this move would not be a good one. Make a list of the disadvantages and problems it might bring, both to your partner and any other people mentioned, and think of alternative solutions.

Roleplay

- 4** Roleplay the following conversation, using your notes from exercises 2 and 3.

A: Explain why you want to go ahead with your decision.

B: Try to dissuade your partner from going ahead with his/her decision.

Now change roles and have the second conversation.

- 5** What do you think would really be the best course of action in each case?

- 6** Work in pairs. Discuss the following.

- What is the biggest decision you have made in your life so far?
- What difficulties did you face?
- What were the consequences?

DID YOU KNOW?

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



Founded in 1961, *Help the Aged* is one of a number of charities representing the interests of older people in the UK. It aims to ensure that they are valued by society, become integrated and feel fulfilled, and concentrates its efforts on combating poverty and neglect, reducing isolation, defeating ageism and promoting quality in the care of older people.

The charity offers help and advice on a number of issues including health, home safety, money and care, much of which is available on its website www.helptheaged.org.uk. It also regularly runs campaigns aimed, for example, at fighting age discrimination, stopping psychological and physical abuse, or organizing donations to prevent deaths from cold-related illnesses in winter.

In addition, *Help the Aged* works overseas and in partnership with the charity *HelpAge International*. Around one-quarter of its expenditure goes towards improving the lives of disadvantaged older people in the developing world.

- Are there any similar charities in your country?
- To what extent are older people valued, respected and integrated into society?
- How, if at all, has the situation changed in recent years?

1 | Language reference

GRAMMAR

Simple & continuous verb forms

1 Continuous forms are used to

- talk about actions which were, are or will be in progress at a specific time, which is either stated or understood.

*When I last met him, he **was** still **looking** for a job.
I'm **having** a really hard time at work at the moment.
Don't call me at 1.30. I'll **be having** my lunch then.*

- talk about an activity that has recently stopped.

*We've just **been playing** tennis.*

- suggest that a situation or action is temporary or incomplete.

*My flat's **being decorated** so I'm **staying** at my mum's.
I've **been writing** my thesis – I've almost finished.*

- emphasize duration, using *for* or *since*.

*She'd **been waiting** for him for over an hour.
I've **been sitting** here since three o'clock.*

- refer to repeated actions. *Always, forever, continually* are used with present and past continuous to show that the speaker finds the repetition annoying or curious.

*I've **been taking** that herbal remedy you recommended.
You're **forever forgetting** your keys!
She **was always climbing** trees as a child.*

- describe change and development.

*Simon's **growing up** – he's **getting taller** and taller.*

- talk about future arrangements.

*I'm **meeting** Sally at three tomorrow.*

2 Simple forms are used to describe:

- single completed actions.

*I've **written** my thesis. I **submitted** it yesterday.*

- habitual actions.

*I often **went** fishing as a boy but I rarely **go** now.*

- repeated actions where the frequency or number is stated.

*I **phoned** the bank twice yesterday, and I've **made** another three calls today.*

- timetabled or scheduled events in the future.

*My train **leaves** at six thirty tomorrow morning.*

- states. State verbs include *appear, believe, know, like, own, prefer, remember, seem, understand, want*.

*I **understand** why you **like** it, but I **don't want** one.*

Some state verbs can be used in the continuous form, but with a change in meaning, eg *appear, expect, fit, have, see, smell, think*.

*I'm **seeing** Alan on Friday. (see = meet)*

*Sorry, I **don't see** what you mean. (see = understand)*

The continuous form of the state verb *be* can be used to describe temporary behaviour.

*You're **not being** very helpful. In fact, I think you're **being** very rude.*

When describing feelings, the verbs *feel, hurt* and *ache* can be used in the simple or continuous form with no difference in meaning.

*I **feel**/I'm **feeling** tired and my neck **hurts**/I'm **hurting**.*

However, with some time adverbials the simple form must be used:

*I **feel** tired **all the time**.*

*My neck **hurts** **when I turn my head**.*

Reference

this, that, these and *those* can be used as determiners before nouns to refer back to previously mentioned people, things, or ideas.

*... but he would have the opportunity to travel. It was for **this** reason that he accepted the job.*

*... fish, reptiles and amphibians. **These** creatures are all cold-blooded, unlike birds and mammals, which ...*

They can also be used on their own as pronouns. *this* is more common than *that* in writing.

*... so they decided to hold another meeting. **This** took place the following February and ...*

*'No, you can't have any sweets.' 'Oh, **that's** not fair!'*

The pronouns *that* and *those* often occur in sentences which include a comparison.

*Its **sense of hearing** is far more acute than **that** of most other birds.*

*The most successful **students** tend to be **those** who keep good vocabulary records.*

Notice in these two examples how *that* and *those* avoid repetition of the nouns to which they refer (*sense of hearing* and *students*). The same is true of other pronouns.

*The woman was clearly angry with **her** son. **She** told **him** to apologize immediately for his rudeness.*

Substitution

Like pronouns, a number of other words can be used to substitute and avoid repetition of previously used words and clauses.

- Auxiliary verbs *do, does, did* in place of a verb.
*Susie didn't come to the show but her husband **did**.*

- *so/neither/nor* + auxiliary verb + subject.

*She doesn't like it and **neither/nor do I**.*

*His firm's had a good year and **so has ours**.*

- *so/not* in place of a *that* clause.

*'Is John going tonight?' 'I don't think **so**. I hope **not**.'*

*(= I don't think **that John is going tonight**. I hope **that John isn't going tonight**.)*

- if so/not in place of a conditional clause.

Are you unemployed? **If so**, we've got work for you. **If not**, would you like to earn some extra cash?

- one/ones for countable nouns.
'How many sweets have you got?'
'Four – two blue **ones**, a green **one** and the **one** that's in my mouth.'

- then/there for a time or place.
'How do you know he was at the disco last night?' 'Because I saw him **there then**.'

WORD LIST

Change

change a nappy	/ˈtʃeɪndʒ ə 'næpi/
change a light bulb	/ˈtʃeɪndʒ ə 'laɪt, bʌlb/
change a plug	/ˈtʃeɪndʒ ə plʌɡ/
change a tyre	/ˈtʃeɪndʒ ə 'taɪə(r)/
adapt v **	/ə'dæpt/
alter v **	/ɔ:l'tə(r)/
convert v **	/kən'vɜ:(r)t/
shift (away)	/ʃɪft (ə'wei)
from/towards v	fɹəm/tə'wɔ:(r)dz/
switch v ***	/swɪtʃ/
transfer v ***	/ˈtrænsfɜ:(r)/
transform v **	/ˈtræns'fɔ:(r)m/
vary v ***	/ˈveəri/

Age

come of age v	/ˌkʌm əv 'eɪdʒ/
come up to	/ˌkʌm ʌp tə
retirement	rɪ'taɪə(r)mənt/
get on for	/ˌget 'ɒn fə(r)/
(+ age) v	
midlife crisis n C	/ˌmɪdlɑɪf 'kraɪsɪs/
newborn n C	/ˌnjuːbɔ:(r)n/
on the wrong side	ɒn ðə 'rɒŋ
of (+ age)	ˌsaɪd əv/
preteen n C	/ˈpriːtiːn/
senior citizen n C	/ˌsiːniə(r)n/
toddler n C *	/ˈtɒdlə(r)/
turn (+ age) v	/tɜ:(r)n/
twenty	/ˌtwenti'samθɪŋ/
something n C	

Noun suffixes

accurate adj **	/ˈækjʊrət/
accuracy n U **	/ˈækjʊrəsi/
bury v **	/ˈberi/
burial n C *	/ˈberɪəl/
certain adj ***	/ˈsɜ:(r)t(ə)n/
certainty n U **	/ˈsɜ:(r)t(ə)nti/
child n C ***	/tʃaɪld/

childhood n U **	/ˈtʃaɪld,hʊd/
consult v **	/kən'sʌlt/
consultant n C **	/kən'sʌltənt/
decide v ***	/dɪ'saɪd/
decision n C ***	/dɪ'sɪz(e)n/
employ v ***	/ɪm'plɔɪ/
employee n C ***	/ɪm'plɔɪiː/

enthuse v	/ɪn'θjuːz/
enthusiasm n U **	/ɪn'θjuːzɪ,æzəm/
expect v ***	/ɪk'spekt/
expectation n C ***	/ˌekspek'teɪʃ(ə)n/
history n U ***	/ˈhɪst(ə)ri/
historian n C **	/hɪ'stɔ:riən/
ignore v **	/ɪg'nɔ:(r)/
ignorance n U	/ɪgnərəns/
inhibit v *	/ɪn'hɪbɪt/
inhibition n C *	/ˌɪnhɪ'bɪʃ(ə)n/
invest v ***	/ɪn'vest/
investment n C ***	/ɪn'vest(mənt)/
novel n C ***	/ˈnɒv(ə)l/
novelist n C *	/ˈnɒvəlɪst/
obey v **	/ə'beɪ/
obedience n U	/ə'biːdiəns/
occur v ***	/ə'kɜ:(r)/
occurrence n C **	/ə'kʌrəns/
proceed v ***	/prə'siːd/
procedure n C ***	/prə'siːdʒə(r)/
research n U ***	/rɪ'sɜ:(r)tʃ/

researcher n C	/rɪ'sɜ:(r)tʃə(r), /rɪ'sɜ:(r)tʃə(r)/
spectate v	/spek'teɪt/
spectator n C *	/spek'teɪtə(r)/
stable adj **	/ˈsteɪb(ə)l/
stability n U **	/stə'bɪləti/
tired adj ***	/ˈtaɪə(r)d/
tiredness n U	/ˈtaɪə(r)dənəs/
true adj ***	/truː/
truth n U ***	/truːθ/
wise adj **	/waɪz/
wisdom n U **	/ˈwɪzdəm/

Other words & phrases

add a bit of spice	/ˌæd ə bɪt əv 'spɑ:s tə laɪf/
to life	
ageism n U	/ˈeɪdʒɪz(ə)m/
alleviate v	/ə'liːviət/
angelic adj	/æŋ'dʒelɪk/
barn n C **	/bɑ:(r)n/
bear testimony to	/ˌbeə(r) 'testɪməni tu,tə/
bruise n	/bruːz/
cocooned adj	/kə'kuːnd/
come to v	/ˌkʌm ,tu/
composed adj	/kəm'pəʊzd/
concur v	/kən'kɜ:(r)/
cool adj ***	/kuːl/
descent n U *	/dɪ'sent/
diehard adj	/ˈdaɪ,hɑ:(r)d/
divide (sth) up v	/dɪˌvaɪd 'ʌp/
don v	/dɒn/

ease v **	/iːz/
embodiment n U	/ɪm'bɒdɪmənt/
facelift n C	/ˈfeɪs,lɪft/
fade v **	/feɪd/
forced adj	/fɔ:(r)st/
fulfilled adj	/fʊl'fɪld/
grasp v **	/ɡrɑ:sp/
hail v *	/heɪl/
harsh adj **	/hɑ:(r)ʃ/
have one's ups and downs	/həv wʌnz 'ʌps ən ,daʊnz/
hold (sth) up to close scrutiny	/həʊld ʌp tə ˌkləʊs 'skruːtɪni/
household n C ***	/ˈhaʊs,həʊld/
humble	/ˌhʌmb(ə)l/
beginnings n pl	bɪ'ɡɪnɪŋz/
ill-at-ease adj	/ɪl ət 'iːz/
in short supply	/ɪn ,ʃɔ:(r)t sə'plai/
instalment n C	/ɪn'stɔ:lmənt/
intrusion n C *	/ɪn'truːz(ə)n/
leap n C *	/li:p/
live up to	/ˌlɪv 'ʌp tə
expectations	ˌekspek'teɪʃ(ə)nz/
map (sth) out v	/ˌmæp 'aʊt/
meet expectations	/mi:t ˌekspek'teɪʃ(ə)nz/
outright adj	/ˈaʊt,rəɪt/
overwhelming adj *	/ˌəʊvə(r)'welmɪŋ/
quarterlife	/ˌkwɔ:(r)təlaɪf/
crisis n C	/ˌkraɪsɪs/
reverberate v	/rɪ'vɜ:(r)bəreɪt/
rite of passage n C	/ˌraɪt əv 'pæsɪdʒ/
rule (sth) out v	/ˌru:l 'aʊt/
set (sth) up v	/ˌset 'ʌp/
settle down v	/ˌset(ə)l 'daʊn/
shuttle v	/ˈʃʌt(ə)l/
startlingly adv	/ˈstɑ:(r)t(ə)lɪŋliː/
stick with v	/ˈstɪk ,wɪð/
swanky adj	/ˈswæŋki/
take out a mortgage	/ˌteɪk aʊt ə 'mɔ:(r)ɡɪdʒ/
transition n C **	/ˌtræn'zɪʃ(ə)n/
tread water	/ˌtred 'wɔ:tə(r)/
turn one's back on	/ˌtɜ:(r)n wʌnz 'bæk ɒn/
turn out v	/ˌtɜ:(r)n 'aʊt/
undergo (a change)	/ˌʌndə(r)'ɡəʊ/
undergo surgery	/ˌʌndə(r)ˌɡəʊ 'sɜ:(r)dʒəri/
up and down the country	/ˌʌp ən daʊn ðə 'kʌntri/
weathered adj	/ˈweðə(r)d/
well-being n U	/ˌwel'biːɪŋ/
work out v	/ˌwɜ:(r)k 'aʊt/
yearning for n	/ˌjɜ:(r)nɪŋ ,fɔ:(r)/