

8A | It takes all sorts

READING



Mr Hilditch

Robert
and Lizzie

- 1 Work in pairs and do the following.
 - Describe the people in the pictures.
 - Say which of the pictures A-H you would associate with Mr Hilditch and which with Robert and/or Lizzie.



A ivory trinkets



B patchwork



C portrait



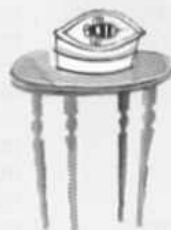
D naive watercolour



E shrubbery



G dried flowers



H beeswax polish

F trussed chicken

- 2 Read the two extracts from different novels and compare your ideas in exercise 1. In what ways do the literary descriptions differ from your own more informal descriptions?

Mr Hilditch

Although he does not know it, Mr Hilditch weighs nineteen and a half stone, a total that has been steady for more than a dozen years, rarely increasing or decreasing by as much as a pound. Christened Joseph Ambrose fifty-four years ago, Mr Hilditch wears spectacles that have a pebbly look, keeps his pigeon-coloured hair short, dresses always in a suit with a waistcoat, ties his striped tie into a tight little knot, polishes his shoes twice a day, and is given to smiling pleasantly. Regularly, the fat that bulges about his features is rolled back and well-kept teeth appear, while a twinkle livens the blurred pupils behind his spectacles. His voice is faintly high-pitched.

Mr Hilditch's hands are small, seeming not to belong to the rest of him: deft, delicate fingers that can insert a battery into a watch or tidily truss a chicken, this latter a useful accomplishment, for of all things in the world Mr Hilditch enjoys eating. Often considering that he has not consumed sufficient during the course of a meal, he treats himself to a Bounty bar or a Mars or a packet of biscuits. The appreciation of food, he calls it privately.

Once an invoice clerk, Mr Hilditch is now, suitably, a catering manager. Fifteen years ago, he was summoned by the factory management and the notion of a change of occupation was put to him. He was aware that computers were increasingly taking their toll on office staff and when the offer was made he knew better than to hesitate: as a reward for long and satisfactory service, redundancy was being forestalled.

Mr Hilditch occupies on his own, a detached house standing in shrubberies that run all around it, Number 3 Duke of Wellington Road. In 1979 his mother died in this house; he never knew his father. Left on his own at the time of the death, he committed to auction the furniture that had accumulated in his mother's lifetime and from then on made Number 3 solely his. Visiting salesrooms at weekends, he filled it with articles, large and small, all of them to his personal taste: huge mahogany cupboards and chests, ivory trinkets for his mantelpieces, second-hand Indian carpets and elaborately framed portraits of strangers.

Robert and Lizzie

Robert and Lizzie had started the Middleton Gallery in a tiny shop in one of Langworth's rambling side streets. They had met at art college – Lizzie a sculptor, Robert a graphic designer – and become inseparable. There was a photograph of them in those far-off days pinned up in the Gallery office, Robert wearing a frown of seriousness and bell-bottomed trousers and Lizzie – an extraordinary, almost skinny, Lizzie – in a skimpy jersey and platform-soled shoes, her hair pushed up into a huge,

50 floppy-peaked velvet cap. They weren't much older than that when they opened the Gallery, renting the shop and the damp, rickety flat above it, furnished with ill-assorted items their parents had given them.

Robert went to evening classes in Bath, and learned to make picture frames. Lizzie reluctantly abandoned her clay for patchwork making, flower drying and the patient beeswaxing of indifferent but fashionable pieces of pine furniture. They both discovered that they had a commercial eye. By the time that Harriet was born, in 1978, the original shop, which by now resembled the perfect seventies' fantasy of an Anglo-Saxon rural idyll, all naïve watercolours, spongeware mugs and wooden spoons, was both highly successful and bursting at the seams. With a loan from Lizzie's father, William, and another from the bank, the Middleton Gallery moved into a former florist's shop, in Langworth High Street.

3 Use context to match the highlighted words in the text with the definitions a-h.

- | | |
|--------------------------------------|--|
| a able to move quickly and skilfully | e very different and not well-suited to each other |
| b not solid | f very full |
| c not covering much of the body | g spreading in different directions |
| d a long time ago | h unable to see very clearly |

4 Read the texts again. In pairs, discuss what, if anything, is said about each of the following categories, both for Mr Hilditch and for Robert and Lizzie.

age physical appearance clothes family
work house furniture & decoration habits

Mr Hilditch is 54, but we don't know how old Robert and Lizzie are. The college photo was taken 'in those far-off days' so they must be ...

Using the information given, discuss in pairs what type of personality you imagine the characters to have. The following adjectives might help you.

ambitious easy-going introverted sociable
meticulous (dis)organized outgoing

5 Work in pairs, A and B, and turn to page 155. You are each going to describe someone.

GRAMMAR: noun phrases

noun + noun is used:

- in commonly accepted compound nouns. (1)
picture frames salesrooms
- to talk about what things are made of. (2)
ivory trinkets velvet cap
- for things that occur or appear regularly. (3)
the Tuesday market a night shift
- for containers, but not their contents.
a beer bottle a matchbox

noun of noun is used:

- for containers and their contents. (4)
a bottle of beer a box of matches
- where no compound noun exists. (5)
the roof of the house the sound of the rain
- to describe the characteristics of people or things. (6)
*a woman of great intelligence
a house of average size a look of surprise*

noun + 's/s' + noun is used to talk about:

- possession by or part of a particular person. (7)
my parents' car Elisa's toys
- things intended for people in general.
a children's playground men's shoes
- things occurring at a specific time.
last Tuesday's meeting next month's election
- the duration of something.
three weeks' work a day's holiday

SEE LANGUAGE REFERENCE PAGE 84

1 Match the noun phrases a-i from the reading texts to the appropriate categories 1-7 in the grammar box. One category is used more than once.

- | | |
|------------------------|----------------------------|
| a a packet of biscuits | f watercolours |
| b art college | g at the time of the death |
| c evening classes | h lifetime |
| d Mr Hilditch's hands | i a frown of seriousness |
| e pine furniture | |

2 In each description below there are two mistakes in the use of noun phrases. Correct the mistakes.

- a children television's programme I used to enjoy
- the last time I drank a wine glass with my meal of evening
- the best Sunday's new's paper in my country
- an advice piece for cars' owners in my area
- the tomorrow forecast of weather
- an exceptional talent sports' man or woman in my country
- a great natural beauty area within an hour drive of here
- a rather ridiculous clothing's item which was once the fashion height

3 Work in pairs. Think of someone or something answering each description in exercise 2 and tell your partner.

8B | Birth order

SPEAKING

1 Work in small groups. Read the quotations about sisters and discuss these questions about each one:

- What point is it making?
- Could it apply equally well to brothers? Why or why not?
- To what extent do you agree with the sentiments expressed?

1 *A sister is a little bit of childhood that can never be lost.* Marion C. Garretty

2 *A sister is both your mirror and your opposite.* Elizabeth Fishel

3 *You can kid the world. But not your sister.* Charlotte Gray

4 *If you don't understand how a woman could both love her sister dearly and want to wring her neck at the same time, then you were probably an only child.* Linda Sunshine

5 *Having a sister is like having a best friend you can't get rid of. You know whatever you do, they'll still be there.* Amy Li



2 How would you complete the sentences? Compare your thoughts with the rest of the group.

- 1 Having a brother or sister means _____.
- 2 Being an only child means _____.

LISTENING

1 2.28 You are going to hear a conversation between three friends. They are talking about brothers and sisters, and how the order in which they are born, their 'birth order', helps to determine their personality. Listen to the conversation and choose the correct alternative to complete each sentence.

- 1 Rob read that many first-born children *are more intelligent than their siblings / copy their parents' behaviour / spend too much time with their parents.*
- 2 In her late teens Christina was unhappy about *her parents' high expectations / her relationship with her brother / her choice of subject at university.*
- 3 Ann is not entirely convinced that *she is a very good artist / the article is based on fact / she fits the description in the article.*
- 4 Christina's brother developed *a career as an actor / accounting skills / strategies to attract attention.*
- 5 Ann says that her sister *is often ill / worries unnecessarily / is a light sleeper.*
- 6 Rob says he enjoys *receiving attention / helping to solve problems / having arguments.*
- 7 Birth order is thought to influence *people's chances of becoming famous / banking procedures / consumers' buying habits.*

2 Work in small groups. Discuss the following.

- To what extent do you feel that birth order, or being an only child or a twin, has affected your personality?
- How important do you think the following are in determining personality?

gender genetics sibling relationships astrology
the attitude and behaviour of parents life events

VOCABULARY: character traits

1 Complete the sentences from the listening with a noun from the box.

nature lack types sense tendency attitude streak

- 1 First-borns are more likely to be **hard-working, conscientious** _____.
- 2 Their younger brothers and sisters have a more **rebellious** _____.
- 3 That accounts for that **very bubbly, outgoing** _____ of his.
- 4 Younger children have a more **relaxed** _____ to life.
- 5 She has a **real** _____ to fuss.
- 6 She suffers from a _____ of confidence.
- 7 Some first-borns develop a _____ of anxiety when a brother or sister is born.

2.29 Listen and check.



- 2 Work in pairs. Look at the character traits in exercise 1 and discuss the extent to which you feel each one is positive (P) or negative (N).
- 3 Choose the alternative which does not describe an aspect of a person's character when used with the words in bold.
 - 1 a **sense of fun** / responsibility / superiority / adventure / touch
 - 2 a **tendency to put on weight** / act hastily / worry / lose one's temper / be negative
 - 3 a/an **competitive** / independent / white / ruthless / vicious streak
 - 4 a/an **gentle** / obsessive / temporary / easygoing / generous nature
 - 5 a **positive** / happy-go-lucky / down-to-earth / government / single-minded attitude
- 4 Tell your partner about three different people, each of whom possesses one or more of the character traits in exercise 3.

PRONUNCIATION: changing word stress

- 1 Some two-syllable verbs and nouns with the same spelling have a different pronunciation. Read these sentences from the recording. How is **rebel** pronounced in each case?
 - 1 I've always seen you as a bit of a rebel.
 - 2 My brother didn't exactly rebel.

2.30 Listen and check.

What determines which stress pattern to use?
- 2 Mark the stress on the words in bold.
 - 1 The chief **suspect** arrived at court under police **escort**, **protesting** her innocence.
 - 2 I took the **present** back to the shop but they **refused** to give me a **refund** without a receipt.
 - 3 The **produce** is **transported** across the **desert** in enormous refrigerated lorries.
 - 4 The huge **increase** in personal debt was **recorded** in a recent **survey conducted** by the Institute of Finance.
 - 5 The Republican caused a major **upset** by defeating Burns, but the Democrats **contested** the result and demanded a **recount**.

2.31 Listen to the recording to check your answers then read out the sentences.

- 3 Write five sentences, each including at least one of the words in bold from exercise 2, but with a different pronunciation.

*His comments about her clothes **upset** her.*

- 4 Read out your sentences to another student.

DID YOU KNOW?

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



A number of famous Americans seem to confirm the view that the first-born in a family achieves the most success in life. Forty-third US President George W Bush, for example, is the eldest of five surviving siblings. His predecessor, Bill Clinton, has a younger half-brother, Roger, who spent time in jail in the 1980s. And 39th President Jimmy Carter's younger brother, Billy, is perhaps best remembered for drinking beer and endorsing the failed brand 'Billy Beer'. Many American astronauts are also first-borns, including the first man on the Moon, Neil Armstrong, whose younger brother and sister led far more 'down-to-earth' lives.

However, there are many other famous American siblings who have achieved success in more or less equal degree. These include tennis stars Venus and Serena Williams, actors Shirley MacLaine and Warren Beatty and singers Michael and Janet Jackson, who come from a large family of singers and musicians.

- What other famous siblings, either from your own country or elsewhere, do you know? What have they each achieved?
- Why do you think fame often runs in families?

8c | A close bond

VOCABULARY & SPEAKING: relationships

- 1 Choose the correct alternatives to complete the sentences.
 - 1 Your *immediate / near* family consists of your parents, brothers and sisters; other family members make up your *extensive / extended* family. How important is each to you?
 - 2 In each of these pairs, what could the first people do in order to help **build a good report / rapport** with the second?
 - teachers with pupils • bosses with employees
 - doctors with patients • shopkeepers with customers
 - 3 Are you **on friendly terms / words** with all your neighbours?
 - 4 Have you read about any *stormy / thundery* relationships or marriage breakouts / breakups in the gossip columns recently?
 - 5 Do the police in your area do much to **foster close joints / links** with the local community?
 - 6 Which country or countries has your own traditionally had **close strings / ties** with? Are there any with which it has no **diplomatic relations / relationships**?
- 2 Work in pairs. Discuss each of the questions in exercise 1. Give details.

READING

- 1 Work in pairs. Tell each other about one or more friends you once had but who you are no longer in touch with. Why did the friendship(s) end?
- 2 Read the article on page 81 and answer the questions.
 - 1 Who ended the friendship and why?
 - 2 What is the current situation?
- 3 Read the article again and decide whether the following statements are true or false.
 - 1 Nothing had happened to suggest the writer's friendship with Tula might end.
 - 2 They became friends after almost a decade working together for the same company.
 - 3 The writer comforted Tula at a difficult moment in her life.
 - 4 The writer admits to breaking contact with people she once knew.
 - 5 Figures show an increasing dependence on family relationships.
 - 6 Mark Vernon thinks we expect too much from friendship.
 - 7 He says that modern communication methods have ensured the survival of many friendships.
 - 8 Vernon's experiences as a bachelor confirm certain commonly held beliefs about friendship.
- 4 Work in pairs. Discuss the questions.
 - For each of Aristotle's three categories of friendship talk about one friend you have. How solid do you think these friendships are?
 - To what extent do you share the views expressed by Mark Vernon?

GRAMMAR: attitude adverbials

A number of adverbs and adverbial phrases can be used to express the writer or speaker's attitude to what follows in a sentence.

*But **surely** close friends are not consumer goods to be discarded or replaced at the first hint of trouble? **Worse still**, he says, friendships are becoming harder to maintain.*

Most can also be placed within the clause or at the end of it.

*She was **understandably** upset. I can't swim, **unfortunately**.*

Some adverbs can be used before enough.

***Funnily enough**, I didn't recognize him at first.*

Some can be rephrased using to-clauses.

***Amazingly / To my amazement**, I passed.*

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- 1 Complete the sentences in a suitable way.
 - 1 Ten vehicles were involved in a multiple collision on the M1 motorway today. **Miraculously**, ...
 - 2 My son stayed up to watch the Oscar ceremony last night. **Not surprisingly**, ...
 - 3 Just before the start of her university course, Adele was offered a major role in a new TV series. She **very wisely** ...
 - 4 The conversation turned to the subject of housework. **Predictably enough**, ...
 - 5 We chose Australia for our holiday last year. **Much to our disappointment**, ...
- 2 Compare your sentences with those of another student. How similar are they?

End of a Friendship



For the first time in my life I have been dumped by a friend. I should have seen it coming: the phone calls not returned, the excuses about 'not feeling very sociable right now', the emails that languished unreplied in the ether. Yet the letter
5 suggesting that the time had come for us to move on still came as a shock.

It didn't seem to fit in with our modern ideal of friendship. As growing numbers of us live alone, friends are becoming more important. They are our families of
10 choice, we're told, taking on the roles of parent, spouse, sibling – and best friend.

Tula and I had been firm friends for nearly ten years. We met at a singing workshop and took to each other immediately. She was warm and vivacious, and we shared
15 an enthusiasm for grappling with life's conundrums over glasses of wine or long walks in the country. She helped me to move house and, when her long-term partner walked out, I put the kettle on and supplied tissues.

But life changed for both of us: I got married and she responded to her newly single
20 status by developing a fresh set of social networks. Then she took a long holiday, reviewed her life and decided what to keep and what to throw out. In her letter she described our friendship as a 'borderline' case and suggested it might be time we 'let each other go'.

I'm all for letting go of bad habits and boxes of old school exercise books. I've even deleted the names of acquaintances not seen from one year to the next from my address book. But surely
25 close friends are not consumer goods to be discarded or replaced at the first hint of trouble? We are encouraged to believe that friends will be around for ever. 'You've got a friend,' sang Carole King and 'I'll be there for you' promised the theme tune of *Friends*. Such sentiments have sunk deep into the collective unconsciousness, or into mine, at least.

Certainly, the statistics indicate that we need friends more than ever. Government figures predict
30 that the proportion of married men and women aged from 45 to 54 will fall by a quarter in the next two decades. The last census shows that already a third of all households contain one solitary person. A recent British survey found that two-thirds of eighteen- to 35-year-olds in Britain turn to friends before family for help and advice. Yes, the argument goes, in a fast-moving, ever-changing world, friendship is our rock, the one thing we can truly rely on.

But in his book, *The Philosophy of Friendship*, Mark Vernon suggests otherwise. He cautions that we
35 place unrealistic burdens on friendship, that it's unreasonable to expect friends to fulfil family members' roles. 'Aristotle identified three categories of friendship,' he says. 'There are "utility friendships", where people are useful to each other, such as boss and employee; "friendships of pleasure", when you enjoy doing something together such as playing football; and "friendships of excellence", when you love the
40 person for who they are. The first two types depend on the activity. When that stops, often, so does the friendship.'

Worse still, he says, friendships are becoming harder to maintain. 'There are lots of perils in the way we live today. It's harder to put time and effort into knowing someone. Mobiles, email and so on, all these are secondary ways of communicating. There's not the depth.'

Vernon's experience of being a long-term single prompted him to write his book. 'The friendships
45 I enjoyed when single only went so far,' he says. 'The limits were most obvious when compared to the relationships I witnessed between lovers or within families. When a lover calls they automatically get first priority and family commitments are, well, family commitments.' His experience seemed very different from the way friendship was portrayed at a cultural level 'where it is frequently heralded as
50 the defining relationship of our age'.



So, what did I do with Tula's letter? I re-read it umpteen times, agonized over where I'd gone wrong. And then I wrote back. 'Yes, you're right,' I wrote, 'things have changed. But aren't we good enough
55 friends to hang in there?' Since then we have exchanged a couple of emails. A walk has been suggested. It would be easy not to make the effort and let this friendship go but, as Louisa May Alcott, author of *Little Women*, said: "Stay" is a charming word in a friend's vocabulary.' I think she's right.

8D | Singles

SPEAKING

- 1 Work in groups, A and B. You are going to talk about four men or women.
Group A: Turn to page 144.
Group B: Turn to page 150.
- 2 Work with a student from the other group. Tell your partner what you imagine your four men/women are like.
- 3 Discuss which, if any, of the men and women might be compatible in a relationship. Give reasons for your opinions.

LISTENING

- 1 You read in the text on page 81 that in Britain 'a third of all households contain one solitary person'. What different reasons are there for people being single?
- 2  **2.32-2.37** You will hear six people talking about being single. Answer this question about the speakers 1-6.
Is the speaker happy (H) or not happy (N) about not having a partner?
- 3  **2.32-2.37** Listen again and match the statements a-i to the speakers 1-6 in exercise 2. Three of the statements are not required.
 - a I've changed my way of thinking.
 - b Running my own business takes up all my time.
 - c I object to people feeling sorry for me.
 - d I recognize my own failings.
 - e My parents show little sympathy towards me.
 - f I remain optimistic that my situation will change.
 - g My current situation is unlikely to change soon, unfortunately.
 - h I can't stop thinking about my ex-partner.
 - i I am able to spend more time with my friends.

- 4 Work in small groups. Discuss the following statements from the recording.

- Living with your parents does have its advantages.
- There's a lot to be said for being single.
- As a rule, women are much better able to cope on their own than men.
- They're bone idle, most men, aren't they?

GRAMMAR: discourse markers

- 1 Discourse markers are words and expressions which help to structure continuous discourse and guide the reader or listener through it.

Look at tapescripts 2.32-2.37 on page 158. Match the highlighted discourse markers from speakers 1-3 to the explanations a-i.

- a Adding extra information: *In fact*
 - b Making a general statement: _____
 - c Explaining what you have said: _____
 - d Correcting what someone has said: _____
 - e Returning to the original subject: _____
 - f Showing you do not intend to offend: _____
 - g Introducing information which should be obvious to the listener: _____
 - h Enumerating a series of points: _____
& _____
 - i Contrasting with previous ideas: _____
& _____
- 2 Explain the use of the highlighted discourse markers from speakers 4-6.

- 3 Complete the texts with the discourse markers in the boxes. More than one answer may be possible.

after all to be honest admittedly
anyway for one thing

(1) 'Admittedly, there are certain disadvantages to working alone at home. (2) _____, there isn't the human contact you get if you work for a company. (3) _____, though, that doesn't bother me too much, as I get to see much more of my wife and children - (4) _____, they're the people that really matter, aren't they? And (5) _____, in my last job, there was always lots of backbiting and other unpleasantness, so I'm happy to be out of all that.'

at least of course generally
all the same I mean

(6) '_____ speaking, it's much better to go on holiday alone than with a group of friends. (7) _____, that's what I think, anyway. (8) _____, for example, if you're with other people, there are always disputes and arguments about what to do and where to go next, and that doesn't happen if you're on your own. (9) _____, if it's just you, there will be times when you get lonely and you don't know what to do with yourself. But (10) _____, I still think the advantages outweigh the disadvantages.'

actually ultimately in fact
mind you anyway

'... home alone because my husband went away on a golfing holiday with his friends, lucky thing. (11) _____, though, he deserved it - he's been working really hard lately and he needed a break. (12) _____, as I was saying, I had the house to myself for the whole week. And I thought I was going to enjoy being on my own all that time, but I (13) _____ got quite bored. (14) _____, after a couple of days I invited a friend to stay to keep me company. The whole thing made me realize that (15) _____, I'm a social animal and I'm just not very good at being alone.'

- 4 Work in pairs. Talk about how happy you would be on your own in the three situations in exercise 3.



Computer Dating

Discourse markers perform a number of functions including:

- enumerating a series of points.
for one thing, for another thing, plus, as well as that
- making a general statement.
as a rule, on balance, generally speaking, ultimately
- inviting and/or indicating honesty.
let's be honest, to be (perfectly) honest, admittedly
- showing contrast.
still, all the same, even so, mind you
- clarifying and explaining.
I mean, to put it another way, after all
- limiting, modifying or correcting.
at least, anyway, actually, in (actual) fact

after all is used to give a reason to explain what you have just said.

anyway is also used to return to the original subject or to support a previous statement.

in (actual) fact is also used to add extra details.

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VOCABULARY: adverbs with two forms

- 1 Some adverbs have two forms, as in these two sentences from speaker 4 in the listening.

*One of the things I miss most is the regular conversation.
My boss keeps sending me away on business - Eastern Europe mostly.*

Which of the underlined words in the examples above:

- 1 means *mainly* or *most often*?
 - 2 is the superlative of *much*?
- 2 Choose the correct alternative to complete the sentences.
- 1 a I find it hard to study: I'm very *easy* / *easily* **distracted**.
b I'm stressed out: I need to **take things** *easy* / *easily*.
 - 2 a I feel *wide* / *widely* **awake** at the moment.
b I've **travelled** *wide* / *widely* in my own country.
 - 3 a I tend to **travel** *light* / *lightly* - just a small bag.
b I tend to **sleep** *light* / *lightly* - I wake up at the slightest sound.
 - 4 a Apparently, I **snore** *loud* / *loudly*.
b I rarely **laugh** *out loud* / *loudly* in the cinema.
 - 5 a I rarely **arrive** *late* / *late* for anything.
b I haven't been to the theatre *late* / *late*.
 - 6 a I'm going on holiday *short* / *shortly*.
b I once had to **cut** *short* / *shortly* my holiday due to illness.
 - 7 a I **aim** *high* / *highly* in most things I do.
b I'm a *high* / *highly* **motivated** English student.
 - 8 a I've eaten *hard* / *hardly* **anything** today.
b I'm **trying** *hard* / *hardly* to lose weight.
- 3 Work in pairs and discuss. How true for you are the sentences in exercise 2?

8 | Language reference

GRAMMAR

Noun phrases

1 **noun + noun** is used in a large number of commonly accepted compound nouns to describe a single idea. Some compound nouns are usually written as one word, some as two. They may even be hyphenated.

bookshop car keys shell-fish (or shellfish)

Where no compound noun exists **noun + preposition + noun** is often used.

a film about racism my chances of success

2 Use **noun of noun** to describe the characteristics of people or things: use **noun + noun** to talk about what something is made of.

*a man of average height a decision of great importance
a metal bridge a brick wall a stone bench*

Use **noun of noun** with *top, bottom, back, front, beginning, middle, end* for parts of things.

the top of the page the front of the class the end of May

3 Use **noun + 's/s' + noun** to talk about:

- possession by a particular person or animal.
Tom's socks the students' books the dog's lead
- part of a particular person or animal.
Sarah's finger the children's hair the cat's ears
- things intended for people in general.
women's clothes children's books

4 Note the following:

Use **noun + noun** for

- things occurring or appearing regularly, but **noun + 's/s' + noun** if they occur at a specific time.
*a Saturday job (= a job you do every Saturday)
last Saturday's match (refers to one match)*

- for duration use **noun + 's/s' + noun** or **singular hyphenated noun + noun**.

*three days' journey or a three-day journey
an hour's flight or a one-hour flight*

Use **noun + noun** for containers, and **noun of noun** to refer to the contents.

*a wine bottle (= a bottle used for putting wine in)
a bottle of wine (refers to the quantity of wine)*

Use **noun + noun** for products from dead animals, but **noun + 's/s' + noun** for products from living ones.

*chicken soup sheepskin fox fur
a chicken's egg sheep's wool cow's milk*

Attitude adverbials

1 A number of adverbs can be used to express the attitude of the writer or speaker. They include: *amazingly, astonishingly, certainly, clearly, disappointingly, foolishly, (un)fortunately, ironically, miraculously, naturally, regrettably, remarkably, surely, (not) surprisingly, understandably, undoubtedly, wisely, (even) worse*

They often appear at the beginning of a clause, but they may also appear at the end.

*Regrettably, we have had to postpone the concert.
He felt nervous before the exam, naturally.*

They can also be placed before the main verb, after the verb *be* and before adjectives.

*I foolishly threw away all my notes.
She kept remarkably calm. He is undoubtedly very clever.*

2 *surely* and *certainly* have different uses.

surely can be used to express surprise and to show that you find something difficult to believe. The sentence often appears as a question.

Surely there's something we can do to help him?
(= I can't believe there's nothing we can do.)

Surely they're not going to build yet another airport?
(= It's difficult to believe they intend to.)

certainly can be used to emphasize and confirm what has been said.

He seems destined for a career in science. Certainly, his exam marks in physics and chemistry were way above those of the rest of the class.

3 Some attitude adverbs can be used before *enough*. These include: *amazingly, curiously, funnily, interestingly, ironically, oddly, predictably, strangely, understandably*.

Oddly enough, I don't feel sad about what happened.

4 *to*-clauses with nouns can be used in place of some attitude adverbs. Nouns used in this way include: *amazement, disappointment, disgust, regret, surprise*.

They rejected my application, much to my disappointment.

Discourse markers

In addition to attitude adverbials, there are a number of other discourse markers which help to structure extended pieces of spoken and written English. They often prepare the reader or listener for the type of information which follows. They may also indicate the connection between what is about to be said and what was said before.

In particular, discourse markers can be used to:

- enumerate a series of points.
to start with, for one/another thing, moreover, on top of that, besides, anyway, in addition.

to start with gives the first and most important reason:
Well, to start with, it won't fit into the bedroom.

besides and *anyway* introduce an extra, often stronger, reason to support your argument:

I don't think the job would suit me. And besides/anyway, it's too late to apply now.

- make a general statement.
as a rule, on balance, generally speaking, all in all, by and large, on the whole, ultimately

ultimately shows that what you are saying is the most important point.

Ultimately, it's taxpayers' money, so we're the ones who should enjoy the benefits.

- invite and/or indicate honesty. *let's be honest, let's face it, quite honestly/frankly, in all honesty, to be (perfectly) honest/frank, admittedly*
I had the radio on, but to be honest, I wasn't listening.

- introduce an idea which contrasts with a previous one. *still, all/just the same, even so, mind you, however, nevertheless*

mind you makes the previous statement less strong.

I feel sorry for her. Mind you, it was partly her fault.

- clarify and explain.

I mean, to put it another way, that's to say, after all

after all is used to give a reason to explain what you have just said. *Don't eat too much. After all, you are on a diet.*

- limit, modify or correct.

at least, anyway, actually, in (actual) fact

I'd never go there. At least not on my own, anyway.

Most people think he's Spanish, but actually he's Swedish.

In (actual) fact is also used to add extra details.

I loved that film. In fact, I went to see it four times.

- change the subject (back).

by the way and *incidentally* introduce a new subject.

anyway indicates a return to the original subject.

By the way, did I tell you what happened to Joe?

Anyway, as I was saying, Joe got caught speeding.

WORD LIST

Character traits

bubbly nature	/ˌbʌbli 'neɪtʃə(r)/
conscientious type	/ˌkɒnʃi'entʃəs 'taɪp/
down-to-earth adj	/ˌdaʊn tə 'ɜː(r)θ/
happy-go-lucky adj	/ˌhæpi ɡəʊ 'lʌki/
lack of confidence	/ˌlæk əv 'kɒnfɪd(ə)ns/
rebellious adj	/rɪ'beljəs/
relaxed attitude to life	/rɪ'læksd ,ætɪtjuːd tə laɪf/
ruthless adj	/ˈruːθləs/
sense of superiority	/ˌsens əv suːpəri'ɔːrəti/
single-minded adj	/ˌsɪŋɡ(ə)l 'maɪndɪd/
tendency to act hastily	/ˌtendənsi tu ækt 'heɪstəli/
winning streak n C	/ˌwɪnɪŋ 'striːk/

Relationships

build a good rapport with (sb)	/ˌbɪld ə ɡʊd ræ'pɔː(r) wɪð/
close ties	/ˌkloʊs 'taɪz/
diplomatic relations	/ˌdɪpləˌmætɪk rɪ'leɪʃ(ə)ns/
extended family	/ɪkˌstendɪd 'fæm(ə)li/
foster close links with (sb)	/fɒstə(r) ,kloʊs 'lɪŋks wɪð/
immediate family	/ɪˌmiːdiət 'fæm(ə)li/
marriage	/ˌmæɪrɪdʒ 'breɪkʌp/
breakup n C	
on friendly terms	/ɒn 'fren(d)li ,tɜː(r)mz/
stormy relationship	/ˌstɔː(r)mi rɪ'leɪʃ(ə)nʃɪp/

Adverbs with two forms

aim high	/ˌeɪm 'haɪ/
cut (sth) short	/ˌkʌt 'ʃɔː(r)t/
easily distracted	/ˌiːzɪli dɪs'træktɪd/
highly motivated	/ˌhaɪli 'məʊtɪvɪtɪd/
laugh out loud	/ˌlɑːf aʊt 'ləʊd/
shortly adv	/ˈʃɔː(r)tli/
sleep lightly	/ˌsliːp 'laɪtli/
snore loudly	/ˌsnoʊ(r) 'ləʊdli/
take things easy	/ˌteɪk θɪŋz 'iːzi/
travel light	/ˌtræv(ə)l 'laɪt/
travel widely	/ˌtræv(ə)l 'waɪdli/
wide awake	/ˌwaɪd ə'weɪk/

Other words & phrases

a handful n sing	/ˈhænd(d)ful/
be given to	/ˌbiː 'ɡɪv(ə)n tu/
blurred adj *	/ˌblɜː(r)d/
bone idle adj	/ˌbəʊn 'aɪd(ə)l/
bulge v	/ˌbʌldʒ/
bursting at the seams	/ˌbɜː(r)stɪŋ æt ðə 'siːmz/

by the same token	/baɪ ðə ,seɪm 'təʊkən/
census n C *	/ˈsensəs/
chest n C ***	/tʃest/
chum n C	/tʃʌm/
clay n U **	/kleɪ/
clown around v	/ˌklaʊn ə'raʊnd/
deft adj	/defɪt/
discard v	/ˌdɪs'kɑː(r)d/
dump v **	/dʌmp/
elusive adj	/rɪ'luːsɪv/
far-off adj	/ˌfɑː(r) 'ɒf/
firstborn n C	/ˈfɜː(r)st,bɔː(r)n/
forestall v	/ˌfɔː(r)'stɔːl/
frown n C *	/fraʊn/
fuss over v	/ˌfʌs 'əʊvə(r)/
good riddance	/ˌɡʊd 'rɪd(ə)ns/
goody-two-shoes n pl	/ˌɡʊdi 'tuː ʃuːz/
grapple v	/ˈɡræp(ə)l/
herald v	/ˈherəld/
hint n sing **	/hɪnt/
ill-assorted adj	/ɪl ə'sɔː(r)tɪd/
ivory n U **	/ˈaɪvəri/
kettle n C *	/ˈket(ə)l/
kid v	/kɪd/
laid-back adj	/ˌleɪd 'bæk/
linguish v	/ˈlæŋɡwɪʃ/
liven v	/ˈlaɪv(ə)n/
mahogany n U	/mə'hɒɡəni/
mantelpiece n C	/ˈmænt(ə)lˌpiːs/
mimic v	/ˈmɪmɪk/
on the shelf	/ɒn ðə 'ʃelf/
patch things up	/ˌpætʃ θɪŋz ʌp/
patchwork n U	/ˌpætʃˌwɜː(r)k/
pebbly adj	/ˈpeb(ə)li/
peril n C	/ˈperəl/
personality clash n C	/pɜː(r)sə'næləti ˈklæʃ/
pop in v	/ˌpɒp 'ɪn/
rambling adj	/ˈræmblɪŋ/
rickety adj	/ˈrɪkəti/
rock the boat	/ˌrɒk ðə 'bəʊt/
sibling n C *	/ˈsɪblɪŋ/
skinny adj	/ˈskɪmpi/
sky-high adj	/ˌskaɪ 'haɪ/
spongeware n U	/ˌspʌndʒˌweə(r)/
steady adj **	/ˈstedi/
stroppy adj	/ˈstropi/
suffocating adj	/ˌsʌfəˌkeɪtɪŋ/
take its toll on	/ˌteɪk ɪts 'təʊl ɒn/
tied down adj	/ˌtaɪd 'daʊn/
tissue n C **	/ˈtɪʃuːˌˈtɪʃjuː/
trinket n C	/ˈtrɪŋkɪt/
turn to v	/ˈtɜː(r)n ˌtu/
twinkle n C	/ˈtwɪŋk(ə)l/
umpteenth adj	/ˌʌmp'tiːn/
vivacious adj	/ˌvɪˈveɪʃəs/
velvet n U	/ˈvelvɪt/
wear off v	/ˌweə(r) 'ɒf/
whitewater	/ˌwaɪtˌwɔː(r)ə/
rafting n U	/ˌrɑːftɪŋ/
wring (sb's) neck	/ˌrɪŋ 'nek/