

## 63 I can use a range of phrasal verbs

### A Phrasal verbs with more formal equivalents

Phrasal verb	More formal equivalent
If you <b>talk</b> someone <b>into</b> doing something,	you <b>persuade</b> them to do it.
If you <b>talk</b> someone <b>out of</b> doing something,	you <b>dissuade</b> them <b>from</b> doing it.
If you <b>bring</b> a topic <b>up</b> in a conversation,	you <b>raise</b> the topic.
If you <b>get</b> your ideas <b>across</b> to someone,	you <b>communicate with</b> them clearly.
If you <b>butt in</b> on a conversation,	you <b>interrupt</b> a conversation.
If someone <b>drags out</b> a discussion,	they <b>prolong</b> it (= make it longer than necessary).
If you <b>own up</b> to something,	you <b>confess</b> to it (= admit you did sth wrong).
If someone <b>goes on at</b> you,	they <b>criticize</b> you for sth you have done.
If you <b>hit back at</b> someone who has criticized you,	you <b>retaliate</b> (against them).
If the government <b>does away with</b> a tax,	it <b>abolishes</b> it.
If you <b>call off</b> a meeting,	you <b>cancel</b> it.
If you <b>make up for</b> something,	you <b>compensate for</b> it (= do sth good to balance the bad effects of it).
If someone <b>makes out</b> that they're rich,	they <b>claim</b> that they are rich (= say that they are rich even though it may not be true).
If you are <b>taken in</b> by someone's charm,	you are <b>deceived</b> by it.
If you have a row with someone and then <b>make it up with</b> them,	you <b>are reconciled</b> with them (= become friends with them after a disagreement).
If you <b>take</b> a machine <b>apart</b> ,	you <b>dismantle</b> it (also <b>take it to pieces</b> ).

#### 1 Find a verb in the text below with the same meaning as these verbs.

- called it off cancelled it    2 make out \_\_\_\_\_    4 bring up \_\_\_\_\_    6 drag out \_\_\_\_\_  
 1 get across \_\_\_\_\_    3 went on at \_\_\_\_\_    5 butted in \_\_\_\_\_    7 hit back at him \_\_\_\_\_

Memo to Alex Parker	From Joey Cassani
<p>I'm afraid I've had a problem with Adam Lewis at SBP. I organized a meeting with him, but he cancelled it ✓ at the last minute. He did the same this week, so I decided to raise the issue with him. I tried to explain politely that we couldn't carry on like this, but he interrupted continually and I wasn't able to communicate my message clearly. He even tried to claim that I'd been late for meetings myself (which was completely untrue), and he criticized me for other things too. Anyway, I didn't want to prolong the discussion, as I knew I might retaliate; so in the end I left it.</p>	

#### 2 Rewrite the sentences using the word in capitals at the end as part of a phrasal verb.

- I never expected him to confess to the crime. UP \_\_\_\_\_
- Nothing can compensate for the loss of earnings. MAKE \_\_\_\_\_
- She tried to dissuade me from giving up my job. OUT \_\_\_\_\_
- Do you think they'll ever abolish the monarchy? DO \_\_\_\_\_
- He isn't easily deceived. IN \_\_\_\_\_
- Try and persuade him to come. INTO \_\_\_\_\_
- Did they dismantle the shed? TAKE \_\_\_\_\_
- Have they made friends again? UP \_\_\_\_\_



## B Phrasal verbs in context

I **bumped into** Sue in town last week and she was **asking after** you. We arranged to meet for dinner last night, but she didn't **show up**. I guess something must've **cropped up**...

I was aching all over and I realized I must be **going down with** the flu. I was hoping to **shake it off** with painkillers, but once the effects **wore off**, I felt dreadful. I was in bed for days and even **missed out on** my best friend's wedding.

My brother's brilliant at **picking up** languages; he can **get by** in German, Italian, and Swedish, whereas with me, it takes ages for things to **sink in**. But I started learning Spanish last year – I've really **stuck at it** and I feel I'm getting somewhere now.

### Glossary

<b>bump into sb</b>	meet sb by chance.
<b>ask after sb</b>	ask sb how sb else is, or what they are doing.
<b>show up</b>	arrive where you have arranged to meet sb. <b>SYN turn up.</b>
<b>crop up</b>	happen unexpectedly. <b>SYN come up.</b>
<b>go down with sth</b>	become sick or ill with sth. <b>SYN catch sth.</b>
<b>shake sth off</b>	get rid of sth, such as an illness or a problem.
<b>wear off</b>	(of a pain, a feeling, or an effect) gradually disappear or stop.
<b>miss out on sth</b>	miss an opportunity to do or have sth.
<b>pick sth up</b>	learn a new skill easily and without effort.
<b>get by</b>	If you <b>get by</b> in a language, you can speak at a basic level.
<b>sink in</b>	become completely understood or able to be remembered.
<b>stick at sth</b>	continue to work in a determined way to achieve sth.

### spotlight Phrasal verbs: meanings and forms

Many phrasal verbs have more than one meaning and construction, e.g. **pick up** and **pick sb/sth up**.

*Sales have **picked up** (= improved).*

*The wind **picked up** (= got stronger).*

*She **picked me up** (= collected me in her car).*

*This radio can't **pick up** the World Service (= receive an electronic signal).*

You can also **pick up** (= acquire) an illness or a bad habit.

### 3 Correct any mistakes in the sentences. Be careful: some sentences are correct.

- 1 She's fluent in Russian, and she can go by in Hungarian too. \_\_\_\_\_
- 2 I meant to ring him, but something cropped out and it slipped my mind. \_\_\_\_\_
- 3 You'll only make progress if you really stick at your studies. \_\_\_\_\_
- 4 My life is so dull. I always have the feeling I'm missing out of something. \_\_\_\_\_
- 5 Did you bump in her or had you arranged to meet? \_\_\_\_\_
- 6 I think she's very fond of you; she always asks after you when I see her. \_\_\_\_\_

### 4 Replace the underlined verbs with a phrasal verb with the same meaning.

- 1 After three hours, he arrived without a word of apology. \_\_\_\_\_
- 2 You can't use your mobile in the mountains – it's impossible to receive a signal. \_\_\_\_\_
- 3 I just can't get rid of the feeling that someone is watching me. \_\_\_\_\_
- 4 He had to say it several times before the news was completely understood. \_\_\_\_\_
- 5 It's not that easy to acquire a language just by living in the country. \_\_\_\_\_
- 6 All the people I work with seem to have caught the flu. \_\_\_\_\_
- 7 Once I'd had the injection, the pain started to gradually disappear. \_\_\_\_\_
- 8 As the breeze started to get stronger, we set off for the cottage. \_\_\_\_\_



## 64 I can use discourse markers



I'm not very keen on the flat, or the area. **Mind you**, it's better than my last place. **Incidentally**, do you know how Marek's getting on in his new flat?

SIMON The company is likely to move its headquarters to Brussels. **As for** Deborah, she'll probably have to get a job with another insurance firm.

TANYA Yes, or **alternatively**, she could stay with the company in the UK, but in a different branch.

**It's true** that Peter was only trying to help. **Even so**, he shouldn't have got involved.

ASMA Do you think you'll go back to the same hotel?

BRAD Well, **as a matter of fact** we were a bit disappointed the last time we were there. **By and large** the staff were still very nice, but the food has really gone downhill.

I don't think Alistair should apply for the job in Munich. He doesn't have that much experience; and **in any case**, he doesn't speak German.

I may get the bus, or take a taxi if necessary. **At any rate**, I'll be there on time, so don't worry. And **as I was saying**, if you would like me to bring anything, just let me know.

### Glossary

<b>mind you</b>	INF used to add a further comment which is usually a contrast or a surprise, but can also be an explanation. SYN <b>still</b> .
<b>incidentally</b>	used to change the conversation to a different topic. SYN <b>by the way</b> .
<b>as for</b>	used to start talking about sb or sth new that is connected with what you were talking about before.
<b>alternatively</b>	used to introduce an idea that is a second choice or possibility.
<b>it's true</b>	used to agree with an idea made by the previous speaker (but often before disagreeing). SYN <b>I agree</b> .
<b>even so</b>	used to introduce a counter-argument or return to one the speaker has already made. SYNS <b>all the same</b> , <b>nevertheless</b> .
<b>as a matter of fact</b>	used to say what you really think, or to introduce information which is not what the listener expects to hear. SYNS <b>actually</b> , <b>to be honest</b> , <b>to tell you the truth</b> .
<b>by and large</b>	used to introduce a generalization. SYNS <b>to a large extent</b> , <b>on the whole</b> , <b>broadly speaking</b> .
<b>in any case</b>	used to introduce an additional point and one that is often conclusive or the most important. SYNS <b>besides</b> , <b>anyway</b> .
<b>at any rate</b>	used to say that sth is true or sth will happen in spite of other things mentioned. SYNS <b>anyway</b> , <b>anyhow</b> .
<b>as I was saying</b>	used to return the conversation to sth you said earlier.

### spotlight **anyway**

In spoken English, **anyway** can mean **in any case** (see above) or **at any rate** (see above), but it is commonly used to change the topic of conversation:

Yes, next year could be a difficult time. **Anyway**, let's not worry about that now. What would you like to eat?



**1** Complete the phrases with words from the box to form ten discourse markers.

case extent honest you rate speaking fact so same whole

- |                        |                 |                    |
|------------------------|-----------------|--------------------|
| 1 mind _____           | 5 on the _____  | 8 to be _____      |
| 2 at any _____         | 6 in any _____  | 9 to a large _____ |
| 3 even _____           | 7 broadly _____ | 10 all the _____   |
| 4 as a matter of _____ |                 |                    |

**2** Correct the error in the discourse marker in each sentence.

- Broad speaking, it was very interesting. \_\_\_\_\_
- We had a fantastic time. All same, I was glad to get home. \_\_\_\_\_
- We can take the bags, or alternative leave them here. \_\_\_\_\_
- I don't like the sea because the water is dirty. In every case, I can't swim very well. \_\_\_\_\_
- To say you the truth, I didn't like it very much. \_\_\_\_\_
- The restaurant's great, but as I was telling, it's not good for kids. \_\_\_\_\_

**3** Replace the underlined word/phrase with a different word/phrase that has the same meaning.

- I think he was from the Czech Republic. By the way, what was his name again? \_\_\_\_\_
- The film has had great reviews, but to tell you the truth, I didn't like it. \_\_\_\_\_
- To a large extent, you can get by without speaking the language. \_\_\_\_\_
- I was disappointed with broadband. Still, it's faster than it was before. \_\_\_\_\_
- We can't give Mike a lift – he lives miles away. And in any case, the car's full. \_\_\_\_\_
- I agree some of the definitions could be shorter. Nevertheless, it's a good dictionary. \_\_\_\_\_
- I may find out the results this Wednesday, or I may have to wait until the weekend.  
At any rate, I'll phone you as soon as I know. OK? \_\_\_\_\_
- It's a lovely gallery, but as a matter of fact, we were only there for an hour. \_\_\_\_\_

**4** Complete the sentences and dialogues with suitable discourse markers from the box.

by the way alternatively to be honest as for by and large  
all the same besides mind you it's true

- I read that public transport was very cheap, but \_\_\_\_\_ I thought it was quite expensive.
- We might go to a camping site. \_\_\_\_\_ we could just stay in a B & B each night.
- \_\_\_\_\_ that a lot of people drop litter, which is very anti-social. \_\_\_\_\_, you can't start sending people to prison for that kind of offence.
- It wasn't a great place to stay. \_\_\_\_\_, it didn't cost a lot.
- A I've packed lots of jumpers so I'm prepared for the cold weather.  
B Good, you'll need them. \_\_\_\_\_, what time does the plane take off?
- I've been told there's a very good Chinese restaurant in the main square. \_\_\_\_\_ somewhere to stay, I'm afraid I can't help you.
- You won't want to climb that hill – it's very steep. And \_\_\_\_\_, it's too far away.
- It can be cold in winter, but \_\_\_\_\_ it doesn't snow much.

**5** ABOUT YOUR LANGUAGE Look at the texts on page 162 and try to translate the discourse markers into your own language. Remember it is spoken language.



# 65 I can use vague language 🎧

You can use the vague language phrases below when you don't want or need to be precise.

- |  |   |
|--|---|
| A How long will the trip take?                     | A She looks a lot older. Is she ill <b>or something</b> ? |
| B Three weeks <b>or thereabouts</b> .              | B I don't know; I'm <b>kind of</b> worried about her.     |
| A He earns <b>stacks of</b> money, doesn't he?     | A We'll buy that car <b>somehow or other</b> .            |
| B Mmm, <b>somewhere in the region of</b> €100,000. | B I've got £1,000, <b>give or take</b> a few quid.        |
| A He's <b>something to do with</b> advertising.    | A How much did you pay for that <b>stuff</b> ?            |
| B Yes, <b>or something along those lines</b> .     | B Oh, fifty <b>odd</b> , I think.                         |

## Glossary

<b>or thereabouts</b>	used after a number, quantity, etc. to show that it is approximate. SYN <b>or so</b> .
<b>stacks of sth</b>	INF a large quantity of sth. SYNS <b>tons/loads/bags of sth</b> INF.
<b>(somewhere) in the region of</b>	(used before a number) approximately. SYN <b>round about</b> .
<b>something to do with (sth)</b>	in some way connected with (sth).
<b>kind of</b>	INF to some extent, but in a way that is hard to explain. SYN <b>sort of</b> .
<b>somehow (or other)</b>	in some way or by some means, although you don't know exactly how.
<b>give or take sth</b>	used for talking about numbers which are not exact.
<b>stuff</b>	INF used to refer to things when it is obvious what you are talking about, or you don't know the name, or the name isn't important.
<b>(-)odd</b>	INF (after a number) a little more or less than the number ( <b>thirty-odd</b> people).

### 1 One word is missing in each sentence. Where does it go? Write it at the end.

- The whole trip cost somewhere the region of €380. \_\_\_\_\_
- She was just sort pretending to be ill; in fact she wasn't. \_\_\_\_\_
- We seem to have of rice; I'd better make paella. \_\_\_\_\_
- There were about 100 people or of that sort. \_\_\_\_\_
- We'll leave at seven, give take a few minutes. \_\_\_\_\_
- I've got a meeting tonight but I'll finish my essay by tomorrow or other. \_\_\_\_\_
- I'll send a card or letter, or something along those. \_\_\_\_\_
- Could you give me a ring about 6.30 tonight? \_\_\_\_\_

### spotlight or something

You can use these phrases when you are being vague.  
*She's a nurse **or something like that / or something along those lines**.*  
*He works in publishing **or something / or something of that sort**.*

### 2 Rewrite the sentence, making it more vague. Use the word at the end of the line, and make any necessary changes.

- We invited a hundred to the wedding. SO We invited a hundred or so to the wedding.
- I've completed 50 per cent of the project. ROUND \_\_\_\_\_
  - He looks depressed. KIND \_\_\_\_\_
  - His job is in marketing. DO \_\_\_\_\_
  - Do you know who all those CDs and DVDs belong to? STUFF \_\_\_\_\_
  - I imagine we'll get forty-nine people at the meeting. ODD \_\_\_\_\_
  - We've got vegetables so I'd better make some soup. TONS \_\_\_\_\_
  - She must be getting on for 80, I would say. THEREABOUTS \_\_\_\_\_
  - We could get him a book for his birthday. SOMETHING \_\_\_\_\_

## 66 I can use sayings and proverbs

### A Famous last words

Some sayings are concise ways of explaining something, or commenting on a situation.

Example	Meaning
A He thinks the exam will be easy. B Oh, <b>famous last words</b> .	used when you think sb is being too confident about something that is going to happen.
A Are tickets available? B Yes, but it's <b>first come, first served</b> .	people will be served or dealt with in the order in which they arrive or ask for sth.
A She ought to pass easily. B Yes, but <b>you can never tell</b> .	you can never be sure about sth because things are not always what they appear to be.
A She's not going to apply again. B No, <b>once bitten, twice shy</b> , I guess.	after an unpleasant experience, you are careful to avoid sth similar.
A You should tell him he's wrong. B Hmm, <b>easier said than done</b> .	it is easy to talk about something, but it is much more difficult to do it.
A Can anyone come this evening? B Yes, <b>the more the merrier</b> .	if there are more people or things, the situation will be better and more enjoyable.
A How's the new job? B <b>So far, so good</b> .	used to say that everything is fine at the moment but you know things may become more difficult.
A Barry never writes or phones. B Well, <b>out of sight, out of mind</b> – I suppose.	used to say that sb stops thinking about people when they are not with them.
A I met two of your colleagues today. B Oh, it's <b>a small world</b> , isn't it?	used to express your surprise when you meet sb you know unexpectedly, or when you are talking to sb and realize they know people who you know.
A He said you were a hypocrite. B Well, that's <b>the pot calling the kettle black</b> .	used about sb who criticizes people for faults that they have themselves.

#### 1 Cross out the wrong word and write the correct one to form the saying.

- |                               |                                   |
|-------------------------------|-----------------------------------|
| 1 It's a little world. _____  | 5 So far, no good. _____          |
| 2 Once eaten twice shy. _____ | 6 First come, are served. _____   |
| 3 The more the happier. _____ | 7 Out of eyes, out of mind. _____ |
| 4 Famous last phrase. _____   | 8 Easier spoken than done. _____  |

#### 2 Complete the saying in each sentence.

- He'll never get married again: once bitten, \_\_\_\_\_.
- We'll have tougher times ahead but so far, \_\_\_\_\_.
- Since I've been here I've met four people I know. It's a small \_\_\_\_\_.
- When she's with you she makes you feel important, but out of sight, \_\_\_\_\_.
- I think he'll do well, but you know, you can \_\_\_\_\_.
- They want to limit the numbers, but in my opinion the more \_\_\_\_\_.
- She suggested I tried asking for a rise, but that's easier \_\_\_\_\_.
- Air passengers are given seats on the basis of first come, \_\_\_\_\_.
- He said that I look stupid when I dance. Talk about the pot \_\_\_\_\_.

#### 3 ABOUT YOUR LANGUAGE How would you translate these sayings into your own language? Write a translation, or talk to another student who speaks your language.



## B Practice makes perfect

Many sayings give advice, or say something that is generally true.



Example	Meaning
He tends to get what he wants because <b>money talks</b> <sup>1</sup> .	If you have a lot of money, you will have more power and influence than other people.
He treats her very badly but she doesn't realize; <b>love is blind</b> <sup>2</sup> in her case.	When you love somebody, you cannot see their faults.
Don't worry – <b>lightning never strikes twice (in the same place)</b> <sup>3</sup> .	An unusual or unpleasant event won't happen in the same place or to the same person twice.
Don't say anything at the moment: <b>let sleeping dogs lie</b> <sup>4</sup> .	Avoid mentioning a particularly difficult subject which may cause trouble.
She spends hours at the piano, but <b>practice makes perfect</b> .	If you do sth repeatedly, you will become very good at it.
I haven't heard from my son for weeks, but usually <b>no news is good news</b> .	If you haven't had any news, then it's probable that nothing has gone wrong and things are fine.
It seems cruel to do it, but in this case <b>the end justifies the means</b> .	Bad or unfair methods of doing sth are acceptable if the results of the action are good or positive.
You mustn't do that: <b>two wrongs don't make a right</b> .	If sb does sth bad to you, that is not a reason to do sth bad to them.
Let's do this together: <b>two heads are better than one</b> .	Two people can achieve more than one person working alone.
He thinks <b>blood is thicker than water</b> .	Family relationships are stronger than any other.
He can say what he likes, but <b>actions speak louder than words</b> .	What a person actually does is more important than what they say they will do.
He believes in an <b>eye for an eye (and a tooth for a tooth)</b> .	Used to say that you should punish somebody by doing to them what they have done to you.
Don't forget that <b>charity begins at home</b> .	You should help and care for your own family first before you start helping others.
She may be very attractive, but <b>beauty is only skin-deep</b> .	How someone looks is less important than their character.
They finally turned up at 8.30, but <b>better late than never</b> .	It is better to arrive late or achieve sth late, than not arrive or achieve anything at all.
The mountain road is dangerous so go slowly – <b>better safe than sorry</b> .	It is better to be careful than to take a risk or act too quickly and later regret it.
<b>Live and let live</b> – that's my motto.	Accept other people's opinions and ways of life, even if they are different from your own. A <b>motto</b> is a phrase which expresses the beliefs of a person or organization.
Enjoy yourself: <b>you're only young once</b> .	Young people should enjoy themselves because in later life they will have more to worry about.
In my view <b>prevention is better than cure</b> .	It is better to stop something bad from happening than try to deal with it after it has happened.



- 4 Look at the sayings on page 166. Write down two which are connected with each of these topics.

- 1 family: \_\_\_\_\_
- 2 relationships: \_\_\_\_\_
- 3 morality: \_\_\_\_\_
- 4 tolerance: \_\_\_\_\_
- 5 progress: \_\_\_\_\_

- 5 Write down six sayings using words from the box.

cure actions love better than louder than blood words water  
lightning charity at home never is prevention blind strikes  
is begins twice speak thicker than is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 6 Complete these sayings.

- |                            |                                |
|----------------------------|--------------------------------|
| 1 Better late than _____.  | 7 No news is _____.            |
| 2 Better safe than _____.  | 8 The end _____.               |
| 3 You're only young _____. | 9 Two wrongs _____.            |
| 4 Let sleeping dogs _____. | 10 Lightning never _____.      |
| 5 Practice makes _____.    | 11 Prevention is better _____. |
| 6 Two heads are _____.     | 12 An eye _____.               |

- 7 Use a suitable saying to respond to each of these situations.

- I came down slowly – I didn't want to fall over. Better safe than sorry!
- 1 He works on his English for three hours every day. \_\_\_\_\_
  - 2 Shall we work on this problem together? \_\_\_\_\_
  - 3 When she finishes university she wants to travel round Europe. \_\_\_\_\_
  - 4 I would always go to my family for help before asking friends. \_\_\_\_\_
  - 5 He went to hospital over three hours ago, but we haven't heard anything. \_\_\_\_\_
  - 6 Why does he get a seat first just because he owns lots of companies? \_\_\_\_\_
  - 7 If he takes my exercise book, I'll take his dictionary. \_\_\_\_\_
  - 8 They finally got here, but they missed the first part. \_\_\_\_\_
  - 9 We don't share the same opinions on things, but I just accept it. \_\_\_\_\_
  - 10 It's a very sensitive subject with Amélie. Should I say something? \_\_\_\_\_
  - 11 She doesn't seem to see her husband's faults. \_\_\_\_\_
  - 12 After what he did to me, I'll get my revenge. \_\_\_\_\_

- 8 ABOUT YOU Which sayings on page 166 do you think are generally true or represent good advice? Write your answers or ask another student.

- 9 ABOUT YOUR LANGUAGE How would you translate these sayings into your own language? Do you have equivalent sayings? Write a translation, or talk to another student who speaks your language.



# Review: Spoken English

## Unit 58

### 1 One letter in one word is wrong in each line. Cross out the mistake and correct it.

- 1 Would you believe it! Someone's ticked my bike again! \_\_\_\_\_
- 2 Madonna got a lot of flan from the press last year. \_\_\_\_\_
- 3 I'm not feeling too good – I think I must have a rug. \_\_\_\_\_
- 4 He tried to borrow €200 from me – what a creek! \_\_\_\_\_
- 5 They were making a terrible jacket so I asked them to turn it down. \_\_\_\_\_
- 6 It's no good trying to get him to pay; he's really light. \_\_\_\_\_
- 7 Have you got anything in the fridge? I'm lying for something to eat. \_\_\_\_\_
- 8 I like most parties, but that one was a bit of a drug; in fact I left early. \_\_\_\_\_

### 2 Complete the email using words from the box in the correct form.

cheek lousy broke neck stick guy laugh moan back bloke

Hi Sven

Hope you had a nice weekend – it's a pity you weren't here because we had a really good (1) \_\_\_\_\_ on Saturday night at Erno's. We were completely (2) \_\_\_\_\_ after going to that night club on Friday, so we decided to stay in and we invited Kim, Des, and a couple of other (3) \_\_\_\_\_ round for a drink. One of these other (4) \_\_\_\_\_, whose name was Phil, was a real pain in the (5) \_\_\_\_\_ – he just kept (6) \_\_\_\_\_ all evening about everything: football, the state of the country, the weather, on and on . . . and then he started giving Erno some (7) \_\_\_\_\_ because he didn't think Erno's cooking was very good (in fact, he's right, it is pretty (8) \_\_\_\_\_), but we thought it was a bit of a (9) \_\_\_\_\_, especially as he'd done nothing to help. Anyway, you know Erno, he's pretty (10) laid-\_\_\_\_\_ – he just smiled and then he started to laugh, and then he couldn't stop, and soon we were all laughing . . .

**A Z** more words: **off colour**, to **nip** out/round, it's **bust**, **clear** off!, a **doddle/cinch**, a **tip-off** / **tip** sb off

## Unit 59

### 1 Cross out the incorrect word in each response.

- 1 Do you think he'll be on time? ~ Your guess is as good as mine is.
- 2 Mark's split up with Jessica. ~ You're not kidding! I don't believe it.
- 3 You look completely worn out. ~ Yes, it's been one of those bad days.
- 4 What time will Gerry be back? ~ Don't you ask me. He never tells me a word.
- 5 Did you get tickets for the match? ~ No any such luck, I'm afraid.
- 6 Have you had the test results back? ~ No, but there's no use of worrying.
- 7 Did you speak to Jack about his room? ~ Yes, but it goes in one ear and out the other ear.
- 8 Should I try ringing the bank again? ~ Well, you've got nothing for to lose.

**A Z** more words. Look at idioms under 'far' in your dictionary, e.g. **go far**, **not far** off. Make a list of all the other useful idioms in your notebook.

## Unit 60

### 1 Complete the dialogue.

- A How are things going at home?  
B Well, we've got new neighbours upstairs and – guess (1) \_\_\_\_\_ – they're every (2) \_\_\_\_\_ as annoying as the last lot who lived there.  
A Oh, how awful. Why?  
B Well, believe it or (3) \_\_\_\_\_, this family have even worse taste in music and play it till three in the morning.  
A No (4) \_\_\_\_\_ you're fed up. What on (5) \_\_\_\_\_ can you do about it?  
B I'm moving – the whole business is more trouble than it's (6) \_\_\_\_\_.  
A Yes, you'd just end up fighting a losing (7) \_\_\_\_\_ and feel frustrated. And you never (8) \_\_\_\_\_, living somewhere else might be just the change you need.

### 2 Put the words in order to make sentences.

- 1 equal / things / centre / in / rather / being / the / I'd / live / all \_\_\_\_\_  
2 of / in / to / world / own / she / live / seems / a / her \_\_\_\_\_  
3 as / is / exercise / what / as / bit / eat / important / every / you \_\_\_\_\_  
4 he / for / him / reason / I / answer / but / rang / some / didn't \_\_\_\_\_  
5 you / asking / me / if / charge / did / you / much / how / don't / they / mind / ? \_\_\_\_\_  
6 let / down / great / week / to / hard / hair / after / a / it's / your \_\_\_\_\_

**AZ** more words: *pay **lip service** to sth, **pull** the wool over someone's eyes, get the **wrong** end of the stick, turn a **blind** eye to sth, a new **lease** of life, can't make **head** nor tail of sth*

## Unit 61

### 1 One word is wrong in each sentence. Cross it out and write the correct word at the end.

- 1 I love having the option to pick and select the songs on my iPod. \_\_\_\_\_  
2 You've got your jumper on backwards to front; turn it round. \_\_\_\_\_  
3 It is crucial that our aims and objects are absolutely clear. \_\_\_\_\_  
4 There's something exciting about the hustle and hassle of a big city. \_\_\_\_\_  
5 We ended up going back and fourth several times till we found the shop. \_\_\_\_\_  
6 She's a delightful colleague – always so light and cheerful. \_\_\_\_\_  
7 I had to give in and obey the rules and regulators in the institution. \_\_\_\_\_  
8 I couldn't do it at first, but you eventually get there by trial and mistake. \_\_\_\_\_

**AZ** more words: ***take** it or leave it, **prim** and proper, **down and out**, **short** and sweet, **scrimp** and save, **odds and ends***

## Unit 62

### 1 Complete the similes.

- 1 The children were as \_\_\_\_\_ as gold.
- 2 She's as \_\_\_\_\_ as a mouse.
- 3 The ground is as \_\_\_\_\_ as a bone.
- 4 My son's as \_\_\_\_\_ as an ox.
- 5 I went as \_\_\_\_\_ as a beetroot.
- 6 The software package worked like a \_\_\_\_\_.
- 7 I've got a memory like a \_\_\_\_\_.
- 8 She sleeps like a \_\_\_\_\_.

**AZ** more words: **dead** as a doornail/dodo, **safe** as houses, **sick** as a parrot, **tough** as old boots, **easy** as pie, **hard** as nails, be like **gold dust**

## Unit 63

### 1 Match the phrasal verbs with a more formal synonym on the right.

do away with    own up    crop up  
take sth apart    take sb in    drag sth out  
hit back    butt in    turn up

prolong sth    arrive    interrupt  
deceive sb    abolish    dismantle sth  
retaliate    confess    happen unexpectedly

**AZ** more words: Look up the phrasal verbs related to *live*, *drop*, *stand*, *catch*, and *talk*. Write down any meanings and examples which are new to you.

## Unit 64

### 1 Circle the correct phrase. Sometimes, both phrases are correct.

- 1 A Have you started your art course yet?  
B As a matter of fact / By the way, I'm doing the course on digital photography.
- 2 A What did you think of the meeting?  
B Well, on the whole / by and large, I thought it was pretty successful. Mind you / Besides, I thought Caroline was a bit irritating – she didn't keep to the point at all.  
A Yes, to be honest / all the same, I've always found her very difficult.
- 3 A I'm not sure how long I'll be away, but I'll be back by the weekend at any rate / anyhow.  
B That's good – oh, incidentally / even so, what time are you leaving?
- 4 A Hi, Sue, I'm just having a few problems with my computer; it keeps crashing.  
B Try turning it off and on again; alternatively / to tell you the truth, ring technical support.
- 5 I agree / It's true he was only using me as an example, but even so / even if it was very insensitive.
- 6 I don't really want to go in this weather. At any rate / Besides it's too far away.

**AZ** more words: *having said that*, on **top** of sth/sb, as a **rule**, to **say** nothing of sth, **above** all, **talking** of sb/sth

## Unit 65

### 1 Complete the sentences using vague language.

- 1 I must've seen twenty horses or \_\_\_\_\_.
- 2 His parents aren't old; I'd say they were fifty \_\_\_\_\_.
- 3 Their farm is somewhere in the \_\_\_\_\_ of 500 acres.
- 4 I can't really afford a new car, but I'll find the money \_\_\_\_\_ or other.
- 5 The whole project will take nine months, give or \_\_\_\_\_ a week or two.
- 6 His job is \_\_\_\_\_ to do with the railways.
- 7 What's all that \_\_\_\_\_ doing on the floor?
- 8 He's a pharmacist or something along those \_\_\_\_\_.

**AZ** more words: *whats-his/her-name*, *whatsit*, *thingummy/thingamajig*, *whatnot*, *whatchamacallit*, *doodah*

## Unit 66

### 1 Write a proverb or saying using the word in capitals. The meaning must be the same as in the sentence.

- 1 Accept other people's opinions and ways of life, even if they differ from yours.  
LIVE \_\_\_\_\_
- 2 It's easy to talk about something but a lot harder to do something about it.  
SAID \_\_\_\_\_
- 3 Two people working together can achieve more than one.  
HEADS \_\_\_\_\_
- 4 If you have a bad experience, you don't want something like it to happen again.  
SHY \_\_\_\_\_
- 5 Family relationships are stronger than other relationships.  
THICKER \_\_\_\_\_
- 6 If someone does something bad to you, you won't improve things by doing something bad to them.  
RIGHT \_\_\_\_\_

### 2 Complete the sentences.

- 1 He's pretty well off, and as they say, \_\_\_\_\_ talks – he gets what he wants.
- 2 I'm still waiting to hear from the hospital, but I guess that \_\_\_\_\_ news is \_\_\_\_\_ news.
- 3 Don't get into another row with the neighbours – just let \_\_\_\_\_ dogs lie.
- 4 If you want to come camping with us next week, please do – the more the \_\_\_\_\_ !
- 5 Don't forget to lock the doors when you leave – better \_\_\_\_\_ than \_\_\_\_\_.
- 6 It's hard to find a seat in the library – it's first \_\_\_\_\_, first \_\_\_\_\_, so get there early!
- 7 My driving is gradually improving and I'm a bit safer – I guess \_\_\_\_\_ makes perfect.
- 8 She only rings me at New Year – it's a case of out of \_\_\_\_\_, out of \_\_\_\_\_.

**AZ** more words: **waste** not, *want not*; *nothing ventured, nothing gained*; **tough** wood; **absence** makes the heart grow fonder; **familiarity** breeds contempt; **ignorance** is bliss

## 67 I can write a formal letter

### A Useful phrases for formal letters

Scottish Property Services Ltd  
3 Union Terrace  
GLASGOW

2 Grampian Close  
HELENSBURGH  
G84 7PP  
30th June 2001

Phrase	Use/Meaning
Opening a letter	
<b>I am writing to inform you that</b> <i>I will be leaving at the end of June.</i> <b>I am writing to inform you of my intention to terminate my lease.</b>	used for giving information. <b>intention (to do sth)</b> a plan to do sth <b>terminate sth</b> end or stop sth. <b>lease</b> a legal agreement for renting a property.
<b>I am writing to enquire whether</b> . . .	used for asking a question or making a request.
<b>I regret to inform you that</b> . . .	used for giving bad news.
<b>I am delighted to inform you that</b> . . .	used for giving good news.
<b>I am writing in response to</b> <i>your appeal for aid in . . .</i>	used for replying to an advertisement, etc. <b>appeal for sth</b> an urgent or sincere request for people to give money, help, etc.
<b>Please accept my sincere condolences.</b>	used for expressing apologies, sympathy, etc. <b>sincere</b> expressing what you really think or feel. SYN <b>genuine</b> . <b>condolences</b> the things you say to show sympathy when sb has just died.

Opening a reply to a letter	
<b>Further to</b> <i>our meeting last week, . . .</i> <b>Following</b> <i>our conversation on 5 May, . . .</i> <b>In reply to</b> <i>your letter of 7 July, . . .</i> <b>With reference to</b> <i>your letter of 3 June, . . .</i> <b>Thank you for your letter concerning</b> . . .	used to refer to a previous conversation with the receiver, or a letter/email from them.  <b>concerning</b> about. SYN <b>regarding</b> .

Referring to something in a letter	
<b>Please find enclosed</b> <i>a copy of . . .</i> <b>As you will see from</b> <i>my CV, I . . .</i>	used to refer to sth in the body of the letter or included with it.
<b>I would like to draw your attention to</b> . . .	used to refer to sth in the body of the letter, or sth that is relevant to the subject of the letter.

Closing a letter	
<b>Should you require any further information, please do not hesitate to contact me.</b>	commonly used at the end of a formal letter or offer ( <i>should</i> here is a more formal equivalent of <i>if</i> ).
<b>I would be grateful if you could</b> <i>contact me as soon as possible.</i>	used to make a request, or ask for action to be taken.
<b>I look forward to</b> <i>meeting you.</i> <i>I look forward to</i> <b>hearing from you.</b>	used to end a formal letter ( <b>hearing from you</b> is used when you expect a reply).

**1 Circle the correct word(s).**

- 1 Please accept my sincere **condolence/condolences** on the death of your father.
- 2 As you will **see/read** from my CV, I have extensive experience in marketing.
- 3 I am **delighted/delighted to** inform you that your application has been successful.
- 4 I look **toward/forward** to hearing from you.
- 5 **Following/Following to** our earlier conversation, I have now looked at the plan.
- 6 Thank you for your letter **concerning/concerned** the sale of your property.
- 7 **Would/Should** you require any further information, do not hesitate to contact me.
- 8 I am writing in response **for/to** your appeal for assistance at Longhurst Farm in July.

**2 Write a more formal word or phrase with a similar meaning to the words in *italics*.**

- 1 I am writing to *ask* / \_\_\_\_\_ whether there has been any progress with my application.
- 2 I am *sorry* / \_\_\_\_\_ to *tell* / \_\_\_\_\_ you that the International Sustainability conference has been cancelled.
- 3 I am writing to inform you of my *plan* / \_\_\_\_\_ to *end* / \_\_\_\_\_ my lease.
- 4 If / \_\_\_\_\_ you *need* / \_\_\_\_\_ any *more* / \_\_\_\_\_ information, please *feel free* / \_\_\_\_\_ to *get in touch with* / \_\_\_\_\_ me.
- 5 After / \_\_\_\_\_ our *chat* / \_\_\_\_\_ yesterday, *it would be good* / \_\_\_\_\_ if you could send me the details *about* / \_\_\_\_\_ the proposed changes.

**3 One word is missing from each sentence. What is it, and where does it go?**

- 1 I am writing in to your article about supermarket packaging. \_\_\_\_\_
- 2 We look forward hearing from you. \_\_\_\_\_
- 3 I am writing reply to your letter of 17 October. \_\_\_\_\_
- 4 Thank you for your letter the pre-service training course at CDQ. \_\_\_\_\_
- 5 Please enclosed a copy of my birth certificate. \_\_\_\_\_
- 6 I am writing in reply to your for donations following the tsunami disaster. \_\_\_\_\_
- 7 Please accept my sincere on the death of your grandfather. \_\_\_\_\_
- 8 I would like to your attention to the final clause of the lease. \_\_\_\_\_
- 9 As you see from my CV, I have extensive experience in sales and marketing. \_\_\_\_\_
- 10 With to your letter of 17 May, I am enclosing the documents you requested. \_\_\_\_\_

**4 Write sentences suitable for formal letters.**

- Ask a customer to get in touch with you before the weekend.  
*I would be grateful if you could contact me before the weekend.*

- 1 Start a letter explaining that you saw an advertisement for a receptionist in yesterday's paper.  
\_\_\_\_\_
- 2 Point out that you have included a photocopy of your driving licence in the envelope.  
\_\_\_\_\_
- 3 Mention a conversation you had with your client yesterday, and tell them that you now have the necessary documents.  
\_\_\_\_\_
- 4 Say that you are happy to give any more information needed about your qualifications if they are needed.  
\_\_\_\_\_
- 5 Say that you would like the company to send you a brochure and price list.  
\_\_\_\_\_
- 6 Explain to an interview candidate that they have been given the job.  
\_\_\_\_\_



## B Advice on writing formal letters

When writing a formal letter, firstly **state** your purpose in the opening paragraph in a **straightforward** manner. The **body** of the letter should contain one or more paragraphs, each dealing with a separate aspect of the **subject matter**. The final paragraph should **spell out** what you want to happen next.

It is crucial to adopt a suitable **tone**. Be clear, **concise**, and **to the point**, avoiding **superfluous** matter, but not too **blunt** or **abrupt**. Keep the language **plain** and simple where possible. Refer to **sample** letters on the internet for further guidance.

### Glossary

<b>state sth</b>	write or say sth clearly or firmly.	<b>to the point</b>	relevant and without any extra information. <i>SYN</i> <b>pertinent</b> .
<b>straightforward</b>	uncomplicated and easy to understand. <i>OPP</i> <b>convoluted</b> .	<b>superfluous</b>	unnecessary.
<b>body</b>	the main part of a book, article, text, etc.	<b>blunt</b>	saying what you think even if it offends or upsets people.
<b>subject matter</b>	the ideas or information in a book, letter, painting, etc.	<b>abrupt</b>	speaking or acting with few words and in a way that seems unfriendly or rude. <i>SYNS</i> <b>brusque</b> , <b>curt</b> .
<b>spell sth out</b>	explain the details of sth in a simple, clear way.	<b>plain</b>	without unnecessary detail; clear.
<b>tone</b>	the general attitude or feeling expressed in a piece of writing.	<b>sample</b>	an example, or small amount, of sth to show what all of it is like.
<b>concise</b>	expressed clearly and without using any unnecessary words.		

### 5 According to the text above, are the following positive (P) or negative (N)?

- |  |   |
|--|---|
| 1 The information was superfluous. _____   | 6 I thought his email was quite abrupt. _____ |
| 2 She writes in plain English. _____       | 7 The information was pertinent. _____        |
| 3 The letter sounds curt. _____            | 8 The tone was brusque. _____                 |
| 4 It was to the point. _____               | 9 It was written in a convoluted way. _____   |
| 5 His style is very straightforward. _____ | 10 Her response was very blunt. _____         |

### 6 Complete the dialogues with a suitable word.

- Did he say what he needed? ~ Yes, he \_\_\_\_\_ it very clearly.
- Her tone is rather brusque, isn't it? ~ Yes, I find it rather \_\_\_\_\_.
- Did you find some model letters? ~ Yes, I found some \_\_\_\_\_ letters on a website.
- He should tell her the problem clearly. ~ That's right; he's got to \_\_\_\_\_ it out.
- Did you enjoy the programme? ~ No, I wasn't interested in the \_\_\_\_\_ matter.
- Was the complaint in the introduction? ~ No, I put it in the \_\_\_\_\_ of the letter.
- Is that detail really necessary? ~ No, it's \_\_\_\_\_.
- Is the letter easy to follow? ~ Yes, it's very \_\_\_\_\_.

### 7 ABOUT YOU AND YOUR COUNTRY Is the advice in the text similar to the advice you would give for formal letters in your own language? Where is it the same, and where does it differ?



## 68 I can use formal link words 🎧

In addition to the many link words you already know, e.g. *however, although, furthermore, since*, etc., there are a limited number of link words and phrases which are mostly used in formal written English.

It is our understanding that the residents of Alton Court received a full apology from the council in writing **prior to** the meeting that was held on 7 June. **In view of** the limited inconvenience they suffered, this was felt to be adequate; **thus** no further action was taken. **With regard to** Mr Wilson, however, the council acknowledges some damage was caused to his property, **albeit** very minor, and therefore agrees to pay the full costs incurred by Mr Wilson, **notwithstanding** the burden it will inevitably place on the council's resources. **In conclusion**, we sincerely hope this brings an end to the matter.

### Glossary

<b>prior to sth</b>	before sth.
<b>in view of sth</b>	used to introduce the reason for a decision. <b>SYN</b> <i>considering sth.</i>
<b>thus</b>	therefore. <b>SYN</b> <i>hence.</i>
<b>with/in regard to sb/sth</b>	relating to a particular person or subject. <b>SYNS</b> <i>concerning sth, regarding sth.</i>
<b>albeit</b>	although.
<b>notwithstanding</b>	in spite of.
<b>in conclusion</b>	used in writing or a formal speech to show that you are about to finish what you are saying.

### spotlight *hitherto and henceforth*

**Hitherto** means 'up to this time'.

*Hitherto we had had no problems of this kind.*

**Henceforth** means 'from this time on'.

*Jason Dean Williams (henceforth referred to as 'the accused') ...*

### 1 Replace the underlined word(s) with a more formal equivalent.

- 1 He was only seven, so he couldn't be held responsible for his actions. \_\_\_\_\_
- 2 I agreed, although with some reluctance, that I would accompany them. \_\_\_\_\_
- 3 The meeting will go ahead in spite of the planned protests. \_\_\_\_\_
- 4 We were told before the meeting. \_\_\_\_\_
- 5 His performance was extraordinary considering his advancing years. \_\_\_\_\_
- 6 Up to this time, the species was unknown. \_\_\_\_\_

### 2 Complete the sentences with a suitable link word or phrase.

- 1 Deoxyribonucleic acid (\_\_\_\_\_ referred to as DNA) carries genetic information.
- 2 They did not have valid tickets, \_\_\_\_\_ they were not allowed to board the train.
- 3 \_\_\_\_\_ our conversation yesterday, I had not met either man.
- 4 Work on the new extension will commence next month. \_\_\_\_\_ the roof, the contractors have assured us that the necessary repairs will be carried out immediately.
- 5 \_\_\_\_\_ the complaints received, we still have complete faith in both the company and the Managing Director.
- 6 \_\_\_\_\_, the board would like to thank everyone for attending the meeting and making such a positive contribution.



## 69 I can use academic English

### A Public examinations

#### Exam requirements

Some public examinations in English consist of a written paper in which candidates are required to produce a piece of **discursive** writing. They may be asked to present and develop an **argument**, **evaluate** ideas, **summarize** information, etc. Candidates are **assessed** on a number of **criteria**, including their ability to write in an organized and **coherent** way, their **command of** a range of **stylistic** features, and their ability to write in an appropriate **register**. Some tasks may also involve the use of **narrative**.

#### spotlight **present v**

The verb **present** (stress on second syllable) can be used to show or describe something in speech, e.g. at a **conference**, where there are talks on different subjects, or in writing. **presentation** N.

*I'm **presenting** the new product at the sales **conference**.  
He didn't **present** his ideas very coherently in his essay.*

#### Glossary

<b>discursive argument</b>	discussing different ideas. a set of reasons that sb uses to show that sth is true or correct.
<b>evaluate sth</b>	form an opinion of sth after careful thought. <b>evaluation</b> N. SYN <b>assess sth</b> V, <b>assessment</b> N.
<b>summarize sth</b>	give a short statement that brings together the main points of sth. SYN <b>sum sth up</b> . <b>summary</b> N.
<b>criterion</b> (PL <b>criteria</b> )	a standard or principle by which sth is judged.
<b>coherent</b>	(of writing) clear and comprehensible, with each part following on logically from the one before. OPP <b>incoherent</b> . <b>coherence</b> N.
<b>command of sth</b>	a knowledge of sth and an ability to use it well.
<b>stylistic</b>	connected to the way a writer or artist does sth. <b>style</b> N.
<b>register</b>	the words, grammar, and style that sb uses in a particular situation, e.g. <i>formal</i> .
<b>narrative</b>	a description of events, especially in a novel. SYN <b>story</b> (the person is a <b>narrator</b> ).

#### 1 Circle the correct word(s). Sometimes both words may be correct.

- He asked me to **sum up / summarize** the main points.
- Having read her essay, what was your **command / assessment** of it?
- The events in the novel are described by a **narrative / narrator**.
- We had to **assess / evaluate** the plans.
- The single most important **criterion / criteria** was experience.
- The chairman came to my **conference / presentation** and thanked me afterwards.
- It was an interesting **argument / register**, but I'm not sure I agree with it.
- You have to be able to **propose / present** your ideas on paper.

#### 2 Complete the sentences.

- I decided to write a \_\_\_\_\_ because I'm quite good at telling stories.
- You should provide a brief \_\_\_\_\_ of your ideas at the end of the talk.
- I couldn't follow what the writer was trying to say because it was so \_\_\_\_\_.
- The use of metaphors is an important \_\_\_\_\_ feature of the writing.
- What are your \_\_\_\_\_ for choosing the best candidate for the job?
- To write an academic essay, you need a very good \_\_\_\_\_ of the language.
- Most academic essays are written in a formal style and \_\_\_\_\_.
- I'm not very good at discussing ideas on paper, so I avoid \_\_\_\_\_ essays.



## B Basics of academic writing

In a piece of academic writing, the writer will do at least some of the following:

- **outline** their main ideas
- **explore** certain ideas in greater depth
- **highlight** important facts
- **adopt** a particular **stance** or point of view
- **exemplify** certain points
- **draw conclusions**

They may also compare and contrast, **condemn** or **condone**, explain, describe, analyse, **hypothesize**, **assert**, **justify**, and – to the irritation of some people – **sit on the fence**.

### Glossary

<b>outline sth</b>	give a description of the main points involved in sth. <b>outline</b> N.
<b>explore sth</b>	examine, discuss, or think about sth carefully. <b>SYN analyse sth.</b>
<b>highlight sth</b>	emphasize sth to give it more attention.
<b>adopt sth</b>	decide to take and support a particular point of view, plan, etc.
<b>stance (on sth)</b>	an opinion that sb has about sth and expresses publicly. <b>SYN position.</b>
<b>exemplify sth</b>	give an example to make sth clearer. <b>SYN illustrate sth.</b>
<b>conclusion</b>	a decision reached after discussion and examination of any evidence ( <b>reach / draw / come to a conclusion</b> ). <b>conclude</b> V.
<b>condemn sth/sb</b>	say publicly that you think sth or sb is bad or wrong. <b>condemnation</b> N.
<b>condone sth</b>	accept or forgive behaviour that most people think is wrong.
<b>hypothesize</b>	suggest a possible explanation for sth, but without knowing whether it is really true. <b>hypothesis</b> N.
<b>assert sth</b>	state clearly that sth is true. <b>SYN claim sth. assertion</b> N.
<b>justify sth</b>	show that sth is right or reasonable. <b>justification</b> N.
<b>sit on the fence</b>	<b>IDIOM</b> avoid deciding or saying which side of an argument you support.

### 3 Complete the sentences with a form of the word in capitals.

- |  |            |
|--|------------|
| 1 There was universal _____ of the attack.             | CONDEMN    |
| 2 What _____ did you draw?                             | CONCLUDE   |
| 3 It may be unwise to _____ at this stage.             | HYPOTHESIS |
| 4 I felt he _____ the point very well.                 | EXAMPLE    |
| 5 He was correct in his _____ that the man was guilty. | ASSERT     |
| 6 What was his _____ for that argument?                | JUSTIFY    |

### 4 Rewrite the sentences on the left using a single verb or noun for the underlined words in 1–7, and a phrase in 8. Keep the meaning the same.

- |   |                       |
|---|-----------------------|
| 1 She <u>gave a general picture of</u> her ideas.             | She _____             |
| 2 She had one <u>possible explanation</u> .                   | She had one _____     |
| 3 She <u>gave special emphasis to</u> certain points.         | She _____             |
| 4 She wouldn't <u>accept or forgive</u> his behaviour.        | She wouldn't _____    |
| 5 She didn't <u>take and support</u> a clear <u>stance</u> .  | She didn't _____      |
| 6 She went on to <u>analyse</u> the idea in more depth.       | She went on to _____  |
| 7 She couldn't <u>show</u> her ideas <u>were reasonable</u> . | She couldn't _____    |
| 8 In the end, she <u>wouldn't agree or disagree</u> .         | In the end, she _____ |



*Far from the Madding Crowd* by Thomas Hardy

**SYNOPSIS:** After inheriting her **prosperous** uncle's farm, Hardy's **protagonist**, Bathsheba Everdene, becomes an independent woman. But her beauty attracts many admirers: farm worker Gabriel Oak, landowner William Boldwood, and handsome soldier Frank Troy, whom she later marries. However, Troy is a selfish man who allows his earlier love, Fanny Robin, to die in poverty while giving birth to his child. Boldwood is madly jealous of Troy, and later in the novel this is the reason for his **downfall** when, in a jealous rage, he kills Troy. Gabriel asks for **mercy** to be shown him, and, on the grounds of **insanity**, Boldwood escapes death but is sent to prison. The novel ends with Bathsheba marrying Gabriel.

**COMMENTARY:** Incidents such as Fanny's pregnancy and **pitiful** death, and Boldwood's act of murderous violence, **convey** Hardy's growing taste for tragedy. But **unlike** Tess in the later *Tess*

of the *D'Urbervilles*, **fate** still favours Bathsheba. She finally finds contentment with Gabriel, who **embodies** the best qualities of the rural community in the fight against the growth of industrialism, which Hardy finds so **alien**.

Another theme in the novel is the danger and destruction **inherent in** romantic love and marriage. Hardy **exposes** the irrationality and **betrayals** of romantic relationships, and implies that the true basis of a happy marriage is **companionship** and a common interest. For some it is also an early example of feminist literature. Bathsheba is **portrayed** as an independent woman with the courage to **defy** convention and run a farm herself. Her passionate nature leads her into errors of judgement, but Hardy **endows** her with the **resilience**, intelligence, and good luck to overcome the mistakes of youth.

## Glossary

<b>synopsis</b>	a short summary of the plot of a book, film, etc.
<b>prosperous</b>	rich and successful. <b>SYN</b> affluent. <b>prosperity</b> N.
<b>protagonist</b>	the main character in a book, film, etc.
<b>downfall</b>	A person's <b>downfall</b> is the complete loss of their money, power, etc.
<b>mercy</b>	a kind or forgiving attitude towards sb you have the power to harm or punish. <b>merciful</b> ADJ. <b>OPP</b> merciless.
<b>insanity</b>	the state of being seriously mentally ill. <b>insane</b> ADJ. <b>OPP</b> sane.
<b>commentary</b>	a written explanation or discussion of sth such as a book.
<b>pitiful</b>	deserving, or causing you to feel, pity.
<b>convey sth</b>	communicate ideas and feelings.
<b>unlike</b>	used to contrast one person or thing with another.
<b>fate</b>	a power that is believed to control everything and that cannot be changed.
<b>alien</b>	strange, difficult to understand, and often unacceptable.
<b>inherent (in sth)</b>	If sth is <b>inherent in sth</b> , it is a natural part of it and cannot be removed from it. <b>SYN</b> intrinsic.

<b>expose sth</b>	tell the true facts about sth and show it to be bad or wrong.
<b>betrayal</b>	the act of being disloyal to sb who trusts you. <b>betray</b> V.
<b>companionship</b>	a friendly and comfortable relationship between people.
<b>portray sb/sth</b>	describe sb/sth in a piece of writing. <b>SYN</b> depict sb/sth. <b>portrayal</b> N.
<b>defy sth/sb</b>	refuse to obey a law or rule, or a person. <b>defiance</b> N. <b>defiant</b> ADJ.
<b>resilience</b>	the ability to recover and become strong again after a difficult or unpleasant situation. <b>resilient</b> ADJ.

**spotlight** *embody/represent sth, endow sb with sth*

If a character in a book **embodies** or **represents** something, they show or express a particular idea or quality (**embodiment** N). If the writer **endows** a character **with** something, they give the character a particular quality or feature.

He **embodies** the spirit of hopefulness.

She is the **embodiment** of beauty.

The author **endows** the hero **with** great powers.



**1 Add the related words.**

- |                   |                      |                        |
|-------------------|----------------------|------------------------|
| 1 betray _____ N  | 4 embody _____ N     | 7 resilience _____ ADJ |
| 2 portray _____ N | 5 prosperous _____ N | 8 mercy _____ ADJ      |
| 3 defy _____ N    | 6 insane _____ N     | 9 pity _____ ADJ       |

**2 Circle the correct word(s).**

- A commentary on a novel is a synopsis / an explanation of the main events.
- If something is alien to you, it is easy / difficult to understand.
- If you expose someone, you tell the truth / lies about them.
- A pitiful story is likely to make you feel sad / proud.
- Resilience is the ability / inability to recover from a big disappointment.
- If you are defiant, you agree / refuse to do something.

**3 Replace the underlined word(s) with another word that has a similar meaning in the context.**

- Could you just give me a summary of the novel? \_\_\_\_\_
- She is portrayed as a very virtuous character. \_\_\_\_\_
- In the end she died a rather sad death. \_\_\_\_\_
- He was one of the more affluent landowners. \_\_\_\_\_
- Generosity was one of her intrinsic qualities. \_\_\_\_\_
- There were fears he might be mad. \_\_\_\_\_
- In the novel she embodies the forces of change. \_\_\_\_\_
- She misses the enjoyment of being with other people. \_\_\_\_\_

**4 Complete the synopsis of the novel with words from the box, in the correct form.**

fate   represent   downfall   mercy   protagonist   depict   unlike  
endow   convey   defy   betray   embodiment

Tess is the (1) \_\_\_\_\_ in Hardy's novel that bears her name, *Tess of the D'Urbervilles*. She is (2) \_\_\_\_\_ in the novel as a daughter of nature, and Hardy (3) \_\_\_\_\_ her with so many noble qualities that she is one of his most sympathetic characters. But time and again she has to endure suffering and the brutality of the industrial age. This brutality is (4) \_\_\_\_\_ in the character of Alec D'Urberville, who is the (5) \_\_\_\_\_ of evil in the novel. The other man in her life is Angel Clare, an intelligent young freethinker, who (6) \_\_\_\_\_ convention and is happy to work on a farm rather than go to university. He and Tess fall in love and marry, but when Tess tells him that she has previously had a child, Angel feels (7) \_\_\_\_\_ and leaves her. (8) \_\_\_\_\_ is sometimes kind to Hardy's heroines, but not in this case. Tess goes back to Alec, but when Angel returns from Brazil and forgives her, she brings about her own (9) \_\_\_\_\_ by stabbing Alec to death. But (10) \_\_\_\_\_ Boldwood at the end of Hardy's earlier novel *Far from the Madding Crowd*, Tess is shown no (11) \_\_\_\_\_. She is executed for her crime, although the final incident is only (12) \_\_\_\_\_ to us by a black flag being waved over the prison.

**5 ABOUT YOU** What was the last novel you read? Can you give a synopsis of it? Write it down, or tell another student.

