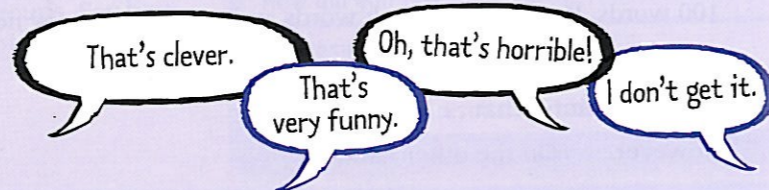


good news, bad news



glossary gallery owner the person the gallery belongs to
appreciate in value go up in price / value over a period of time

how to ... react to a joke



do you get it?

with a partner ...

Imagine you're going to hear some good news and bad news. Which would you prefer to hear first, and why?

joke time

Look at the pictures. Who and where are the people? What could they be talking about?

Listen and react to the joke. Did you get it? Go to p.20 of the listening booklet and listen again.

natural English
worth / value

What's the house worth /wɜːθ/? It's gone up / down (in value) since last year.
 It's worth \$500,000. That painting is worth a fortune now.
 That restaurant is good value /'væljuː/ (for money).

Complete the dialogues with appropriate phrases.

- A Did you enjoy the package holiday?
 B Yes, we had fun and it was _____.
- A I bought this clock for €50, but now _____ €80.
 B That's the great thing about antiques – they usually _____.
- A Her jewellery must be _____!
 B Yes, that's why she's afraid to wear it in public.

feelings and emotions

Which phrases could you use if you got a) good news or b) bad news?

- | | | |
|-----------------|-----------------|-----------------------------|
| over the moon © | really fed up © | thrilled to bits © |
| heartbroken | let down | really ecstatic /ɪk'stætɪk/ |

How would you feel in these situations? Use the phrases.

- The football team you've supported for years is bottom of the league.
- Your best friend's getting married.
- Your best friend's getting married to your ex-boyfriend / -girlfriend.
- You win the lottery.
- You win the lottery but can't find the ticket.

in unit six ...
 tick ✓ when you know this

natural English

- worth / value
- talking about needs
- you get ...
- apparently, it appears / seems that
- getting sb's attention
- passives in news reporting

grammar

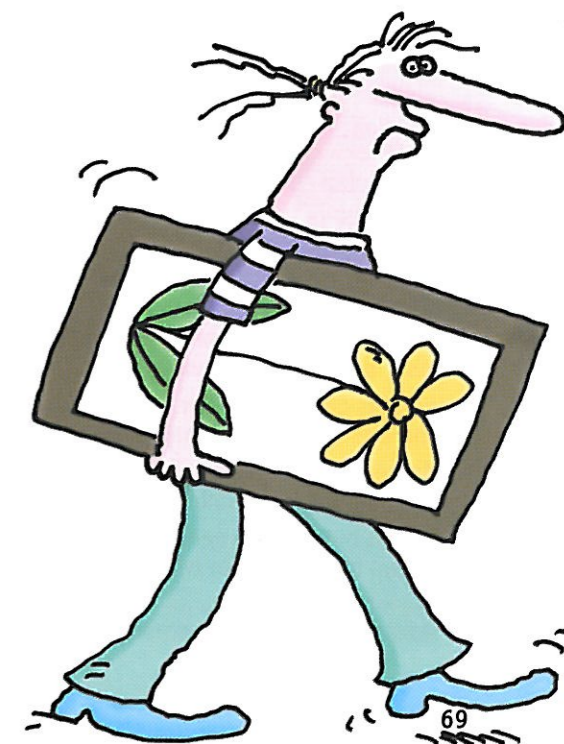
- past simple and present perfect passive
- indirect questions

vocabulary

- feelings and emotions
- collocation
- expressing opinions and interest

wordbooster

- dangers and disasters
- knowing your prepositions





reading trouble spots

lead-in

- 1 **Think!** Prepare to answer these questions.
 - 1 What important events are in the news at the moment?
 - 2 What do you know about some of the world's trouble spots?
- 2 Compare your ideas in small groups.
- 3 Read the description of the contents of a foreign correspondent's survival case. Look at the photo below and identify the items.

World Affairs correspondent, DAVID LOYN, says:

“My ready-packed bag is a great comfort. I couldn't manage without it.”



A short-wave radio, three tape recorders, a microphone, a camera, cash, and a Bible: these are the essentials.

With his cup, water filter, and kettle, Loyn can make himself a hot drink wherever he is. A hip flask of whisky proves useful too.

Malaria tablets, vitamin pills, antibiotics, and mosquito repellent are essential for maintaining good health; the cigarettes are a useful bribe.

Peanut butter and Vegemite: if Loyn can get his hands on some bread, he can live on this for two weeks.

Radio Times 14-20 August 1999

natural English talking about needs

6.2

I couldn't _____ / live/survive without _____ .
_____ would be absolutely essential
in the Amazon.
I'd have to have/take _____ .

Listen and complete the sentences. Practise saying them. Tell a partner:

- 1 three items you couldn't live without in a trouble spot in Africa.
- 2 three items you would take to San Francisco on a business trip.

vocabulary collocation

- 1 Choose the correct word.
 - 1 The area is now **totally** / extremely dangerous.
 - 2 The soldiers were **strongly** / seriously injured.
 - 3 The city was **badly** / extremely damaged by fire.
 - 4 Parts of the town were **completely** / fully destroyed.
 - 5 The **near** / surrounding area is now controlled by the rebels.
 - 6 The **last** / latest information is that the radio station is on fire.
 - 7 People are concerned about possible **terrorist** / terrorism attacks.
 - 8 The situation is now **under** / in control.
 - 9 The fighting could **escalate** / go up and get out of / over control.
 - 10 The capital is now **in** / on fire.
- 2 **Think!** Imagine you're reporting from a trouble spot. Complete the report using the collocations in exercise 1.

Last night, the roads leading out of the city _____ . The airport _____ and two other reporters _____ .

The latest information we have is that the political situation _____ and the villagers _____ .

read on

- 1 Foreign correspondents are given training before they go to trouble spots. Read these extracts. How do you think they finish?
 - 1 You learn basic and advanced first aid, how to treat gunshot wounds and burns, and how to prepare for extreme _____ .
 - 2 There's nothing optional about the training – if you haven't done the course, you _____ .
 - 3 I've reported a lot from trouble spots around the world and the one thing I've learnt is that getting out can be more difficult than _____ .
 - 4 When reporting somewhere for the first time, it's often worth contacting the aid agencies, religious communities, and any other _____ .
- 2 Read the article and check your answers. Then complete the glossary.
- 3 Read the article again, then tell a partner:
 - 1 four things you have to learn before you go to a war region.
 - 2 why Bosnia was significant for all foreign journalists.
 - 3 why moving from one region to another is difficult.
 - 4 why life can be dangerous for the 'fixers'.



Training by Rageh Omaar

Every region in the world is given a danger rating. Before going anywhere, you have to go through the relevant **hostile** environment training; this is provided not only by people with military backgrounds, but also by doctors, psychologists, and so on. You learn basic and advanced first aid, how to treat gunshot **wounds** and burns, and how to prepare for extreme hot and cold climates. And if you're in danger, how to get out of it. Naturally you're also updated on the latest information about the specific region.

It all began really with Bosnia, where something like 50 journalists lost their lives – that's more than in the whole Vietnam war. There's nothing optional about the training – if you haven't done the course, you aren't allowed to go.

Radio Times 14-20 August 1999

Understanding the territory by George Alagiah

I've reported a lot from trouble spots around the world and the one thing I've learnt is that getting out can be more difficult than getting in. The situation can escalate so quickly that the route you used to enter can be completely blocked a few days later, so you need to do a lot of homework about the region.

Getting the right local people on your side is essential. You often find that different people control different parts of a region, so you have to know where you part with one set of **bodyguards** and pick up another.

Then there are the 'fixers'. These are local people who understand the situation and your safety will often depend on their judgement. In one conflict, we were captured by soldiers on the losing side. Soldiers on the winning side can be quite generous, but a defeated army is often dangerous. I wasn't hurt, but



our fixer **got** badly **beaten up**. We pay them very well but sometimes they too become **casualties** of war.

When reporting somewhere for the first time, it's often worth contacting the aid agencies, religious communities, and any other organizations that have knowledge of the region. Taxi drivers can also be a very useful source of information, but it's necessary to know whose side they're on.

glossary

- hostile** /'hɒstail/ unfriendly and _____
- wound** /wu:nd/ injury from a knife or _____
- bodyguard** person whose job is to _____
- get beaten up** @ be _____
- casualties** /'kæʒʊəltiz/ people who are killed or _____ in accidents or war



it's your turn!

- 1 **Think!** Read the questions and prepare to discuss them.
 - 1 Would you be a good foreign correspondent? Why / why not?
 - 2 What would you like / dislike about the work?
 - 3 What areas in the world wouldn't you be prepared to go to? Why?
 - 4 How would you feel about appearing on TV as a foreign correspondent?
 - 5 How might the job affect your social / family life and your personality?
- 2 Compare your ideas in small groups.

wordbooster

dangers and disasters

1 **Match the definitions a to f with words in the table.**

- catch and keep a person prisoner illegally, especially to get money
- promise to do something unpleasant if you don't get what you want
- hurt in an accident or attack
- manage to exist in a difficult / dangerous situation
- take control of a place, or take a person prisoner
- move people from a dangerous place to a safer one

verb	general noun	verb	general noun
warn	warning	attack	
explode		survive /sə'vaɪv/	
escape		capture /'kæptʃə/	
accuse		damage /'dæmɪdʒ/	
kidnap		threaten /'θretən/	
arrest		destroy	
injure /'ɪndʒə/		evacuate /ɪ'vækjuːt/	

2 **Complete the 'general noun' columns.**



3 **Complete sentences 1 to 5 using appropriate verbs from exercise 1 in the past simple. You can use the same verb more than once.**

- 1 The bomb _____.
- 2 Nobody _____ / _____.
- 3 Terrorists _____ / _____ / _____ the politician's family.
- 4 The police _____ / _____ / _____ / _____ the young man.
- 5 The soldiers _____ / _____ / _____ / _____ / _____ the building.

extended speaking

Learn these phrases for later

- badly damaged
- seriously injured
- under control
- the latest information

listening

have you heard?

knowing your prepositions

Good dictionaries tell you if a noun, verb, or adjective is often followed by particular prepositions, or if a preposition comes before or after a noun in special phrases.

fire /'faɪə/ [U, C] flames that are out of control and destroy buildings, trees, etc: *The car was now **on fire**.* ♦ *The warehouse had been badly damaged by **fire**.* ♦ *fire-fighting equipment* ♦ *Several youths had **set fire to** the police car (= had made it start burning).*

entry from *Oxford Advanced Learner's Dictionary* ISBN 019431510-X

1 **Use a dictionary to complete these sentences with the correct preposition.**

- 1 They **accused** the boy _____ stealing.
- 2 He was **arrested** _____ dangerous driving.
- 3 The soldiers will **protect** the women and children _____ attack.
- 4 The police **evacuated** the residents _____ the area.
- 5 One of the prisoners who escaped is still _____ **the run**.
- 6 The police were stopping cars _____ **random**.
- 7 After the recent terrorist attack, most people believe they are still _____ **danger**.
- 8 The village is desperately _____ **need** _____ medical supplies.

When you note down phrases with prepositions, you can test yourself later if you write them like this:

verb phrase	preposition
to accuse sb — doing sth	of
to be — fire	on

lead-in

1 **Think!** Prepare to answer these questions.

TV NEWS

- Do you find out the news mainly from TV, radio, the Internet, or the press? Which do you prefer, and why?
- In your country what time do TV channels broadcast the news in the evening? What do you think is the best time for TV news, and why?
- Are there different styles of TV news programme? For example, for younger or older viewers? Quick headline news or more analytical in-depth news? Which style do you prefer?
- What do you think of the TV newsreaders in your country? How important is their appearance and personality?

2 Compare your ideas in small groups.

listen to this

tune in

- 1 **6.3** You're going to hear a journalist, Willie Ward, talking about TV news in one country. Read the extracts from his talk.

There are ¹_____ main, er, channels, television channels ...

They both have their news at ²_____ o'clock ...

You get really a ³_____ news service on different channels ...

Probably the best time, er, for ⁴_____ social life for news is in fact eight o'clock ...

2 Listen and fill the gaps in the extracts.

listen carefully

3 Listen to **part 1**. Complete the sentences.

- You can watch the news from _____ to _____.
- Eight o'clock is a good time for news because _____.

4 Listen to **part 2**. Circle the correct word / phrase.

- The news programmes are all politically similar / different.
- The analysis of the news is in the same programme / a different programme.
- The female newsreaders are low-key / very glamorous.
- The personality of the male newsreaders is important / not important.



natural English you get ...

In spoken English this common phrase can mean that something happens or exists.

What **you get** in France is ... (= What happens in France is ...)

You get lots of traffic jams on the coast road in the summer. (= There are lots of traffic jams.)

Underline all the examples of *you get ...* in the tapescript on p.20 of the **listening booklet**.

listening challenge

- 5 Listen to Bridget talking about TV news in Australia. Why is there so much international news there, and what special channel do they have? Tell a partner.



Bridget

listening booklet p.20 and p.21 for tapescripts and exercises

grammar past simple and present perfect passive

1 **Think!** Read the opening sentences of some news stories and prepare to answer these questions.

- Which of these stories could happen in your country? Can you think of examples?
- If the story's unlikely in your country, where could it happen?

1 Parts of the countryside have been cut off by heavy snow.

example Story 1 is very unlikely in our country because we hardly ever have snow. It could happen in places like Scandinavia or Canada, which are very cold in the winter.

2 Thousands of people have been evacuated after floods destroyed several villages and left many homeless.

3 Two people have been killed and several injured in a terrorist attack in the centre of the city.

4 An important conservation area in the south has been badly damaged by forest fires.

5 The seven tourists taken hostage last Friday have just been released.

6 The son of a wealthy banker has been kidnapped near his home.

7 A large explosion has been reported at a nuclear power station in the north of the country.

8 A minister has been accused of lying to parliament about government contracts.

- Compare your ideas in small groups.
- Underline the examples of the present perfect passive in the sentences in **exercise 1**. Why is the passive form used? Why is the present perfect used?
- Read the continuation of one of the stories. Which one is it?

The eleven-year-old son of Francis Loubet was pushed into the back of a car when he was on his way to school this morning and driven away. A man accompanying him, thought to be his bodyguard, was seriously injured as he tried to protect the boy. Since then, there has been no news of him.

- 5 Answer these questions about the text in **exercise 4**.
- Which passive tense is used in the first two sentences?
 - Why's this tense used?
 - Why's the last sentence in the present perfect?

go to **language reference** p.162 and p.163

6 Complete the story using an active or passive form of these verbs.

injure evacuate spread
discover bring call out

A conservation area in the south has been badly damaged by forest fires. The fire brigade 1 _____ this morning and people living in the surrounding area 2 _____ immediately. The fire 3 _____ to Conway, an area of outstanding beauty much loved by walkers, but eventually it 4 _____ under control by a specialist team of fire fighters and nobody 5 _____. So far, the source of the fire 6 _____ not _____.



natural English apparently, it appears / seems that

We use these when we believe something is true, but we aren't 100% sure.

- A Was the fire an accident?
B Yes, **apparently** it was caused by picnickers.
it appears (that)
it seems (that)

7 Work with a partner. Use the phrases in the **natural English** box to introduce and respond to these news stories.

examples **PRISONER RECAPTURED**

- A I see that the escaped prisoner has been recaptured.
B Yes, that's right. **Apparently**, he was stopped at the station.

Art gallery destroyed

CITY CENTRE EVACUATED

MILLIONAIRE KIDNAPPED

GOVERNMENT BUILDING DAMAGED

your own story

extended speaking

Learn these phrases for later
The prisoner has been recaptured.
He was arrested earlier today.
The house was badly damaged.
Several people have been injured.



how to ... be an ace reporter

vox pops

1 TV and radio reporters sometimes ask people for their reactions to events. Read the 'vox pops'. What topics do you think the reporter asked about?

1 Yeah, I feel quite strongly about that, actually. I think they should ban it in all public buildings – it's a disgusting habit anyway.

2 It doesn't bother me actually – if people want to spend a fortune on a beautiful nose or perfect teeth, that's up to them. It's not really my business, is it?

3 It's a difficult issue, really – I mean, on the one hand, we need more housing, but at the same time, I can see why people get upset about losing all our green spaces.



2 Listen to the vox pops. Were you right?

3 Listen again. Which phrases in the **natural English** box below does the reporter use, and in which order?



natural English getting sb's attention

Excuse me, have you got a moment?	Sure.
Sorry to bother you, but could I just ask you something?	Go ahead.
Excuse me, can you spare a minute or two?	It depends what it is.
Excuse me, are you in a hurry?	Sorry, I'm late already.

Practise saying the questions and responses.

grammar indirect questions

- 1 Read the direct questions, then look at the tapescript on p.22 of the **listening booklet**. Write down how the reporter asks the questions in an indirect way.

direct questions	indirect questions
How do you feel about the proposed ban?	
What do you think about people who have cosmetic surgery?	
Are you worried about the amount of housing available?	

- 2 With a partner, answer the questions.

- What changes are there from direct questions to indirect questions? What has been added or removed?
- Which questions sound more polite: direct or indirect ones?

- 3 Transform these direct questions into indirect questions.

- What do you feel about free school meals for young children?
I'd like to know _____.
- What do you think about football hooligans?
Could you tell me _____?
- Do you agree with random drug testing for car drivers?
Could I ask you _____?
- Are you concerned about genetically modified food?
I'd be interested to know _____.

- 4 Ask and answer with a partner, using the indirect questions.

go to **language reference** p.163

vocabulary expressing opinions and interest

- 1 Divide sentences 1 to 9 into these three groups:

strong opinions 'sitting on the fence' lack of interest

- I feel quite strongly about that.
- I can see both sides.
- I'm very much against it.
- It doesn't bother me that much.
- I wouldn't like to say.
- I'm not really bothered, to be honest.
- I'm not all that interested in it.
- I'm not at all in favour of it.
- There's no easy answer to that.

- 2 Say the sentences, stressing the underlined words/syllables.



it's your turn!

- Work with a partner. You're going to collect five vox pops from your classmates. Choose one topic together.
 - military service for women
 - shops opening 24 hours a day
 - footballers being paid so much money
 - boarding schools (where children study and live away from home)
 your own topic
- Split up and interview five different classmates each. Use this framework:
 - request someone's attention
 - ask your question
 - listen and note the answer
 - thank them
- Compare your interviews with your partner. Make a poster. Write your question and choose three or four of the answers.
- Show your poster to the class. Vote for the most interesting one.

extended speaking

Learn these phrases for later

Could you tell me what you feel about ...?
I'd like to know if you agree with ...
I feel quite strongly about that.
It doesn't bother me that much.



extended speaking

radio news report

you're going to:

collect ideas

listen to some local news reports from the *one o'clock news*

update the stories

develop two stories for the *six o'clock news*

prepare a bulletin

write out the two updated news stories

read the news

follow some expert advice and read your news stories to the class

role play

conduct vox pops on issues related to your news stories

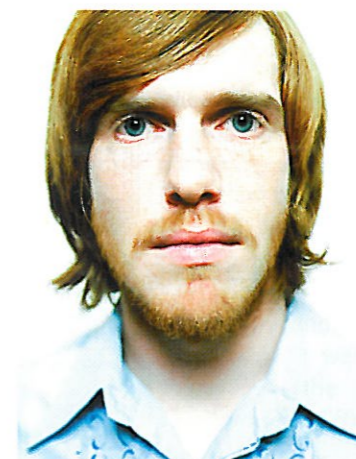
but first ...

Look back at the **extended speaking** boxes in this unit. You can use this language in the activity.



collect ideas

- In small groups, look at the pictures from three news stories. What do you think they're about?
- 6.6** Listen to the *one o'clock news*. Make notes in the table. Were your predictions about the pictures correct?



story 1	story 2	story 3
Who?	Who?	What's happened?
What's happened?	What's happened?	Where?
What's the situation now?	What's going to happen?	Why?

- 3 The newsreader made six changes to her stories as she was presenting the news. Look at the tapescript in the **listening booklet** on p.22. Listen to the *one o'clock news* again and find the differences.



natural English passives in news reporting

News reports often use the verbs *know*, *believe*, *say*, and *think* in these patterns:

He's known to be dangerous.

She's believed to be in the States.

It's thought that the children are safe.

It's said that he has several wives.

Transform these sentences from active to passive, using the patterns above.

- | | |
|---|----------------------|
| 1 People say she's very rich. | She _____. |
| 2 People think the children are out of control. | It _____. |
| 3 People know she's very mean. | She _____. |
| 4 People believe that the President is unwell. | The President _____. |

update the stories

- 4 **Think!** Decide how one of the three stories could develop. Use the questions below to help you, but don't write yet.
- 5 Compare your ideas with a partner who chose a different story.

STORY ONE

- Has anyone seen these men?
- Do you know where they are now?
- Have the police caught them?
- Do you have any more information?

STORY TWO

- Do you know why Walker was arrested?
- Have Canfield Football Club made a statement? If so, what did they say?
- Do you have any more hard facts about the rumours?

STORY THREE

- Do you know why the explosion happened?
- Was anybody killed or injured?
- What damage was caused?
- Do you have any more information?



prepare a bulletin

- 6 Read the checklist. With your partner, write the updated bulletin for the *six o'clock news*.

- checklist**
- Decide which story is now the most important and should come first.
 - You need to make changes to both stories, but some will change more than others, and you can still repeat some of the language from the earlier news broadcast. Look at the tapescript on p.22 of the listening booklet to help you.
 - If you like, you can add breaking news about a new story.
 - Write the stories together.
 - Edit your stories at the end.

read the news

- 7 Read the quotes from professional newsreaders and tick ✓ the most useful information. With a partner, practise reading your stories. Try to suggest improvements.

“ I read it through first and think where I'm going to pause: between sentences, and sometimes in the sentences themselves. I often mark the pauses on the script. ”

“ A good newsreader spends a lot of time going over the news again and again – if you're well-informed about the story, it makes a difference. ”

“ You've got to practise: it takes time to do it well. You need to take a deep breath before each story or each long sentence. Don't let people hear that, though! ”

“ It's only human to make mistakes when you read the news. Don't worry! The listeners don't mind the occasional mistake. ”

“ If I don't know how to pronounce something, like someone's name or a place, I ask an expert. ”

- 8 Read your stories to the rest of the class.
- 9 Which stories were the most interesting and well-delivered?
- 10 **6.7** Listen to the *six o'clock news* update. How are these stories different from yours?

role play

- 11 Imagine you and your partner are reporters. Think of an issue relating to your news broadcast. Collect three or four vox pops from members of the public.

possible issues

- Should prisons be close to residential areas?
- Should parents be sent to prison for leaving children at home alone?
- What should happen to sportsmen and women who accept bribes to change the result of a game?

your own ideas

test yourself!

How well do you think you did the extended speaking? Mark the line.

0 _____ 10

From this unit, write down:

- nouns formed from these verbs:
threaten, survive, explode, injure, accuse.
- a different adverb to use with:
injured, damaged, destroyed, dangerous.
- prepositions you use with:
accuse sb __, protect sb __,
arrest sb __, evacuate sb __,
__ danger, __ control, __ fire,
__ need __.

Complete the sentences. The meaning must stay the same.

- I would need my medical supplies in the jungle.
I couldn't _____.
- The house is worth more than it was in June.
The house has gone _____.
- Have all the tickets been sold?
Could you tell _____?
- I'm very much against hunting.
I'm not _____.

Correct the errors.

- A doctor has been arrested last night for selling contraband medication.
- Several people were been injured in a train crash in the north.
- Sorry bother you, but could I ask you something?
- I'd like to know do you agree with the government's policy.

Look back at the unit contents on p.69. Tick ✓ the language you can use confidently.