

2

In the news



Do you follow the news?
 How do you find out what's happening in the UK and the rest of the world?
 What current news items most interest you?
 Do you read any English newspapers? Which ones?

What you will do

This unit is about reading newspapers and finding out about the news from TV, the radio or the Internet. These are the skills you will practise. Which are the most useful to you? Tick the boxes.

Listening and speaking

Skill

- Listen for information in news programmes
- Understand and retell a news story
- Analyse radio interview techniques
- Responding in interviews

Skill code

Lr/L1.1a, 2d
 Lr/L1.1a, 2a, 3a, 4a, 6d; Sc/L1.3a, 3c, 4a, 4b
 Lr/L1.2b, 2e, 4a, 6b, 6c
 Sc/L1.1a, 4a; Sd/L1.1b, 4a

Reading and writing

Skill

- Obtain information from newspapers
- Understand how newspapers present information
- Understand the special language of newspapers

Skill code

Rt/L1.1a, 2d, 4a, 5a
 Rt/L1.2a, 3a, 5a
 Rt/L1.2a; Rs/L1.1a; Rw/L1.1a, 2a; Ws/L1.1a, 2a

Project work

At the end of the unit you will research a current issue and write a short summary of it. You will also give a short report on the issue to the group.

Newspapers and their contents



Activity A ● Reading: different types of newspaper

1 Your teacher will give you some newspapers. Look at them and make a table like the one below. List the newspapers and tick the relevant boxes.

Title	Broadsheet	Tabloid	Daily	Sunday
<i>The Guardian</i>	✓		✓	
<i>Daily Mail</i>		✓	✓	

2 Work in groups. Choose a daily broadsheet newspaper. Make notes about:

- the main contents
- how the pages are organised
- the type of illustration.

3 Now choose a daily tabloid newspaper. Look at the same things in this newspaper as in the broadsheet. What are the differences? Which of the two papers is easier to read?

4 How do newspapers in the UK differ from those in your country?

Language in popular newspapers

Activity A ● Reading: interpreting headlines

Newspaper headlines use a language that is not always easy to understand.

- 1 Work in pairs. Look at these headlines from tabloid newspapers. What do you think the articles are about?

A

PM hits back in tax cut row

B

**KEY FIND IN
MURDER HUNT**

C

**STAR TO QUIT TOP
GROUP SHOCK**

- 2 What do you notice about the language of these headlines? Think about:
 - the choice of vocabulary
 - the length of words
 - any words that are left out.
- 3 Why do you think the headlines are written in this style?

Activity B ● Reading: how tabloid newspapers use language

Read this article from a tabloid newspaper. Is the writer for or against the government's 'think tank' idea? Underline any words or phrases which give this impression.

PUBLIC LOSE OUT AGAIN

A Government 'think tank' have come up with yet another daft idea! They plan to make motorists fork out extra cash on licences to drive their cars in city centres.

Furious shopkeepers say they'll go bust as drivers abandon city centre shops for out-of-town shopping malls. And top cops threaten to take bobbies off the beat to cope with the extra work of checking licences, and say street crime will soar. We say to the Government, 'No tanks!'

Listening to the news

Activity A • Listening: main points of the news



1 Work in pairs. Listen carefully to the headlines at the beginning of the news bulletin. How many news headlines are there?

2 Listen again and note the key words in each headline.

Example

Headline 1 – *heavy snow*

3 What type of news stories are they? Match the headlines with these topic categories.

human interest politics domestic international

Example

heavy snow – *domestic*

4 Can you predict the content of the news stories from the headlines in task 1?

5 Work in pairs. Read these statements. Then listen to the full stories in the news bulletin. Mark the statements **T** (true), **F** (false) or **?** (not enough evidence to decide).

a Snow falls are particularly heavy in Leicestershire.

b The chaos was worse because road maintenance teams were not prepared.

c Unemployment is lower in Britain than in other EU countries.

d Other EU governments want to follow Britain's financial policies.

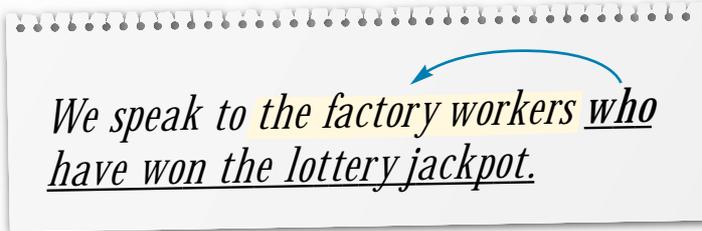
e The present governing party in India will be re-elected.

f India is a prosperous country thanks to the government.

g The lottery winners will use some of their money to help young people.

Activity B • Language: relative clauses

1 Work in pairs. Look at this sentence from one of the news headlines in Activity A.



The underlined part of the sentence is called a **defining relative clause**. It gives information about the first part of the sentence. In this sentence it is linked by the word **who**, because it refers to the factory workers, i.e. people.

- 2 Look at the audio script for the news bulletin. Work in pairs. Underline any relative pronouns.
- 3 Match each relative pronoun to what it refers to. Use the audio script to help you.

which	people only
where	things only
whose	people or things
that	people, when we talk about something that is connected or belongs to them
who	places
when	time

- 4 Rewrite these pairs of sentences to make one sentence using a defining relative clause.
 - a The news contains a lot of stories. The stories are disturbing.
 - b A man in Russia reveals his secret for long life. He is 120 today.
 - c We bought this scanner with the money. You donated the money.
 - d The Prime Minister is in Paris. World leaders are meeting to discuss the oil crisis in Paris.
 - e There was a story about an opera singer. Her dog can bark the national anthem.

The past perfect tense

Activity A • Language: using the past perfect

1 Look at these pairs of sentences from articles about the recent heavy snow falls.

A1

Cars stalled in the drifting snow and many drivers abandoned their vehicles.

A2

After their cars had stalled in the drifting snow, many drivers abandoned their vehicles.

B1

The maintenance crews didn't manage to grit the roads and heavy snow started to fall, causing major problems for drivers.

B2

The maintenance crews hadn't managed to grit the roads before heavy snow started to fall, causing major problems for drivers.

2 Now answer these questions.

a Which event happened first in each pair of sentences?

b Is the order of events easier to understand in sentence 1 or in sentence 2?

c In sentences A2 and B2, which tense is used for the:

- first event?
- second event?

d Sentences A2 and B2 use the past perfect. How is it formed?

3 Look at the audio script for the radio news bulletin and underline other examples of the past perfect.

4 Complete these extracts from two newspaper articles using the past perfect or past simple. Use the verbs in brackets.

A

The workers ¹.....
(do) the lottery for the previous five years but this ²..... (be) the first time they ³..... (win) any big money. They ⁴..... (have) a few small wins of £10 before, but never anything like this.

B

The England team ¹..... (return) home last night after a disappointing match. They ²..... (train) hard before the match but on the day their rivals ³..... (play) better. The team ⁴..... (be) very disappointed with the result because they ⁵..... (win) their previous two matches easily.

Talking about the news



Activity A • Listening: retelling a news story

-  1 Listen to a conversation in which Jenny is telling a friend about a story she heard on the news. How well does she do it?
- 2 What questions would you need to ask her to understand the story better?
-  3 Listen to Jenny telling the story to another friend. Is she more successful this time? Think about:
 - how she introduced the topic
 - how she explained the context and story
 - any additional information she gave.
-  4 Listen to the second conversation again. How does the listener show he's interested?

Activity B • Speaking: retelling a news story

-  1 Listen to an interview with the workers who won the lottery. Make notes of the key points in their story and decide in which order you will tell them.
- 2 Work in pairs and take it in turns to retell the story. The listener should encourage the speaker by showing interest and interrupting when necessary to ask for clarification or more information.
- 3 Look through a current newspaper, either local or national. Choose a story which interests you. Make some notes using key words to help you retell it.
- 4 Work in pairs. Take turns to retell your story.

Remember

- When you report speech, you need to change the past simple verb to the past perfect.
- In spoken English you normally use the short form.
*They said **they'd never won** anything before.*

The passive voice

Activity A • Language: using the passive

1 Work in pairs. Look at these pairs of sentences.

A1 Heavy snow blocked motorways up and down the country.

A2 Motorways up and down the country were blocked by heavy snow.

B1 The governing party has won the Indian general election.

B2 The Indian general election has been won by the governing party.

2 Now answer these questions.

- a Underline the verbs. Which are passive and which are active? What tense are they in?
- b How do you form the passive?
- c Which sentence in each pair sounds more formal?

3 Complete this extract from a newspaper article. Put the verbs in the passive or active form.

EARTHQUAKE HITS UK

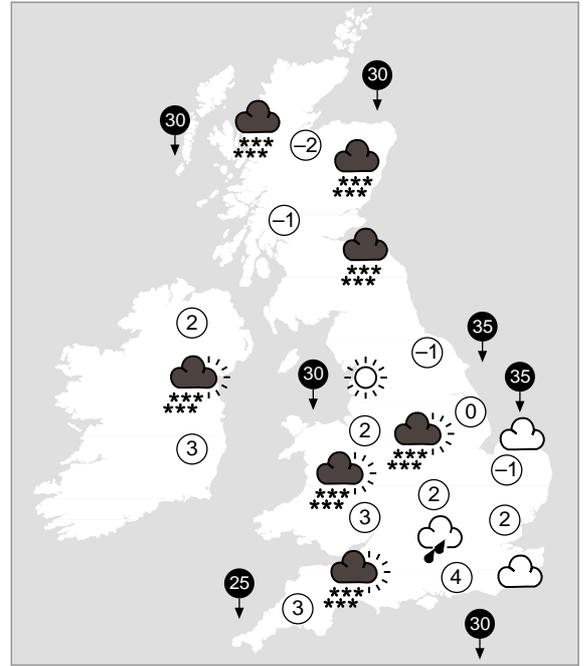
An earth tremor measuring 4.8 on the Richter scale *...shook...* (shake) parts of England and Wales in the early hours of Monday 23rd October. The earthquake *...struck...* (strike) just before 1 o'clock in the morning. Fortunately, no serious injuries *...were reported...* (report). The centre of the earthquake ¹..... (be) Birmingham in the West Midlands but the tremors ²..... (feel) by people hundreds of miles away. Thousands of people ³..... (woke) by the tremors and more than 5000

people ⁴..... (contact) the West Midlands police and ambulance services. The earthquake ⁵..... (last) for about 15 seconds. Experts say that this is the largest earthquake that ⁶..... (record) in the UK in the last ten years. According to John Taylor of First Insurance, some properties in the area ⁷..... (damage) and companies like his expect that many claims ⁸..... (make) over the coming weeks.

Weather reports

Activity A ● Reading weather reports in newspapers

Look at the weather map from a daily newspaper and answer the questions.



a In which area are the winds strongest?

- Scotland
- eastern England
- south-east England

b Which areas have temperatures below zero?

- Midlands north-east England
- north-west England Scotland

c Which area has the most sunshine?

- Scotland south-west England north-west England

Activity B ● Vocabulary for the weather

Read an extract from the district forecasts for the UK from the same newspaper. Find words with the same meaning as the underlined words.

- a very cold
- b very strong winds
- c a wind from the north
- d one or two showers in some areas
- e short periods of sun

<p>Midlands, C North and NW England</p> <p>Early snow will clear to give sunshine and isolated showers through the morning and most places will be dry and sunny for the rest of the day. Bitterly cold with near to gale force winds.</p> <p>Max temp 1–4C (34–39F)</p>	<p>N Ireland, SW England, Wales</p> <p>Early rain will be followed by brighter weather with a few sunny spells and isolated snow showers in the afternoon, especially near the coast. Cold with a strong northerly wind.</p> <p>Max temp 2–4C (36–39F)</p>
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Activity C ● Listening to a weather forecast

Listen to the forecast for the next day and circle the correct symbols.

- a Eastern England and London area
- b The rest of England and Wales
- c Scotland and Northern Ireland

Comparing newspaper articles

Activity A ● Reading: comparing stories

- 1 Read the two newspaper articles on the next page. What are they about?
- 2 Which do you think is from a broadsheet and which is from a tabloid newspaper? How do you know?
- 3 In what way are the two articles different? Work in pairs and discuss these points.

- Length of article
- Headline – size, language
- Language style – formal or informal
- Amount of background information
- Amount of analysis
- The writer's view of the subject

- 4 Look at a tabloid and a broadsheet newspaper published on the same day. Choose a news story and compare how it is dealt with by the two newspapers. Use the checklist in task 3.

Activity B ● Looking closely at vocabulary

- 1 Look at these words and phrases from article A. Find and underline a word or phrase in article B with a similar meaning.
 - a line 4 introducing stricter measures
 - b line 8 continually
 - c line 12 offenders
 - d line 12 detained
 - e line 51 criticised
- 2 Some words often occur together. Match the verbs on the left with the nouns on the right.

- | | | |
|------------------|---|-----------------|
| a break | → | a crime |
| b commit | → | the law |
| c go | | offenders |
| d introduce | | on trial |
| e release/detain | | a measure/a law |

A

Courts to be given powers to detain young offenders

1 THE HOME SECRETARY announced yesterday that the government will soon be introducing
5 stricter measures to deal with the increasing number of very young people who continually break the law. Under
10 these measures, it will be possible for young offenders to be detained in special secure units while they are waiting to
15 go to court. At present they can be detained only if accused of a very serious violent crime.
20 The measures could prove expensive, as new accommodation units will have to be built. However, the government is determined to reduce
25 juvenile crime. More police officers have already been attached to schools, where many young people become
30 members of gangs and begin their life of crime.
35 The Home Secretary's announcement follows complaints from police, who say that too many
40 juvenile offenders are released on bail while they are awaiting trial for serious offences. Frequently they get into
45 even more trouble before they return to court. One senior police officer said, 'We can charge them but the courts let them off and they go straight out and commit more crimes. Our hands are tied.'
50 However, Jenny Barnes of the Society of Social Workers criticised the proposed changes and said that detaining large numbers of young people
55 was counter-productive. 'Putting young criminals together only makes them learn bad habits,' she said.

B

HOME SECRETARY TO BANG UP YOUNG THUGS

1 Teenage thugs could soon find themselves locked up in special tough units, the Home Secretary said today. He plans to tighten up
5 laws that set young hooligans free to roam the streets causing havoc while they wait months to go on trial.

10 He has been forced to act by public outrage at recent pictures of a 12-year-old boy swaggering past TV cameras after being arrested for the 27th time. Furious police had to let the young tearaway go.
15 He cannot be named, even though he and his gang have terrorised local residents time and time again



over the past two years. The plans have been welcomed by
20 overworked police, who say it will cut crime, but slammed by the usual do-gooders, who claim that a bit of tough treatment will be
25 harmful for these under-aged criminals.

Interviews

Activity A • Discussing interviews

Work in groups. Think of interviews you've listened to or watched on TV. What do you think makes an interesting interview? What does a good interviewer do?



Activity B • Listening to a radio interview

-  **1** The topic of young offenders was discussed on an early morning radio news programme, *News and Views*. Listen to an extract from the programme. Rob Macgregor is interviewing a spokesperson from the Home Office, Sonia Suryabandara.
 - a What does Rob want to find out?
 - b Do you think he is a good interviewer? Why?/Why not?
 - c Which words best describe his style of questioning?
friendly critical aggressive enquiring
-  **2** Listen again. Work in pairs. Which of these things does Rob do during the interview?
 - a He encourages Sonia to say more.
 - b He interrupts in the middle of her answers.
 - c He doesn't allow her to finish her answers.
 - d He pauses after her answers to give her the chance to say more.
 - e He listens carefully to what she says.
-  **3** Rob uses a lot of 'leading questions'. These are questions that aim to produce the answers he wants to hear. Listen for examples in the interview.

Example

So you're going to lock them up?
-  **4** Listen and repeat Rob's questions, paying attention to the intonation.

Activity C • Listening: dealing with an interview



- 1 Listen to the interview again. How does Sonia react to Rob's style of questioning?
- a She gives up.
 - b She says what he wants to hear.
 - c She insists on giving her answers.
- 2 These are some of Sonia's replies. Match each reply with its purpose.
- a dealing with an interruption
 - b correcting a misinterpretation

Let me make it clear. We're not saying ...

If I could just finish, please.

No, that's not right.

No, that's not what I'm saying.

Activity D • Speaking: handling an interview

- 1 Work in pairs. You are going to role play an interview for a local radio station. Choose one of these situations.

A

The council has received an application to open a youth club near where you live.

B

Your local education authority is thinking of changing the way the school year is organised, moving from three terms a year to five shorter terms.

- 2 Your teacher will give you more details about your role. Prepare to role play the interview.
- 3 **A:** Interview B. Make it difficult for B to get his or her point of view across. Ask leading questions and interrupt B from time to time.
- B:** Answer A's questions. Make sure you:
- deal with interruptions
 - correct any misinterpretations
 - get your point across.



Mini-projects



Activity A ● Research a topical issue

Use newspapers and radio/TV news bulletins to collect information and views about an issue in the news that interests you. There are also some websites that you can use to find out more about your topic.

Activity B ● Compare news items

- 1 Compare the ways in which the news item you have chosen has been reported in the different sources you have found.
- 2 Make notes on the different features of each report using the checklist on page 10.
- 3 Decide which report you find most useful and interesting.

Activity C ● Write a summary

Use the information you have collected to write a summary of the issue. Remember that you will need to use quite a formal written style. Include the following:

- background information
- key events
- different points of view on the issue
- your own conclusions.

Activity D ● Give a verbal summary

Use your written summary as the basis for a short verbal summary.

- Use a less formal style of language.
- Try using key word notes as a memory prompt, but don't read aloud from a prepared text.
- Be ready to answer questions from your listeners afterwards.



Check it

Activity A • Language: newspaper vocabulary

Here are some more examples of newspaper headlines. Can you work out what they mean?

A

Hi-tech UK firm hit by mystery bug

B

**PM GIVES GREEN LIGHT
TO PEACE TALKS**

C

**STAR STRIKER SHOWN RED
CARD IN TOP TEAM CUP CLASH**

Activity B • Language: writing complex sentences

- 1 Make one complex sentence from these simple sentences. Try to use the passive or a defining relative clause.
 - a Heavy snow is sweeping the country. It has caused chaos on the roads.
 - b Sue Thompson speaks to the factory workers. The organisers announced their big win yesterday.
- 2 Write your sentences again but in each one change the first verb to the corresponding past tense. Make any other changes that are needed.
- 3 Use reported speech for these sentences. Try to use the passive or a defining relative clause.
 - a The minister said, 'I am interested in the idea. One of my advisers proposed it.'
 - b 'We now attach special police officers to schools,' the Home Secretary said. 'These are schools where pupils have been getting into trouble with the law.'



Mini-projects

Activity A ● Find out about local news

This unit has looked at national newspapers and news bulletins. However, local newspapers and radio stations cover issues affecting the area where you live.

- 1 Get a copy of your local newspaper and see what national and international news it covers.
- 2 Identify any important local issues in the newspaper. Listen to some broadcasts on a local radio station and see if the same issues are dealt with.
- 3 In groups, discuss an important local issue or write an article about it.

Activity B ● Find out about the news on the Internet

- 1 Choose a news item that interests you. See what additional information it is possible to find from news websites.
- 2 Make notes so you can present your information to the class.
- 3 These websites have opinion pages where you can read other people's views on a current topic. Write an e-mail with your opinion and send it to the site. Print a copy.

How am I doing?

Look back at the skills listed on page 1. Then finish the sentences below.

I am confident with

.....
.....
.....

I need more practice with

.....
.....
.....

Date



Audio scripts

Pages 4 and 5 Listening to the news

Activity A1/2

Good evening. This is Samira Rashid with the 10 o'clock news.
On the news tonight –
Heavy snow causes chaos on the roads.
The PM talks tough in Brussels.
The biggest democratic election in the world takes place in India.
We speak to the factory workers who have won the lottery jackpot.

Activity A5

The blizzards which have hit most of England and Wales have been causing chaos on the country's roads and motorways. The M1 is closed in both directions in Leicestershire, where snow falls have been particularly heavy. Rescue services are at full stretch helping drivers that have abandoned their cars. Road maintenance teams were taken by surprise and gritting lorries had not gone out, even though forecasters had been predicting bad weather for several days.

The Prime Minister was in Brussels today, where he met other European leaders to discuss the EU's financial policy. He delivered a tough speech that advised other countries to follow Britain's example in keeping spending down. He said that his government had had to take tough decisions in the past but that the UK was now benefiting from these, with a reduction in unemployment and strong growth in the economy. His speech met with a cool response from other EU leaders, who do not share his views on taxation and spending.

Voters in India are going to the polls today in the biggest exercise in democracy in the world. In major cities, queues had already formed by 7 o'clock this morning, when the polling stations opened, and a huge turnout has been predicted. There is strong support for the prime minister, whose government claims it has the policies to ensure a prosperous future for the country.

Later on in the programme we'll be speaking to the ten factory workers from Bristol whose jackpot win on the National Lottery is one of the largest ever. They say they'll use some of the money they've won to help youngsters in the Bristol area ...

Page 7 Talking about the news

Activity A

Conversation 1

- Jenny: There was a story on the news about a man who had a car accident, but his insurance company refused to pay.
- Tom: Oh yeah?
- Jenny: It was something about this guy leaving his dog in the car, and then, when he came back to the car, it had crashed into the back of another car.
- Tom: So what had happened?
- Jenny: I'm not sure. I think the dog did something with the controls.
- Tom: What – like release the handbrake?
- Jenny: Yes, something like that. I don't know – you know I don't drive.
- Tom: No.
- Jenny: I thought it was a funny story.
- Tom: Yeah.

Conversation 2

- Jenny: Did you hear about Johnny Vaughan's dog crashing his £60,000 car?
- Oliver: No, what was that?
- Jenny: Oh, I must tell you about it, it's so funny! You know who Johnny Vaughan is, don't you?
- Oliver: Yes, he's a TV presenter, isn't he?
- Jenny: Yeah. Well, he drives a really expensive sports car, a Maserati, I think it is. He'd taken his dog to the vet in this car, and they were on their way home when he thought the dog needed to get out, and do what dogs do! So he stopped the car and got out and his dog, a massive bulldog, jumps across the seat and knocks the gear stick into drive.
- Oliver: No!
- Jenny: Yes, so the dog then jumps down to where the accelerator is, hits the accelerator and the car goes into a van in front.
- Oliver: Oh, no! How awful!
- Jenny: And apparently Johnny Vaughan was there running after his car – you can just picture it, can't you!
- Oliver: Yes, that's brilliant! He must have got a shock.
- Jenny: Yes, he said he was too shocked to be angry.
- Oliver: Yeah, I can imagine.



Jenny: Anyway, it seems the insurance company is refusing to pay the repair bill – £11,000!
Oliver: £11,000! That's a lot of money. Why won't they pay?
Jenny: I guess the dog isn't insured to drive! According to this article the insurance company just fell about laughing when they heard.
Oliver: I bet it's the last time he takes the dog in the car with him!

Activity B

Interviewer: Well, I've got here two of the lucky winners. It's Clive, isn't it? And Gillian?
Gillian: That's right.
Interviewer: First of all, let me say congratulations. How much've you won?
Clive: Twelve million pounds.
Interviewer: Wow! And how many of you are sharing it?
Gillian: Em ... there's ten of us altogether.
Interviewer: Right. That's still a lot of money for each of you. How does your system work?
Gillian: Well, we each put in a pound every week, and we've agreed to share any prize money between us equally.
Interviewer: I see. How do you pick the numbers?
Clive: Originally, we picked them at random. Then we decided to use the same ones every week. That way, nobody could say they'd bought the winning ticket. We didn't want any arguments.
Interviewer: That's very sensible. And how long have you been doing this?
Clive: For five years. Before that, we'd all bought tickets separately, but none of us had ever won anything. Actually, Gillian's only been in the group for two months. She joined after somebody else dropped out when they left the firm.
Interviewer: Really? You've been incredibly lucky, then.
Gillian: Yes. The person who left was sick as a parrot when she heard about it.
Interviewer: I bet she was! Had the rest of you won anything together before?
Clive: No. This is the first time.
Interviewer: And what are you all going to do with

the money?
Gillian: Well, keep some money for ourselves – new cars, things like that – but the rest of the money is going to help kids round here get jobs. There's a lot of unemployment round here, and we want to set up an industrial unit where kids can learn a trade and get work experience.
Interviewer: Sounds a great idea. And everybody agrees?
Gillian: Yes, it's what we've talked about right from the beginning.
Interviewer: Well, good luck with your project. Thank you for talking to me.

Page 9 Weather reports

Activity C

And now for tomorrow's detail. There'll still be some sleet and snow showers around all along the east coast and in the London area throughout the day, but there will also be some sunny spells. The rest of England and Wales will be largely dry and sunny and a little less cold as the strong northerly winds start to die down. But Scotland and Northern Ireland will see more bad weather coming in, with heavy snow falls over the Scottish hills. A sharp frost again just about everywhere in the United Kingdom with temperatures down to minus four in central and eastern areas. Wintry weather will continue through the weekend with more snow showers, especially in the east and in Scotland.

Page 12 Interviews

Activity B1/2/3

Rob: Right. In the studio with me this morning is Home Office spokesperson Sonia Suryabandara. Good morning, Sonia.
Sonia: Good morning, Rob.
Rob: So, tell me about the proposals which your department has just announced.
Sonia: Well, as you know, we've been saying for some time that we have a problem with a very small number of young people who just have no respect for the law. They make life miserable for those who live near them, and they waste a lot of police time. This government is determined to tackle the problem, so–
Rob: So you're going to lock them up?



- Sonia: No. We're going to make it *possible* for them to be detained in a secure unit. At the moment, they can't be, unless they've done something very serious. It's not that—
- Rob: But doesn't that mean a lot more youngsters locked away?
- Sonia: No, that's not what I'm saying. We just want to make it *possible* for them to be detained. We don't take young people away from their families if we can help it. This government—
- Rob: But this is going to cost a lot of money, isn't it?
- Sonia: No, that's not right. We're only talking—
- Rob: So you're going to have to build new units?
- Sonia: If I could just finish, please. We're only talking about a small number of young people. We can adapt existing accommodation.
- Rob: But this has been tried before and it hasn't worked, has it? The kids pick up ideas from each other. Then, when they're finally let out, they just get into trouble again.
- Sonia: Let me make it clear. We're not saying that this is the answer to the whole problem. It will be important to make sure that any young people who *are* detained are able to continue their education. However, this is a serious problem that affects a lot of people and, as I said, this government is determined to do something about it.
- Rob: Sonia, thank you.
- Sonia: Thank *you*.

Activity B4

So you're going to lock them up?
But doesn't that mean a lot more youngsters locked away?
But this is going to cost a lot of money, isn't it?
So you're going to have to build new units?
But this has been tried before and it hasn't worked, has it?



Answers

Page 3 Language in popular newspapers

Activity A1

Suggested answers:

- A The prime minister answers critics in a disagreement about reduction in taxes
- B An important piece of information has been found in a murder investigation
- C A famous pop singer is going to leave the group he or she plays with

Activity B

Against the idea. Use of adjective *daft* (stupid) to describe the idea in first sentence; focus on negative consequences only (motorists will pay extra, shopkeepers will go out of business, drivers will stop shopping in city centres, police won't have time to deal with crime). Choice of emotive vocabulary, e.g. *fork out* (pay for), *go bust* (go bankrupt), *abandon* (leave), *soar* (go up).

Pages 4 and 5 Listening to the news

Activity A1

Four

Activity A2

Suggested answers:

- Headline 2 – PM, Brussels
- Headline 3 – election, India
- Headline 4 – lottery jackpot

Activity A3

Suggested answers:

- PM in Brussels – politics, international
- Indian election – politics, international
- Lottery jackpot – domestic, human interest

Activity A5

- a true e ?
- b true f ?
- c ? g true
- d false

Activity B3

- which – things only
- where – places
- whose – people, when we talk about something that is connected or belongs to them
- that – things and people
- when – time

Activity B4

- a The news contains a lot of stories which are disturbing.
- b A man in Russia who is 120 today reveals his secret for long life.
- c This is the scanner (that/which) we bought with the money (that/which) you donated.
OR
We bought this scanner with the money (that/which) you donated.
- d The Prime Minister is in Paris, where world leaders are meeting to discuss the oil crisis.
- e There was a story about an opera singer whose dog can bark the national anthem.

Page 6 The past perfect tense

Activity A2

- a A – cars stalled
B – maintenance crews didn't grit the roads
- b sentence 2
- c first event: past perfect; second event: past simple
- d *had/hadn't* + participle

Activity A4

- A 1 had done
2 was
3 had won
4 had had
- B 1 returned
2 had trained
3 played
4 were/was
5 had won

Page 7 Talking about the news

Activity A1

Not well – it sounds confused and she hasn't got her facts straight.

Activity A3

Topic – engages listener; names well-known person central to story; suggests it's a humorous story
Context and story – clear scene setting: who, where, when, what happened leading up to the incident, what happened during the incident, and the result
Additional information – expensive sports car; TV presenter; running after the car; money involved; insurance company's response



Activity A4

He uses short exclamations to show he's following the story – *No! Oh, no! How awful! Yeah, I can imagine.*

He repeats key information – *£11,000! That's a lot of money.*

He asks for more information – *No, what was that? Why won't they pay?*

Page 8 The passive voice

Activity A2

- a blocked (active), were blocked (passive) – simple past
has won (active), has been won (passive) – present perfect
- b Verb *be* (in the appropriate tense) + past participle
- c Sentence 2

Activity A3

- 1 was
- 2 were felt
- 3 were woken
- 4 contacted
- 5 lasted
- 6 has been recorded
- 7 were damaged/have been damaged
- 8 will be made

Page 9 Weather reports

Activity A

- a eastern England
- b north-east England, Scotland
- c north-west England

Activity B

- a bitterly
- b gale force
- c northerly
- d isolated
- e sunny spells

Activity C

- a 

- b 
- c 

Pages 10 and 11

Activity B1

- a introducing stricter measures – tighten up laws
- b continually – time and time again
- c offenders – thugs, hooligans, tearaway
- d detained – banged up, locked up
- e criticised – slammed

Activity B2

- b commit a crime
- c go on trial
- d introduce a measure/a law
- e release/detain offenders

Pages 12 and 13 Interviews

Activity B1

- a Information about the new proposals, and the Government's reasons for introducing them
- c critical, aggressive

Activity B2

b, c

Activity B3

So you're going to lock them up?
But doesn't that mean a lot more youngsters locked away?
But this is going to cost a lot of money, isn't it?
So you're going to have to build new units?
But this has been tried before and it hasn't worked, has it?

Activity C1

c

Activity C2

Let me make it clear. We're not saying ... – b
If I could just finish, please. – a
No, that's not right. – b
No, that's not what I'm saying. – b



Page 15 Check it

Activity A

Suggested answers:

A A company in the United Kingdom that uses (or makes) electronic equipment is having problems with a computer virus that it can't identify.

OR

Workers in the company are suffering from an illness that can't be explained.

B The Prime Minister has agreed to go ahead and hold peace talks.

C A player who is famous for scoring goals for a leading football team was sent off in a match against another leading team in a cup competition.

Activity B1

Suggested answers:

a The heavy snow that is sweeping the country has caused chaos on the roads.

b Sue Thompson speaks to the factory workers whose big win was announced yesterday.

Activity B2

Suggested answers:

a The heavy snow that was sweeping the country had caused chaos on the roads.

OR

The heavy snow that had been sweeping the country caused chaos on the roads.

b Sue Thompson spoke to the factory workers whose big win had been announced the previous day.

Activity B3

Suggested answers:

a The minister said he was interested in the idea that had been proposed by one of his advisers.

b The Home Secretary said that special police officers were now attached to schools where pupils had been getting into trouble with the law.