

TUNE UP! 4

Student's book

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1

A GLIMPSE OF BRITAIN

In this Unit you will...

define what stereotypes are and discuss some well-known examples of stereotyping

read about the Republic of Great Britain

discuss whether the monarchy should be abolished

expand your vocabulary

revise the use of articles

become confident in using adjectives and adverbs properly

listen to people speaking about some unusual British customs

find something out about some of the symbols of Britain

write a summary

do a project on the nations that make up the UK

BE CAREFUL! STEREOTYPES AHEAD!

- 1 How would you define stereotypes? Can you give some examples? Discuss them with a partner, then share your ideas with the rest of the class.
- 2 Look at the photographs. What do they tell you about the British?



- 3 Read what one journalist said about Britishness. What stereotypes does she mention? What point does she make in her last sentence?

We've got stiff upper lips. We wear tweed in the rain and are consumed with our nannies. We hate the French and drink endless cups of weak, milky tea, particularly when the weather is warm. Yep, the British stereotype is not only alive and kicking, it's growing arms and legs.

- 4 Can you think of some more stereotypes about the British? How true are they, in your opinion (or experience)?



5 LISTENING

In your notebook match the words and phrases from the listening task with their definitions.

- | | | | |
|---|-----------------------------|--------------------------|--|
| a | Received Pronunciation (RP) | <input type="checkbox"/> | to escape from somewhere or something. |
| b | distinctive | <input type="checkbox"/> | someone who unfairly goes to the front of a queue. |
| c | class-conscious | <input type="checkbox"/> | to eat, drink or buy. |
| d | make a break | <input type="checkbox"/> | the accent traditionally regarded as the standard and most prestigious form of spoken British English. |
| e | boundary | <input type="checkbox"/> | to show that something is not true. |
| f | queue jumper | <input type="checkbox"/> | beliefs that a person has regarding his social class or economic rank in society. |
| g | consume | <input type="checkbox"/> | being different in quality, characteristics etc., and thus easy to notice. |
| h | debunk | <input type="checkbox"/> | real or imaginary line that marks the end or limit of something. |

6 You will hear an excerpt from a radio show about life in the UK. Can you predict what stereotypes will be discussed?

7 Listen to the radio show. How close were you in your predictions? In your notebook complete the sentences with words from the show.

- a It seems there is a general ... among non-British people that everyone in the UK speaks Standard English and Received Pronunciation.
- b While most schools and teachers around the world try to teach their students Queen's English, in the UK there are literally hundreds of ... regional accents.
- c Britain has a population of around 65 million. A ... part of it is made up of people who have migrated to the UK in the past several decades.
- d While there are a couple of unlikely British people in line for the ..., only around 20 people bear the title 'Your Highness' or 'Your Majesty'.
- e However, traditional class ... have become more blurred over the years, and, though Britain remains divided along class lines, the situation is slowly changing for the better.
- f The idea of the British drinking tea all day long may very well be the most ... of all stereotypes.
- g While coffee and other hot drinks are being ... more and more, I dare say tea is probably still the most popular beverage.
- h This week's lovely weather further ... that stereotype.

8 Answer the questions. What parts of speech are the words in Task 7?

9 Answer the questions.

- a What is the difference between the widespread idea about the English language and the reality?
- b How much do class distinctions matter in Britain today?
- c What does the custom of queuing tell us about the British?
- d Most European nations are referred to as coffee societies. How do the British fit into this picture?

10 Look at some other well-known concepts about the British. Work in groups and find out what they are based on and how true they are.

- 1 The British are emotionally cold people.
- 2 The British tend to be slightly eccentric.
- 3 British food is tasteless.
- 4 The British are extremely polite.
- 5 The British like talking about the weather.

11 Find out about stereotypes relating to Georgian people. Do you agree with the ideas foreigners have about us?



THE QUEEN HAS GOT NEW NEIGHBOURS



- 1 What is the difference between a monarchy and a republic?
- 2 What do you think a day in the life of a member of the royal family is like? How is it different from yours?
- 3 Read this adapted extract from the first paragraph of Sue Townsend's novel *The Queen and I*. What do you think the story is about?

By 11 am the People's Republican Party had won 451 seats, and John Major, the Conservative Prime Minister, had unwillingly accepted defeat. Shortly afterwards, Jack Barker announced that he was Prime Minister. His first job, he said, would be to go to Buckingham Palace and order the Queen to resign.

- 4 Read the text and decide whether the following statements are **true** or **false**. Write the answers in your notebook. Support your choice by saying sentences from the text.
 - a The Queen moved out of Buckingham Palace.
 - b The van driver was kind to the Queen.
 - c The Queen's new neighbours didn't speak English.
 - d Prince Philip was delighted with his new home.
 - e The Queen's neighbours weren't too thrilled about her moving in.

The Queen and I

It was dark when the furniture van drew up outside Number Nine Hellebore Close. The Queen looked stonily at her new home. The house looked grimly back through the gloom, as though it bore a grudge. Its windows were boarded. The Queen adjusted her headscarf and straightened her back. She looked at the mean front door: our furniture will never fit through, she thought, and we will have to share a wall – what was the technical term? Something celebratory. A *party* wall, that was it!

The door of Number Eleven opened, and a man in a T-shirt and overalls came out and stood on his concrete step. A woman joined him, blonde and fleshy, wearing clothes a size too small and red fluffy mules. The man and the woman were husband and wife – Beverley and Tony Threadgold – the Queen's new neighbours. They gazed at the removal van, not bothering to disguise their curiosity. The house next door to them had been empty for over a year, so the Threadgolts had enjoyed the luxury of comparative privacy. They'd shouted, banged doors and played music loudly. It was a sad day for them. They hoped their new neighbours would be reasonably, but not too, respectable. The driver of the removal van went round and opened the door for the Queen. She climbed down, grateful for the volume of material in her tweed skirt.

'Come on, Philip,' she encouraged, but Philip sat on, in the front of the van, clutching his briefcase to him, as though it were a hot-water bottle.

'Philip, this gentleman has a family to go home to.'

The driver was pleased to be called a gentleman by the Queen.

'No 'urry,' he said, graciously.

But in truth he couldn't wait to get back to his own council house,¹ to tell his wife about the journey up the M1.² About how he and the Queen had talked of dogs and the problems of adolescent children.

¹ Houses or flats provided by local government at low rents for people who have low incomes

² A motorway in Ireland.

'I'll give you an 'and in with your stuff,'³ he offered.

'How kind, but the Republican Party suggested that my husband and I must get used to coping for ourselves.'

The driver confessed, 'Nobody in our house voted for 'em. We always vote Conservative, always.' (...)

The Threadgolds watched as a shadowy figure ordered a tall man out of the van. Was she a foreigner?

It wasn't English she was talking was it? But as their ears became more accustomed they realized it was English, but posh English, really posh.

'Tone, why they moved a posho in Hell Close?' asked Beverley.

'Dunno,' replied Tony, peering into the gloom. 'Seen her somewhere before. Is she Dr Khan's receptionist?'

'No,' said Beverley (who was always at the doctor's, so she spoke with some authority), 'definitely not.'

'Christ, just our bleedin' luck to have poshos nex' door.'

'Least they won't litter, like the last lot of mongrels.'

'Yeah, there is that,' agreed Tony. (...)

Prince Philip spoke. 'It's abso-bloody-lutely impossible. I refuse. I'd sooner live in a bloody *ditch*. And that bloody light will send me *mad*.'

He shouted up at the light, took hold of its post and shook it violently from side to side.

Beverley said, 'I got it. He's a loony, one of them that's been let out to die in the community.'

Tony watched as Philip ran to the back of the van and screamed at the little dog, 'Quiet, Harris! You sodding little turd!'

'You might be right, Bev,' said Tony. They turned to go back into their house when the Queen addressed them.

'Excuse me, but would you have an axe I could borrow?'

'An ix?' repeated Tony.

'Yes, an axe.' The Queen came to their front gate.

'An ix?' puzzled Beverley.

'Yes.'

'I dunno what an "ix" is,' Tony said.

'You don't know what an axe is?'

'No.'

'One uses it for chopping wood.'

The Queen was growing impatient. She had made a simple request; her new neighbours were obviously morons. She was aware that educational standards had fallen, but not to know what an axe was . . . It was a scandal.

'I need an implement of some kind to gain access to my house.'

'Horse?'

'House!'

The driver volunteered his services as translator. His hours talking to the Queen had given him a new-found linguistic confidence.

'This lady wants to know if you've got a *axe*.'

'Yeah, I got a *axe*, but I ain't 'anding it over to 'im,'⁴ said Tony, pointing at Philip. The Queen came down the garden path towards the Threadgolds, and the light from their hall illuminated her face. Beverley gasped and curtsied clumsily. Suddenly Tony stepped back and clutched the door for support before saying, 'It's out the back, I'll geddit.'

Left alone, Beverley burst into tears.

'It was the shock,' she said later, as she and Tony lay in bed unable to sleep.

'I mean, who would believe it? I still don't believe it, Tone.'

'Nor do I, Bev. I mean, the Queen next door. We'll put in for a transfer, eh?'

Slightly comforted, Beverley went to sleep.

³ I'll give you a hand with your stuff.

⁴ I am not handing it over to him

5 Study the sentences from the text and In your notebook decide which of the three paraphrased versions is the closest in meaning. Write the answers in your notebook.

- a** *The house looked grimly back through the gloom, as though it bore a grudge.*
- 1 The house was painted in dark colours and thus seemed unfriendly.
 - 2 The house seemed unfriendly and gave the impression it didn't want its new tenants.
 - 3 The people who had lived in the house had something against the Queen.
- b** *They hoped their new neighbours would be reasonably, but not too, respectable.*
- 1 They wanted neighbours with a bad reputation in society.
 - 2 They wanted neighbours who would be reasonable and respected.
 - 3 They wanted reputable neighbours but not someone who would belong to a higher social class.
- c** *Philip sat on, in the front of the van, clutching his briefcase to him, as though it were a hot water bottle.*
- 1 He held his bag close to him as a connection to his former life and something that could save him.
 - 2 He was cold in the van, and the bag helped him keep warm due to a hot water bottle inside it.
 - 3 He suffered from hypothermia and didn't want to leave the van because it was cold outside.
- d** *But in truth he couldn't wait to get back to his own council house, to tell his wife about the journey up the M1.*
- 1 He was impatient to share his unusual experience with his family member.
 - 2 He wanted to go home because he disliked the Queen's new neighbourhood.
 - 3 The traffic up the motorway was heavy and he wanted to share that with his wife.
- e** *He shouted up at the light, took hold of its post and shook it violently from side to side.*
- 1 He was angry because the street lights used to be on a ship and didn't give enough light.
 - 2 He shouted and shook the light post because he was frustrated by the situation they found themselves in.
 - 3 There was a storm with high winds waving the street lights at the time they moved into the new house.
- f** *His hours talking to the Queen had given him a new-found linguistic confidence.*
- 1 He had studied linguistics and knew how to speak Queen's English.
 - 2 He was very self-confident because he had discussed linguistics with the Queen.
 - 3 He was confident about his language competence due to his experience of talking to the Queen.

6 AFTERTHOUGHT

- » What do we learn about the Queen from the description in the first paragraph? What kind of person is she, and in what way are her new neighbours, the Threadgolds, different from her?
- » Why did they have a problem understanding each other at first?
- » Imagine that, all of a sudden, your entire lifestyle changed – you no longer lived where you used to live, and the list of your obligations got turned upside down. How would you feel, and what would you do?

LITERATURE STOP!

Sue Townsend (1946-2014) was an English novelist and playwright, best known for her books about Adrian Mole, a character who has become an English national treasure. Besides the Adrian Mole series and *The Queen and I*, she also wrote *Number Ten*, *Queen Camilla* and *The Woman Who Went to Bed for a Year*.



BUILDING UP VOCABULARY

1 In your notebook complete the vocabulary list with appropriate words or phrases from the text.

- a** ... in an unfriendly and serious way
- b** ... darkness in which it is difficult to see clearly
- c** ... to look at something or someone for a long time
- d** ... to give a new appearance to a person or thing, especially in order to hide its true form
- e** ... to hold someone or something firmly
- f** ... pleasantly and politely
- g** ... to admit that you have done something wrong or something that you feel guilty or bad about
- h** ... to think that something is normal or natural because you have experienced it regularly over a period of time
- i** ... from a high social class
- j** ... a long narrow hole dug along the side of a road or field, usually so that water can run into it
- k** ... a tool, or a simple piece of equipment
- l** ... to make a place bright with light, or to shine a light on something
- m** ... to breathe in suddenly, for example, because you are surprised, shocked, or in pain
- n** ... a formal sign made by a person in a dance or to say hello or goodbye to an important person, by bending knees with one foot in front of the other to admit, often unwillingly, that something is true

2 Use the verbs defined in Task 1 to complete the sentences in your notebook. Make all the necessary changes.

- a** My eyes slowly ... to the dark, and I was able to see the silhouettes of the people leaning against the wall.
- b** They just stood there ... at me, as if I was a creature from another universe.
- c** The ballroom was beautifully ... with dozens of chandeliers.
- d** The lady on the train ... the child to her chest as if she was afraid of losing him.
- e** After lots of discussion, he finally ... that he might have been wrong.
- f** The prince had to travel in ...
- g** I ... at the news in astonishment. It was a shock to my system!
- h** He jumped out of the moving car and fell into a deep ... by the side of the road.

3 Use other words from Task 1 to complete the sentences in your notebook. Make all the necessary changes.

- a I come from Chigwell, you probably know - the ... part of Essex.
- b He probably used a stick or other ... to get the victim from the flooded area.
- c The ruins were a ... reminder of how vulnerable their country was to terrorist attack.
- d You have yet to learn how to accept defeat ... in the spirit of true sportsmanship.
- e He peered into the ... of the hallway, unable to see whether anyone was there.
- f I had a car crash this weekend: my car left the road and ended up in a
- g Does etiquette require you to ... to the Queen?

4 Match in your notebook the phrases from the text with the explanations.

- 1 win a seat
- 2 put in for
- 3 cope for oneself
- 4 grow impatient
- 5 bear a grudge
- 6 fit through
- 7 unwillingly accept
- 8 adjust something
- 9 become accustomed to
- 10 gain access to something

- a continue feeling an old anger and annoyance for someone
- b get used to
- c gradually become unwilling to wait much longer
- d change the position of something so that it remains in place and looks neat
- e become a member of Parliament
- f deal successfully with a difficult situation on one's own
- g successfully enter or obtain permission to use something
- h pass or squeeze through a narrow or tight space
- i not being happy or enthusiastic about agreeing
- j apply formally for

5 SPEAKING

Answer the questions.

- a What are your neighbours like? What do you make of them?
- b Have you ever been in a situation in which you haven't understood your mother tongue because the person spoke with a different accent?
- c Have you ever tried to curtsy? In which situations is it appropriate?
- d What kind of situations can make you burst into tears?