

3 News and views

Narrative tense • Giving news and responding
Talking about books and films • Showing interest and surprise

TEST YOUR GRAMMAR

Match the tense names with the verbs in the sentences.

Past Simple
Past Continuous
Past Perfect Simple
Past Simple Passive
Past Perfect Continuous

Ellen and George **were driving** home.
They**'d been** on holiday.
They**'d been driving** for hours.
They **crashed** the car.
Fortunately they **weren't injured**.



CAN YOU BELIEVE IT?

Narrative tenses

1 Look at the pictures and read the news headline. What is the story about?

2 What else would you like to know? Write some questions using these question words.

Who ...? *Where...?* *How...?*
When...? *What...?* *Why...?*

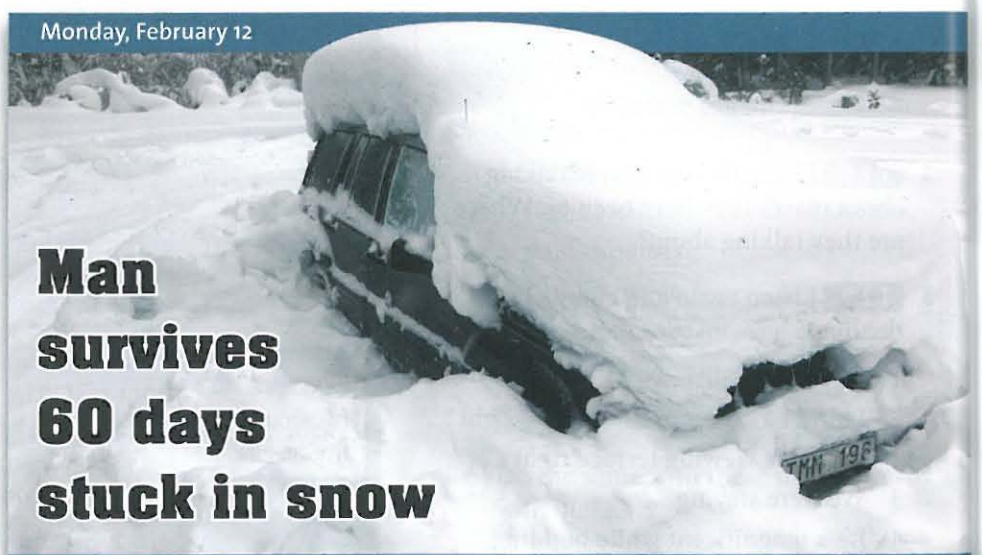
Share your questions with a partner.

3 Read the newspaper article. Can you find answers to all your questions? Why do you think some experts are sceptical?

4 T 3.1 Listen and compare your questions and answers.



Monday, February 12



Man survives 60 days stuck in snow

A 44-YEAR-OLD SWEDISH MAN survived for 60 days by eating handfuls of snow when his car had become trapped in snowdrifts.

Yesterday he was recovering in hospital after being pulled out barely alive. Experts think he went into a form of hibernation after temperatures plunged to as low as -30°C.

The emaciated man, whose name was reported as Peter Skyllberg, had been driving on a remote forest road near the town of Umeå in southern Sweden and had become stuck during a snowstorm. He was finally found last Friday by a passing worker on a snowmobile. The rescuer said: 'I was clearing the road when I noticed the car. I stopped to scrape some snow from the windscreen and saw a movement inside. The man was in a very poor state. He could hardly speak but I understood that he had eaten nothing but snow for over two months.' Skyllberg was wrapped in a sleeping bag but had no other warmth. His fuel had run out weeks earlier because he had kept the engine running to keep warm.

He is now in intensive care, being treated for hypothermia. Police think that perhaps he was a nature lover who had been trying to photograph elk. Tommy Cederholm, a professor of nutrition at Uppsala University, says that humans can survive 60 days without food, but other experts are highly sceptical about the story.

5 T3.2 Listen to two people discussing the article. Complete the lines from their conversation.

1 _____ he _____ by an avalanche while he _____ skiing?
2 No, he _____ skiing.
3 He _____ his car and he _____ in snowdrifts.
4 How come nobody _____ him?
5 He _____ a sleeping bag and he _____ in that.
6 Why _____ anyone _____ him missing?
7 He said he _____ nothing but snow.
8 I think there's more to this story than _____ the eye.

6 Do you think it's possible to live so long with only snow to eat? Discuss with a partner and the class. Are there any sceptics? Turn to p161 to find out the truth about Peter.

7 Match a line in **A** with a line in **B**.

A	B
1 He disappeared	with his family.
2 He'd been living in the forest	like an igloo.
3 The car looked	until February.
4 He'd fallen out	since May.
5 They hadn't been trying	ten months ago.
6 He wasn't discovered	to find him.

T3.3 Listen and check. Practise saying the lines.

LANGUAGE FOCUS

1 What are the different tenses used in these two paragraphs? Why are they used? Which paragraph sounds more like the beginning of a story?

1 Peter drove into the forest. It started snowing. His car became stuck in a drift. He sat and watched the falling snow.

2 Peter was sitting in his car watching the falling snow. It had started to snow soon after he'd driven into the forest, and now his car had become stuck in a drift.

2 Find more examples of narrative tenses in the newspaper article.

3 Find some examples of the Past Simple Passive.

▶▶ **Grammar Reference p142**

▶▶ **WRITING Using adverbs in narratives** *p106*

PRACTICE

Discussing grammar

1 Compare the use of tenses in these sentences.

1 *I read* / *I was reading* | a book on the plane.

2 When the first guests arrived, | *I opened the champagne.* / *I was opening the champagne.* / *I had opened the champagne.*



3 *The film started* / *The film had started* | when we got to the cinema.

4 He was sacked because | *he had stolen some money.* / *he had been stealing money for years.*

5 When I got to the garage, my car | *was being repaired.* / *had been repaired.*

Writing narratives

2 Rewrite the sentences as one sentence, beginning with the line in **bold**.

He wasn't always poor. He had a successful business. Unfortunately, it went bust. **Mick was a homeless beggar.**

Mick was a homeless beggar, but he hadn't always been poor as he'd had a successful business, which, unfortunately, had gone bust.

1 He got up at dawn. He was driving for ten hours. **Peter was tired when he arrived home.**
2 I parked my car on a yellow line. It was towed away. **I went to get my car, but it wasn't there.** (*When …*)
3 She won £2,000 in a competition. **Last night Sally was celebrating.**
4 They were shopping all day. They spent all their money on clothes. **Jane and Peter arrived home.** They were broke. (*When …*)
5 He saw a house in Scotland. He first saw it while he was driving on holiday. **Last week John moved to the house.**

Here is the news!

3 T 3.4 Listen to the first item on a radio news bulletin. What do the pictures show?

4 Work with a partner and correct these statements about the item.

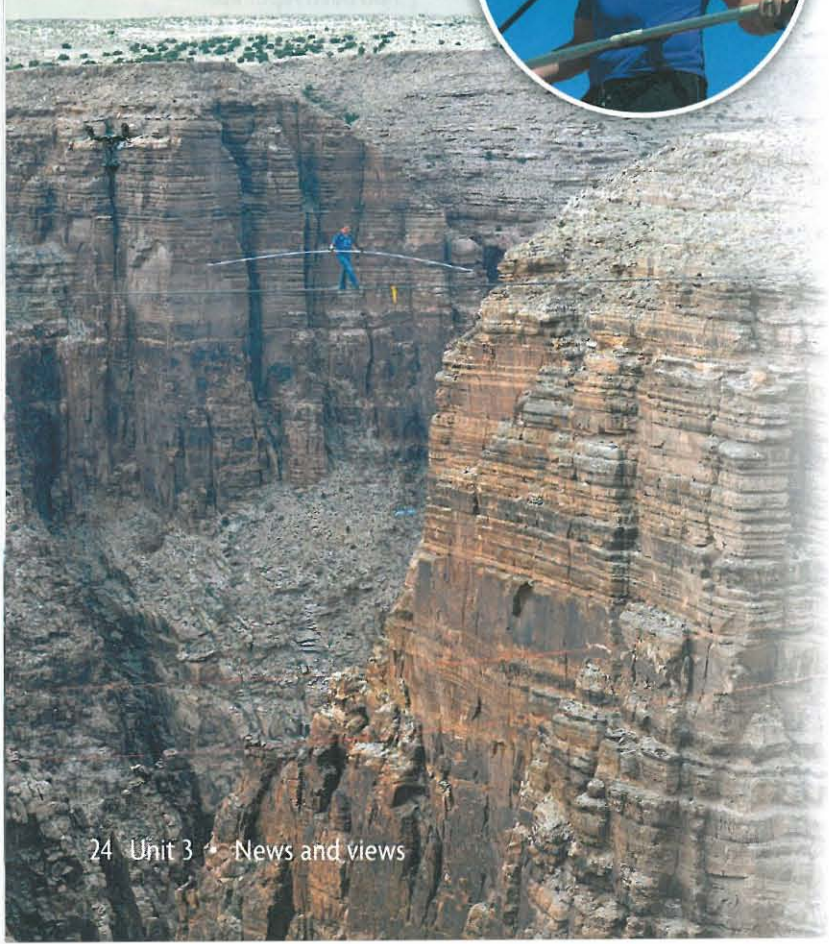
1 John Caudwell is a millionaire property tycoon.
2 He was badly injured when masked men broke into his newly-built home.
3 He had just had supper with his wife in the kitchen when the robbers struck.
4 The robbers escaped in a van with £500,000 in cash.
5 The couple were immediately rushed to hospital.
6 Three men in their 20s have been arrested in connection with the robbery.

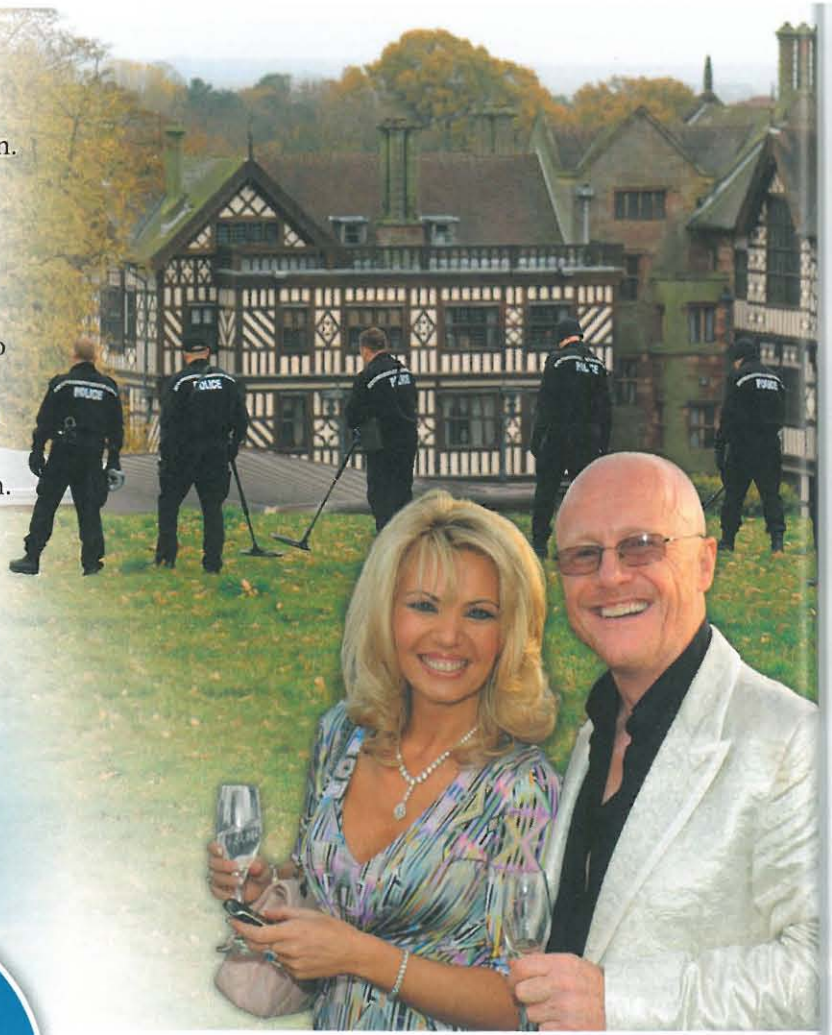
5 T 3.5 Listen to the last item from the bulletin about Nik Wallenda, an American stuntman. Complete the questions and answer them.

1 What/he do that/so amazing?
2 Has anyone/this before?
3 What/wearing?
4 What/not wearing?
5 How long/take?
6 What/the weather like?
7 How many people?
8 What/do the year before?

T 3.6 Listen and check.







SPOKEN ENGLISH Giving and receiving news

In conversation, when we *tell* or *hear* news we can use certain expressions. Match the expressions with the headings.

Giving news Did you hear about ... ?	You're kidding! It says here that ... The incredible thing was that ...
Reacting to news That's amazing!	What happened next was ... Apparently what happened was ... Where did this happen? Really?
Asking for more information How did it happen?	Who called the police? I don't believe it. That's such a shame. Anyway, in the end ...

6 Work with a partner.

Student A Read the news story on p161.
Student B Read the news story on p162.

When you've read your story, tell your partner about it. Use some of the phrases from the SPOKEN ENGLISH.

▶▶ **WRITING Narrative writing 1 – Using adverbs in narratives** *p106*

VOCABULARY AND SPEAKING

Books and films

1 We usually want to know some things about a book before we start reading it. Here are some answers. Write the questions.

1 *Who wrote it* _____?
Charles Dickens/Agatha Christie/John Grisham.

2 _____?
It's a romance/a biography/a psychological thriller.

3 _____?
It's about boy meets girl/the painter, Van Gogh/ a man with a strange obsession.

4 *Where and* _____?
London in the 19th century/Modern America/ The Planet Zog in 2250.

5 _____?
A boy called Harry Potter/A killer and his psychiatrist.

6 _____?
Yes, it has. It came out a few years ago and starred Johnny Depp.

7 _____?
Really tragically/It's frustrating because we don't really know/They all live happily ever after.

8 _____?
Yes, I would. I couldn't put it down/It took a while to get into but then I was hooked.

9 _____?
Most said it was a great read/There was one bad review in the *New York Times*.

10 _____?
Yes, it has. It was awarded the Booker prize for first-time writers.

T 3.7 Listen and check.

2 Which questions could also be asked about a film? What other questions could you ask?

3 Look at the online **REVIEW** of a book called *The Fallen Curtain*, by Ruth Rendell. What kind of stories does she write? What words are used to describe them? Has she won any awards?

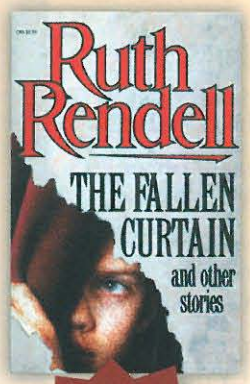
4 Read the **SYNOPSES** of six of the stories. Match them with the titles.

1 The Vinegar Mother
2 The Double
3 You Can't Be Too Careful
4 People Don't Do Such Things
5 The Fallen Curtain
6 The Clinging Woman

p106

http://www.bookreview.net

REVIEW



Awarded an *Edgar* by the Mystery Writers of America

The Fallen Curtain

by Ruth Rendell



BOOKSELLER RATING ★★★☆☆
CUSTOMER RATING ★★★★☆

The short stories in *The Fallen Curtain* are from a crime writer at the height of her powers. Ruth Rendell employs all her spine-chilling crafts to produce a page-turner that makes the heart pound. She lays bare the twisted workings of the unbalanced mind in these tales of haunting psychological accuracy.

From the press

- ★ **'Suspense at its best'** *The Times*
- ★ **'One of the best inventors of plots since Agatha Christie'** *Daily Telegraph*
- ★ **'Ruth Rendell is at the top of her class'** *The Observer*
- ★ **'Rendell transcends the mystery genre and achieves something almost sublime'** *Los Angeles Times*

SYNOPSES | **READERS' REVIEWS** | **ORDERING**

- Lisa fears for her life when she meets her exact double, the sensuous, manipulative Zoe. But Lisa's fiancé, Peter, becomes obsessed with Zoe, risking his savings and his sanity for her.
- A cautious woman's desire for security within her home is tested to the extreme by a roommate who often leaves the doors unlocked, which leads to sinister consequences.
- A suburban couple have an exciting, charismatic new friend, Reeve, a writer whose behaviour towards them soon becomes both violent and sinister.
- Sometimes mothers are not maternal. They reject their children. Here the mother-daughter relationship is disastrously played out.
- A quiet-living, modest man rescues a young woman from suicide and goes on to marry her, only to become a victim of her obsessive possessiveness.
- A stranger lures 8-year-old Richard into his car with the promise of sweets. Age 18 he is still haunted by the incident but remembers nothing until he revisits the site and the curtain lifts.

add to basket | add to wish list | tell a friend

READING AND LISTENING

Book at bedtime

1 You are going to listen to *The Clinging Woman* as told on the radio.

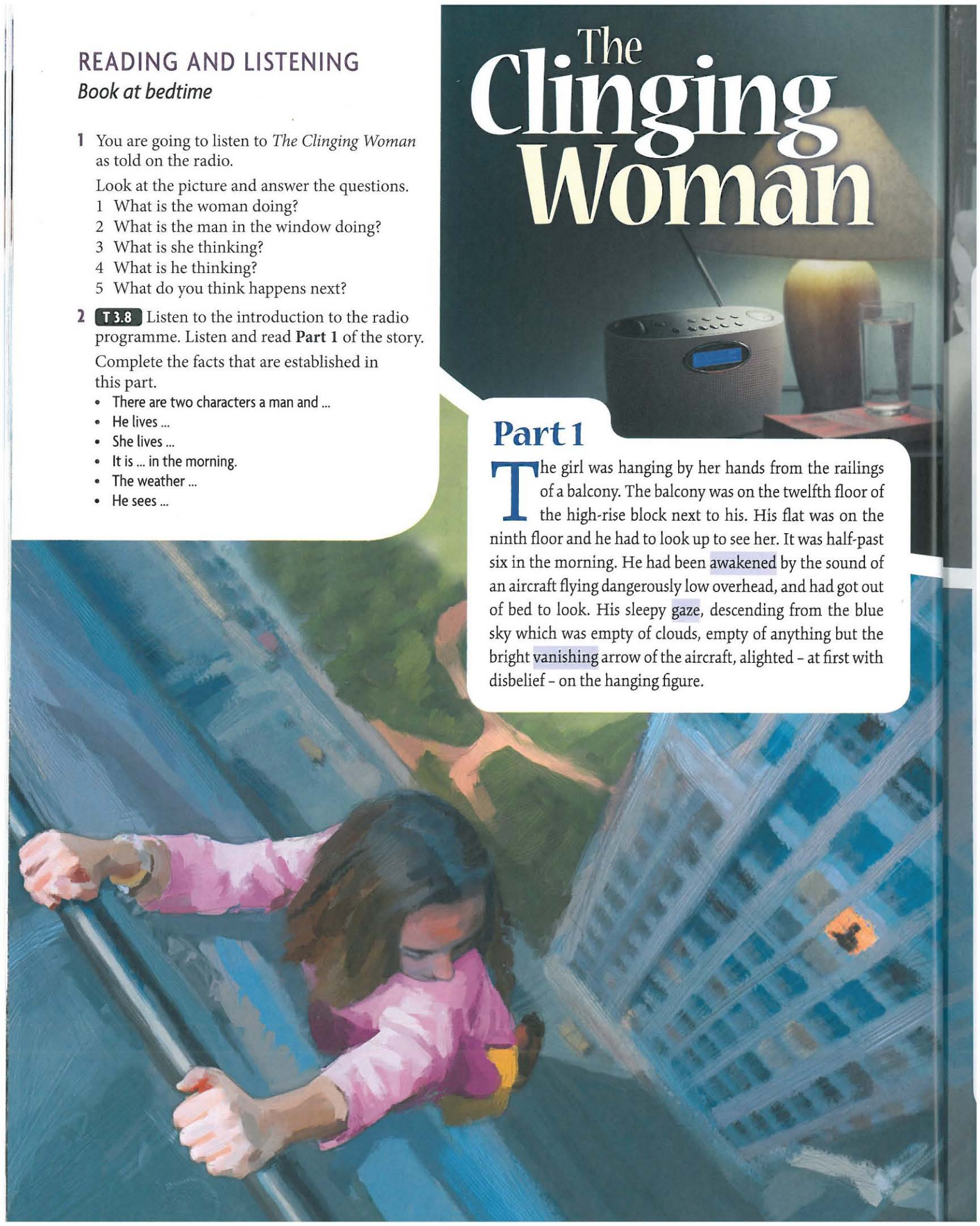
Look at the picture and answer the questions.

1 What is the woman doing?
2 What is the man in the window doing?
3 What is she thinking?
4 What is he thinking?
5 What do you think happens next?

2 T 3.8 Listen to the introduction to the radio programme. Listen and read **Part 1** of the story.

Complete the facts that are established in this part.

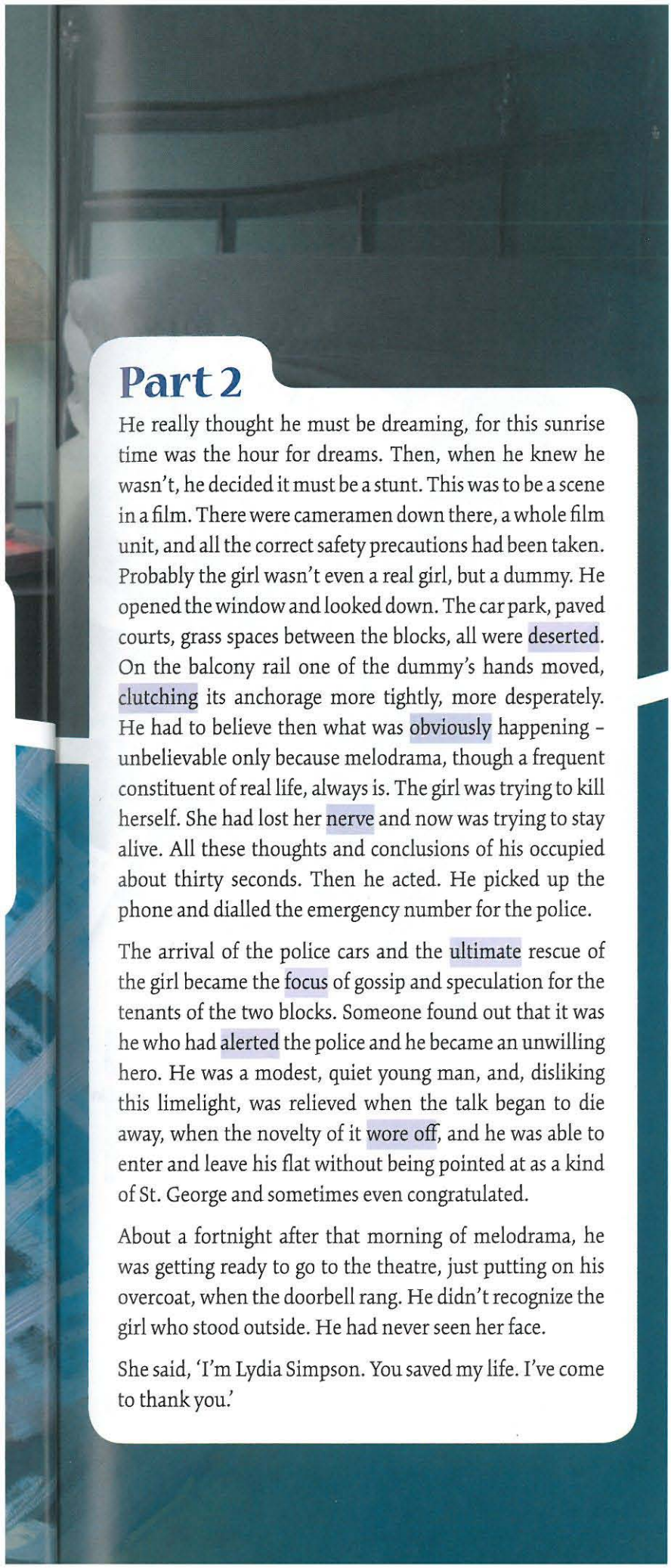
- There are two characters a man and ...
- He lives ...
- She lives ...
- It is ... in the morning.
- The weather ...
- He sees ...



The Clinging Woman

Part 1

The girl was hanging by her hands from the railings of a balcony. The balcony was on the twelfth floor of the high-rise block next to his. His flat was on the ninth floor and he had to look up to see her. It was half-past six in the morning. He had been awakened by the sound of an aircraft flying dangerously low overhead, and had got out of bed to look. His sleepy gaze, descending from the blue sky which was empty of clouds, empty of anything but the bright vanishing arrow of the aircraft, alighted – at first with disbelief – on the hanging figure.



Part 2

He really thought he must be dreaming, for this sunrise time was the hour for dreams. Then, when he knew he wasn't, he decided it must be a stunt. This was to be a scene in a film. There were cameramen down there, a whole film unit, and all the correct safety precautions had been taken. Probably the girl wasn't even a real girl, but a dummy. He opened the window and looked down. The car park, paved courts, grass spaces between the blocks, all were deserted. On the balcony rail one of the dummy's hands moved, clutching its anchorage more tightly, more desperately. He had to believe then what was obviously happening – unbelievable only because melodrama, though a frequent constituent of real life, always is. The girl was trying to kill herself. She had lost her nerve and now was trying to stay alive. All these thoughts and conclusions of his occupied about thirty seconds. Then he acted. He picked up the phone and dialled the emergency number for the police.

The arrival of the police cars and the ultimate rescue of the girl became the focus of gossip and speculation for the tenants of the two blocks. Someone found out that it was he who had alerted the police and he became an unwilling hero. He was a modest, quiet young man, and, disliking this limelight, was relieved when the talk began to die away, when the novelty of it wore off, and he was able to enter and leave his flat without being pointed at as a kind of St. George and sometimes even congratulated.

About a fortnight after that morning of melodrama, he was getting ready to go to the theatre, just putting on his overcoat, when the doorbell rang. He didn't recognize the girl who stood outside. He had never seen her face.

She said, 'I'm Lydia Simpson. You saved my life. I've come to thank you.'

3 T 3.9 Listen and read **Part 2.** Answer the questions.

1 What is the man's initial interpretation of what he sees?
2 What is his second interpretation? How does he know it's wrong?
3 What is his third interpretation? What does he do?
4 How do the neighbours react?
5 How does the man react to this attention? What do you learn about his character?
6 What happens two weeks later?
7 Why doesn't he recognize the person at the door?

4 T 3.10 Listen only to **Part 3** of the story and answer the questions.

1 How does the man feel as she talks? What does he say?
2 What does he want her to do?
3 What doesn't he want to happen?
4 How does he feel as she goes? How does she appear?

What do you think?

1 Why is it 'curious' that they meet the next morning?
2 What do you think happens at the bus stop? Do they get to know each other? Go out together?
3 The writer doesn't ever give the man a name. Why not?
4 Read some lines from the rest of the story. What do you think happens?

- 'My life has been yours ever since you saved it.'
- 'We don't need children to bring us together. You're my husband and my child and my friend all in one.'
- The first thing he noticed when he let himself in at his front door at six was the stench of gas.
- 'How long,' she asked dully, 'will you be gone?' 'Three months.' She paled. She fell back as if physically ill.
- ... she had been lying there, the empty bottle of pills still clutched feebly in her hand.

Look at p162 and read a synopsis of the story.
Were your predictions right?

Vocabulary work

Match the highlighted words in the text with a synonym or near synonym from the box.

notified	courage	woken up	disappearing
clearly	final	centre	empty
look	faded	holding tightly	

LISTENING AND SPEAKING

Page to screen

1 What was the last film that you saw or book that you read? Would you recommend it? Why/Why not?

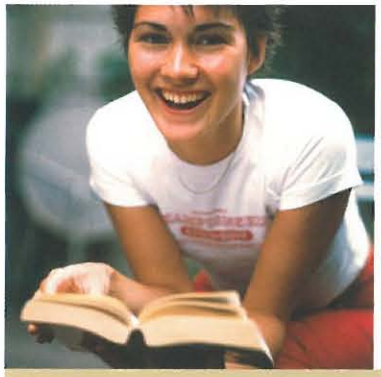
2 Look at the list of books and films. Which do you know? Which are both a book *and* a film?

The Da Vinci Code	Skyfall	Mamma Mia!
The Matrix	Pride and Prejudice	The Dark Knight
The Great Gatsby	The Hunger Games	Les Misérables

3 **T 3.11** Listen to four people talking about some of the titles in exercise 2. Which do they talk about? How do you know? Discuss as a class.

4 **T 3.12** Listen to **Lucy** and **Rachel** talking about books. What is the relationship between them?

Answer the questions.





- Why is Lucy surprised about Rachel's change of opinion?
- What benefits to the Kindle do they talk about? And what limitations?
- Why isn't Lucy as keen as Rachel to switch to using a Kindle?

5 **T 3.13** Now listen to **Greg** and **Eddie** talking about films and answer the questions.





- What development in cinema has Eddie found out about?
- What are the pros and cons of going to the cinema? And of downloading/streaming video?
- Why doesn't Greg like the same type of films as his girlfriend?
- How does Eddie offer to help Greg?



What do you think?

Work in small groups.

- Who do you agree with most in both conversations? Why?
- What will be the future for printed books and the cinema in 5 years? 20 years?
- Imagine you are creating an online list of top books and films. Which three films and which three books would you choose? Discuss and decide together.
- Tell the class about your choices. Use some of the language below.

It's a 'must-see' thriller/romance/true story ...

It's set in ...

The main characters are ...

What we really like about the story is ...

What's unusual about it is ...

What happens in the end is ...

EVERYDAY ENGLISH

Showing interest and surprise



1 T 3.14 Listen to the dialogue. Write in B's answers. How does she show interest and surprise?

A Jade's got a new boyfriend.
B _____? Good for her!
A Apparently, he lives in a castle.
B _____? How amazing!
A Yes. She met him in Slovenia.
B _____? That's interesting.
A Unfortunately, he can't speak much English.
B _____? I thought everyone could these days!

2 B uses *echo questions* and *reply questions*. Which are which? Practise the conversation with your partner.

3 Complete the conversations with either an echo or a reply question.

1



A Sam wants to apologize.
B _____?
A Yes. He's broken your precious Chinese vase.
B _____? Oh, no!

2



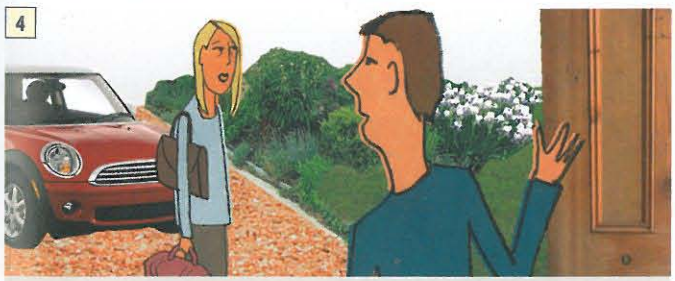
A We had a terrible holiday.
B _____?
A Yes. It rained all the time.
B _____?
A Yes. And the food was disgusting!
B _____? What a drag!

3



A I'm broke.
B _____? How come?
A Because I just had a phone bill for £500.
B _____? Why so much?
A Because I have a girlfriend in Korea.
B _____? How interesting!

4



A It took me three hours to get here.
B _____?
A Yes. There was a traffic jam ten miles long.
B _____? That's awful!
A Now I've got a headache!
B _____? Poor darling. I'll get you something for it.

5



A I'm on a mountain, watching the sun set.
B _____?
A Yes. And I've got something very important to ask you.
B _____? What is it? I can't wait!
A You'd better sit down. I'd like to marry you.
B _____? Wow!

T 3.15 Listen and compare. Practise them with a partner.

4 Your teacher will read out some sentences about himself/herself. Respond using an echo or a reply question.



4 The naked truth

Questions and negatives • Saying the opposite • Being polite

TEST YOUR GRAMMAR

1 What is the missing word in each question.

1 'What of music do you like?' 'Jazz.'
2 'How do you wash your hair?' 'Every other day.'
3 'Who do you look?' 'My mother.'
4 'What were you talking to the teacher?' 'Oh, this and that.'
5 'Do you know what the time?' 'Just after three.'

Ask and answer the questions with a partner.

2 Make the sentences negative. Sometimes there is more than one possibility.

1 I agree with you.
2 I think you're right.
3 I told her to go home.
4 I knew everybody at the party.
5 I've already done my homework.
6 My sister likes jazz, too.

TELLING LIES

Questions and negatives

1 Think of some lies that these people might tell.

a teenage girl to her parents
a car salesman
a student to the teacher
a politician
a husband to his wife

2 All the people in the pictures are lying. Who to? Why?







3 T 4.1 Listen to what the people are really thinking. What *is* the truth? Why did they lie?

She doesn't love him. She doesn't want to hurt his feelings.

4 Which question was each person asked before they lied?

A ☐ Don't you like my new dress?

B ☐ Can I speak to Harriet Jones, please? It's urgent.

C ☐ How come you're not at work today? You were fine yesterday!

D ☐ Who gave you that black eye? I don't think you fell.

E ☐ Tell me where you are going and who with.

F ☐ Why won't you marry me? I can't believe you don't love me!

LANGUAGE FOCUS

Find examples of these in exercise 4:

- questions with auxiliary verbs
- a question without an auxiliary verb
- two ways of asking '*Why*'?
- negative questions
- an indirect question
- a question with a preposition at the end
- negative statements

▶▶ **Grammar Reference p143**

PRACTICE

Negatives

1 Write three sentences about yourself using *only* negative sentences. Distribute them amongst the students in the class. Read them aloud and guess who it is.

I can't cook. I never arrive on time. I don't eat meat.

2 T 4.2 Read and listen to two short conversations. Which expresses surprise? Which is checking information?

1 **A** Don't you like pizza?
B I can't stand it. I know most people love it, but I don't.

2 **A** Haven't we met somewhere before?
B Yes, I think we have. Wasn't it at Maria's party?

T 4.2 Listen again and repeat. Practise the stress and intonation.

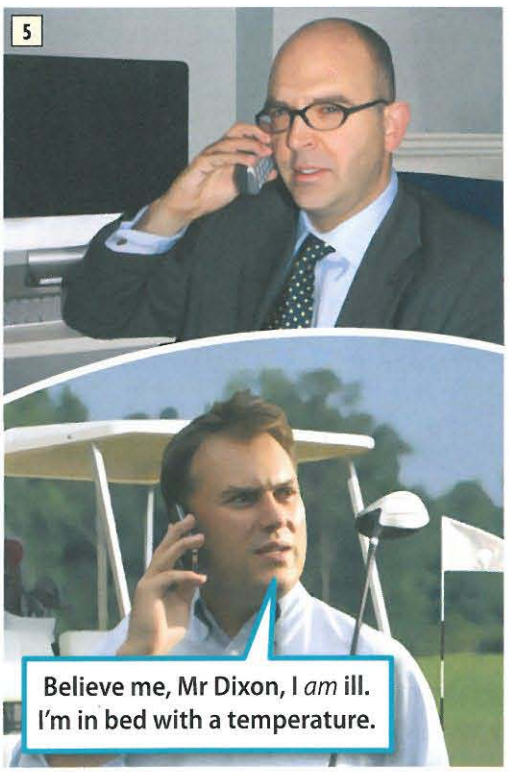
3 Work in pairs. Ask and answer about these things using *negative* questions.

I'm surprised
like/ice-cream have got/a mobile phone can/swim

I'm just checking
is/birthday today work/New York for a while live/in Baker St

T 4.3 Listen and compare. What are the answers?







My manic mate, Milton

4 Make a *negative* sentence about these people. Use your dictionary.

vegans	atheists	teetotallers	insomniacs	dyslexics	pacifists	naturists

5 T 4.4 Listen to the first part of a description of a man called Milton. Which words in exercise 4 describe him? Make some negative sentences about him.

He can't sleep. *He doesn't have a job.*

SPOKEN ENGLISH *How come?* = surprise!

How come? can be used in informal spoken English instead of *Why?* They do not have exactly the same meaning. Listen to the questions. Which express surprise?

T 4.5

Why can't he sleep?	*How come he can't sleep?*
Why did he lose his job?	*How come he lost his job? He loved his work.*

6 T 4.6 Listen to the full description of Milton. There are lots of contradictions. Complete the questions about him using *How come?*



He lives in a tiny one-roomed flat so
how come he came downstairs to the living room?
He's an insomniac, so *how come he overslept?*
He's single, so ...
He hasn't got any pets, so ...
He's an atheist, so ...
He's dyslexic, so ...
He's unemployed, so ...
He's teetotal, so ...
He's vegetarian, so ...
He's anti-social, so ...

Asking for more information

7 We can respond to a statement with a short question to ask for more information.

Milton had a barbecue in the garden. — *Who with?*

He lies awake all night wondering. — *What about?*

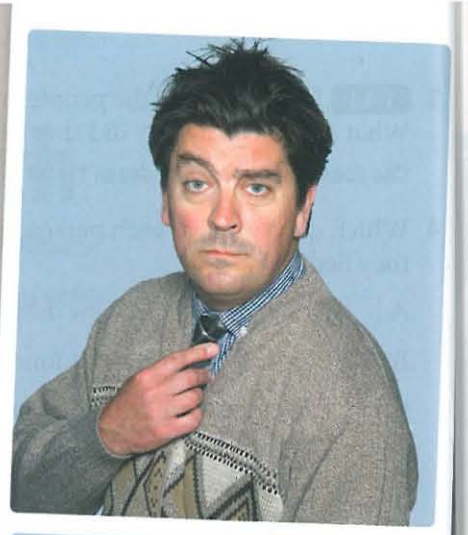
Write short questions with a preposition to answer these statements.

1 She gave away all her money.
2 Can I have a word with you, please?
3 I danced all night.
4 Do you think you could give me a lift?
5 I got a lovely present today.
6 I bought a birthday card today.
7 Ssh! I'm thinking!
8 I need £5,000 urgently.

8 Make the short questions into longer ones.

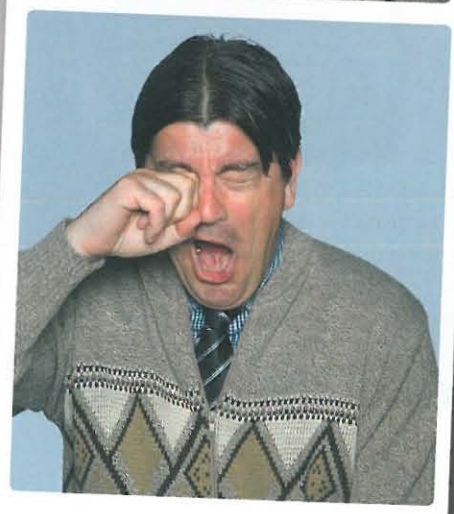
Who did Milton have a barbecue with? *What is he wondering about?*

T 4.7 Listen and check.









LISTENING AND SPEAKING

Secrets and lies

1 Work in small groups. Did you ever tell lies or play practical jokes as a child? Do you have a guilty secret that you have kept hidden? Tell the class.

2 T 4.8 Listen to four people calling in to a radio programme called 'Confessions'. Match the pictures with the confessions and correct the statements.

1 **Robert**'s actions affected his classmates badly for the rest of their lives.
2 **Kevin**'s daughter liked football. She supported Manchester United.
3 **Jane** burned one of the diners in the restaurant when she served the soup.
4 **Maggie** told the coach driver about the missing man when they got to Paris.

3 T 4.8 Listen again and answer the questions.

1 **Robert** says, *I had never known them so silent or attentive.*
Who were *they*? Why were they so attentive?
Why does Robert feel guilty?
2 **Kevin** says, *I realized the full weight of the statement I had just made.*
What was the statement? Why does Kevin feel guilty?
3 **Jane** says, *There was no other option.*
Why was this? What had she done?
What did she do next?
4 **Maggie** says, *... but I said nothing.*
What about? Why did she say nothing?
Why does she feel guilty?









4 Which expressions go with which extract? What do they refer to?

diehard supporter	glistening treasure	scalding hot
waving frantically	made my blood run cold	extra ingredient
eager audience	stretch their legs	scarred for life

What do you think?

- Would you forgive the people? Why/Why not?
- Who was justified in their behaviour? Whose was a 'white lie'?
- When is it OK to lie or keep a secret? List some occasions individually, and then discuss as a group.

READING AND SPEAKING

Is Princess Diana living on the Moon?

1 What do you know about the following events? Discuss in groups and share information.

- The death of Princess Diana
- The Apollo moon landings

Turn to p163 and check your ideas with the **FACT FILES**. When and where did the events take place? Who are the people mentioned?

2 These two events generated many conspiracy theories. What are conspiracy theories? How are they usually circulated nowadays? Do you know of any theories about the events?

3 Work with a partner.

Student A Read about Princess Diana.
Student B Read about the Apollo Moon landings.

4 Answer the questions about your conspiracy.

1 What are the different conspiracy theories mentioned? Write a list in note form.
2 What proof is given to support them?
3 What are the reasons suggested for hiding the true facts?
4 How has the Internet or the media played a part?

Use your answers to talk to your partner about your article.

Vocabulary work

Read the sentences below. Find words in the texts which mean the same as those underlined.

Diana

1 The huge number of websites is absolutely amazing.
2 The florists devised a clever but wicked plot to murder Diana.
3 The car crash was a carefully planned trick, not a boring traffic accident.
4 I don't believe any of these theories.
5 Someone in the Royal family devised a plot to interfere with the brakes.

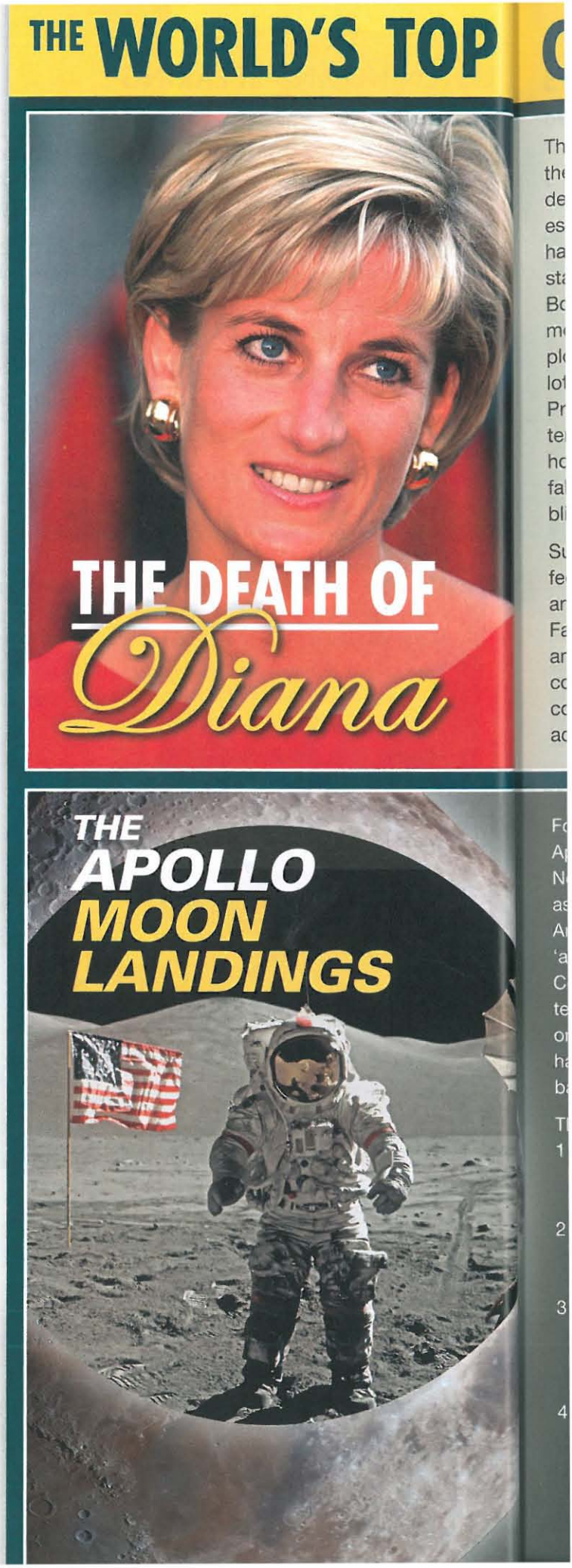
Moon landings

1 Rumours have been going round for many years.
2 The US flag is seen blowing and there is no wind on the Moon.
3 A fantastic exhibition of stars.
4 Scientists have all agreed that the theorists don't have an argument.
5 NASA has been desperately trying to hide evidence of life.

What do you think?

- Which theories are the most believable? Which are the most unbelievable?
- What is it about the Internet that breeds such theories?
- Think of a recent major news event and work in your groups to devise conspiracy theories about it. Describe the event and your theories to the class.

▶▶ **WRITING Linking ideas – Conjunctions** *p107*



P CONSPIRACY THEORIES

The first Diana Conspiracy Site appeared on the Internet in Australia only hours after her death on August 31st, 1997. Since then an estimated 36,000 Diana conspiracy websites have been set up – breathtaking by anyone's standards. Hypotheses range from pure James Bond ('it was all an MI6 plot to protect the monarchy') to farce ('it was a fiendish murder plot thought up by the world's florists to sell lots of flowers'). And most popular of all, Diana, Princess of Wales, isn't dead after all – that terrible car crash in Paris was an elaborate hoax to enable the Princess and Dodi Fayed to fake their own deaths so that they could live in blissful isolation for the rest of their lives.

Subscribers to this theory say that Diana was fed up with the intrusions into her private life and used the wealth and resources of the Fayed family to fake her death, and now she and Dodi are living on a small tropical island, communicating with her sons by satellite video conferencing. Think about it, they say, we never actually saw her body, did we?

You don't buy into any of these theories? Don't worry. There are plenty more to choose from.

For example, Paul Burrell, Diana's former butler, claims that the Princess predicted her own death in a car crash. Apparently, she was so frightened that ten months before her death she wrote to Burrell saying that a plot was being hatched by a member of the Royal family and her car's brakes would be tampered with and she would suffer serious head injuries. And all of this so that the Prince of Wales could marry again.

These theories multiply because it is so hard for us to believe that a princess, with all her wealth and bodyguards, could be killed by something as arbitrary and mundane as a traffic accident. Psychologically, we need conspiracy theories to make the tragedies of life more bearable. And the Internet helps feed the global paranoia.



For over 40 years rumours have been circulating that the Apollo moon landings were faked. They say astronaut Neil Armstrong made no 'giant leap for mankind', they assert that the 1969 moon mission was a hoax to prove America won the space race, that the astronauts were 'astro-nots'! The high point in the Great Moon Landing Conspiracy came on 15 February 2001, the date that Fox television broadcast a programme entitled 'Did We Land on the Moon?'. This alleged that the whole Moon landing had been staged inside a film studio on a US military base somewhere in the Mojave desert.

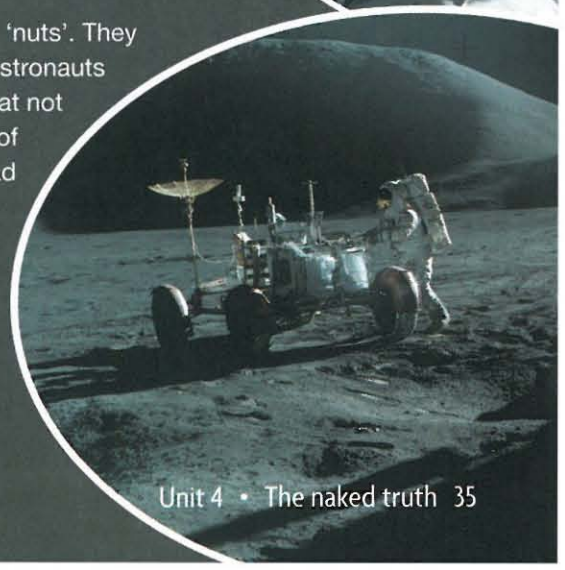
The programmers claimed:

1 The US flag planted on the Moon's surface is seen fluttering, and there is no breeze of any kind on the Moon.
2 The photographs taken by the astronauts do not include any of the Moon's night sky, where there would have been a stunning array of stars on view.
3 The shadows in the pictures are clearly coming from more than one angle – an impossibility on the Moon, where the only light source is the sun, but more than plausible inside a film studio.
4 One of the famed Moon rocks brought back by the Apollo astronauts is marked with a tell-tale letter 'C', suggesting the markings not of some alien life force but of a film prop.

After the programme the Internet went crazy with theories and counter-theories. However, scientists have unanimously agreed that the conspiracy theorists don't have even the beginnings of a case. Too many things about the Apollo missions were impossible to fake, from the radio signals picked up at listening stations around the world, to the Moon rocks, which have been subjected to repeated geological analysis and clearly date back several millennia.

Finally there are the UFO 'nuts'. They actually do believe that astronauts went to the Moon, but that not only did they find a load of rocks but also widespread evidence of an ancient alien civilisation – a discovery so terrifying that NASA has been desperately trying to conceal it from the public ever since.





VOCABULARY
Saying the opposite

Antonyms

1 Compare these sentences. Which antonyms are used? Which sounds better in this context?

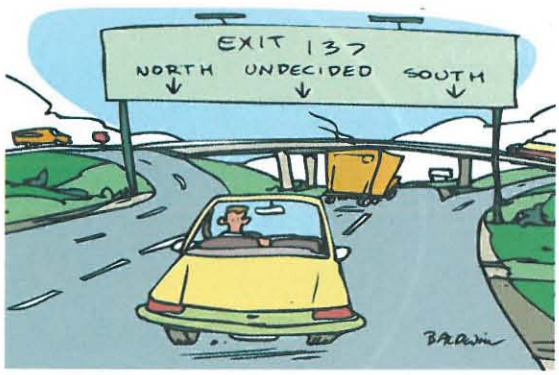
Some theories are plausible but others are implausible.
Some theories are plausible but others are ridiculous.

2 Antonyms can sometimes be formed with a negative prefix. What is the negative prefix for these words?

believable *credible* *honest*
legal *probable* *responsible*

1 What parts of speech are these words? Write antonyms for them using prefixes where possible.

Word	Antonym(s)
fake *adj*	*genuine, real, authentic*
like *vb*	*dislike, hate, loathe, can't stand*
tiny	
happiness	
guilty	
safe	
admit	
improve	
sincere	
success	
mature	
encourage	
kind/generous	
appear	



2 Complete the conversations with the correct form of the words in exercise 1.

1 **A** Gary's a really _____ businessman.
B Yeah, but he's a complete _____ as a family man. He never sees his children.

2 **A** My grandad's so _____, he gives me a £20 note every time I see him.
B Lucky you! My grandad's famed for his _____.
A fiver every birthday, if he remembers.

3 **A** Well, Henry, I'm pleased there's been some _____ in your behaviour this term, but unfortunately your work has _____.
B Didn't I do OK in the test then?

4 **A** You're not going bungee jumping! It sounds really _____.
B No, honestly, it's _____ enough as long as you're careful.

5 **A** Our teacher is always _____ us. I feel useless.
B I know – it's not fair, he should give us more _____ if he wants us to work hard.

T 4.9 Listen and check.

3 What is the effect of using antonyms in these conversations?

A What **lousy** weather!
B Yes, it's not exactly **tropical**, is it?

A Jenny's **thick**, isn't she?
B Well, she isn't the **brightest of people**, it's true.

Write similar conversations with a partner about these topics. Be honest but tactful.

- a boring party
- a hopeless football team
- an awful holiday
- a mean friend

T 4.10 Listen and compare.

4 What's the opposite of ...?

1 a tough question / tough meat
2 a clear sky / a clear conscience
3 fair hair / a fair decision
4 a hard mattress / a hard exam
5 a live animal / live music
6 a light colour / a light sleep

5 Match the words and their meanings.

1 **ab**used	not ever used
2 **dis**used	not used any more
3 **un**used	used in the wrong way
4 **mis**used	used too much
5 **over**used	not used enough
6 **under**used	used cruelly or badly