

With December
2008
exam specifications

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Activate!

B2


Students' Book



Authentic clip for every unit

DVD




PEARSON
Longman

This year we want you to meet some amazing people:

Most are real-life characters ...



... but these teen buddies are not! They'll help you out in the zones. And you'll meet them in the DVDs.



Hi! I'm Tom!

Hello! I'm Faye!

Some people are famous ...



... but most of them are teenagers just like you. Skim through your book now to answer these questions:

MAD!

Body piercing – is it worth the pain?
See page 68.



BAD?

What have these teenagers got in common?
See page 41.



HATE IT!

What kind of school did these teenagers try out?
See page 53.



RATE IT?

Where in the world did these teens spend their holidays?
See page 129.



Music and sport, TV and computer games, real-life stories and fascinating facts: it's all here! And don't forget ... your opinion counts too!

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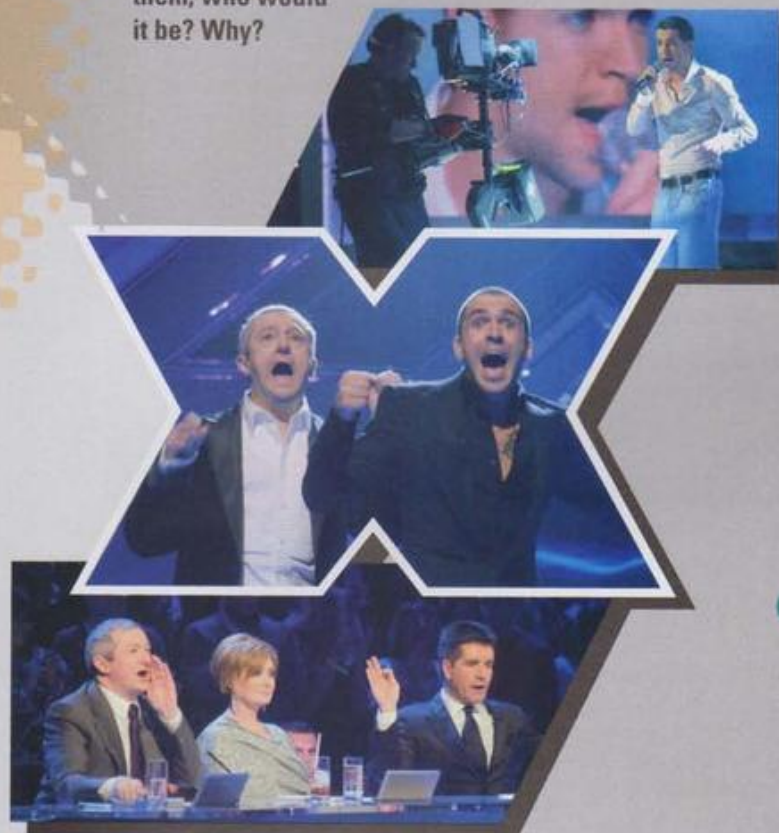
Listening	Speaking	Use your English	Writing DVD
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1

The fame game

Get ideas

- 1 Who do you think these people are? What are they doing? If you could change places with one of them, who would it be? Why?



Time to read

- 2 Look at the title, introduction and photo in the article. What do you think Shayne's dreams are?

- 3 Read the article and choose the best answer, A, B, C or D.

- What does 'it' refer to in line 12 of the text?
A the tour B the experience
C the phone call D the show
- What do we learn about Shayne Ward in paragraph 2?
A He is uncertain how well known he is.
B He finds his present situation unacceptable.
C He thinks his job isn't particularly glamorous.
D He is confused about the nature of fame.
- After performing in his home city, Shayne felt
A embarrassed. B disappointed.
C overwhelmed. D relieved.
- After leaving school at sixteen, Shayne
A set off on a trip. B gave up performing.
C got himself a job. D applied to a college.

- 5 What does 'flop' in line 44 mean?

- A someone who is unsuccessful
B someone who is unpopular
C someone who isn't ambitious
D someone who lacks character

- 6 What does the writer suggest about reality talent show winners in paragraph 6?

- A They are treated badly by producers.
B Their fame is short-lived.
C Audiences never really like them.
D They don't expect to be popular.

- 7 In paragraph 7, the writer suggests that Shayne

- A is not a very good singer.
B is popular with a few people.
C hasn't had enough publicity.
D needs a better choice of songs.

- 8 How does Shayne's girlfriend react to his stage performance?

- A She is thrilled. B She is scared.
C She is upset. D She is disappointed.

- 4 Find words and phrases in the article that match these meanings.

- exciting (para 1)
- I can't understand it (para 1)
- very great (para 3)
- received loud applause (para 3)
- a show on stage (para 3)
- life was difficult (para 4)
- have no success (para 5)
- unwilling to think well of (para 6)
- safe, not extreme (para 7)
- natural (para 8)

SKILLZONE

New vocabulary in the text? Don't worry!
Ignore a word if it's not important, or **work out** what it means from the **context**.

Summarise

List **five facts** you have learned about **Shayne Ward**
The reason Shayne ... is/was because ...
Recently/In the past, Shayne ...
According to the writer, Shayne ...

Shayne's dreams come true – but will they be shattered?



1 Paul Flynn interviews Shayne Ward, winner of TV talent show, *The X Factor*.

1 It is a week before *The X Factor* live tour when I meet the winner of the series, Shayne Ward. 'It has
5 been mental,' he says, referring to the past six months of his life. 'I've just been talking to Louis Walsh on the phone. Louis Walsh! Walsh, top record producer and *The X Factor* judge, now manages Shayne's career. 'I was talking to Simon Cowell (celebrity record producer)
10 yesterday!' He shakes his head in amazement. And these people are telling me they're excited about working with me. 'I can't get my head round it.'

2 Shayne is about as natural as any pop star arriving in the public arena can be. 'I just can't accept where I am
15 now,' he says sincerely. 'It doesn't feel real. To me, this is just a job.' 'What do you think being famous feels like?' I ask him. 'I'm not sure, to be honest. Different from this?' he laughs, with only a hint of nerves.

3 Since winning *The X Factor*, Shayne's success has
20 been phenomenal. His debut single took just three days to reach the number one spot. On tour, he's going to play to audiences of 10,000 on average. He has already brought the house down at a gig in his home city. 'I walked out after that performance and just thought,
25 "I'm dreaming!"'

4 Shayne is one of a family of seven children. Times were hard, but he has never wished for a different childhood. Although he thought about going to college, he ended up leaving school at sixteen, just to
30 help his mum pay the rent. He set out on his reality show journey shortly afterwards. When he told his friends he had an audition for *The X Factor*, none of them really believed him. 'I thought I'd go for it because my family wanted me to, but I never really
35 believed that I would win.'

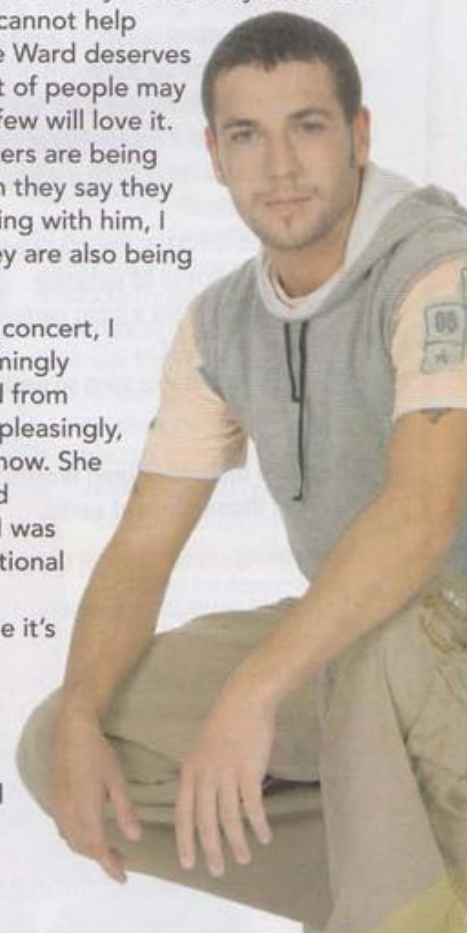
5 Naturally, Ward is a fan of reality TV talent shows. 'They're brilliant, because people who want recording contracts try for years and get nowhere. Then these competitions come along and the people at home
40 decide whether they like the singers or not. So it's not just a few people at a record company deciding who

gets a chance.' But the previous winner of *The X Factor* only had one hit. He hasn't been heard of since then. Is Shayne Ward going to be another talent show flop?

45 6 A lot of people feel cynical about reality TV show winners and their chances of continuing success. Audiences usually lose interest in them as soon as the show has finished. In fact, contestants on shows like *Big Brother* are given severe warnings from the show's
50 producers beforehand, basically telling them 'you will not be liked'. Talent shows like *The X Factor* have to offer contestants a kind of stardom though, and something they can think of as a career, for a few months afterwards at least.

55 7 Later, I hear four songs that will appear on Shayne's debut album. To my ears they sound very middle-of-the-road and dull. I cannot help thinking that Shayne Ward deserves more than this. A lot of people may
60 buy the album, but few will love it. If the record producers are being true to Shayne when they say they are excited by working with him, I wonder whether they are also being
65 true to themselves?

8 Backstage at one concert, I meet Shayne's charmingly unaffected girlfriend from before, during and, pleasingly,
70 after *The X Factor* show. She fights back tears and explains, 'Last time I was here was for international superstar Justin
75 Timberlake. This time it's for my boyfriend.' I walk away from the stadium with the sincere hope that
80 Shayne's journey will not end here.



Time to talk

- 5 If you could interview Shayne Ward today, what would you ask him? Do you think his dreams will be shattered?



Coming up ... *Pop Dreams* on DVD. See page 17.

Entertainment

1 Match the words (1–9) from the article on page 9 with the definitions (a–i).

- | | |
|-------------------------|---|
| 1 an audition (line 32) | a someone who admires someone/something |
| 2 a gig (line 23) | b a song/a CD with one song on it |
| 3 debut (line 20) | c behind the stage |
| 4 a stadium (line 78) | d a test/interview for singers/actors |
| 5 an album (line 60) | e first public appearance |
| 6 stardom (line 52) | f a performance of popular music |
| 7 a fan (line 36) | g a building used for concerts |
| 8 backstage (line 66) | h fame/to be famous |
| 9 a single (line 20) | i a collection of songs |

2 Choose the correct word to complete the sentences.

- Are you taking part in tomorrow's *trials/auditions* for the school concert?
- We're going to see Daniel Bedingfield *live/life* in concert tonight.
- The *onlookers/audience* went crazy when the Scissor Sisters came on stage.
- Shayne's album was a hit, but an album made by another *The X Factor* winner was a *miss/flop*.
- Would you apply to be a *participant/contestant* on a reality show?
- Anyone *taking/entering* a talent contest like *The X Factor* needs to be outgoing.
- Will Young gave a great *performance/appearance* on stage last night.
- Justin Timberlake sang so well he brought the *place/house* down.

3 Replace the underlined words with the correct form of these phrasal verbs.

come along end up get through go for set out

- Shayne never dreamt that he'd become a national celebrity.
- The band are leaving on a European tour next week.
- Everyone was excited when I told them I'd been successful at the audition.
- Josh is nervous about auditioning for *The X Factor*, but we think he should try it and see what happens!
- There aren't any job vacancies at the moment, but I'll let you know if an opportunity becomes available.

WORDZONE

Ever heard of **collocations**? They're **words that are often used together**. Don't worry, you know lots already!

→ **verb + noun**: *make a record, have an audition*

→ **adjective + noun**: *a pop star, a reality TV show*

→ **noun + noun**: *a film review, a record producer*

→ **preposition + noun**: *on holiday, at work*

Can you think of any more?

4 Match the words (1–6) with the words (a–f) to make collocations.

- | | |
|----------------|------------|
| 1 reality | a show |
| 2 fan | b tour |
| 3 best-selling | c TV |
| 4 talent | d contract |
| 5 live | e single |
| 6 recording | f club |

5 Complete the sentences with collocations from Exercise 4.

- Have you or your friends ever taken part in a and, if so, what kind?
- Would you ever consider joining a and if so, whose?
- Have you ever travelled to see a band on a ?
- Which show do you enjoy watching the most?
- The of all time is sung by Elton John. Can you name it?
- What kind of person do you have to be to be offered a by a major music company?

6 Ask and answer the questions from Exercise 5 with a partner.

Memorise

Give your partner the first part of some **collocations** from this page and ask him/her to complete them.

Present tenses

GRAMMARZONE

Present simple

Shayne's girlfriend often **goes** to his concerts.

Present continuous

Shh! Shayne **is recording** a song.

These people **are telling** me they're excited about working with me.

Record producers **are always making** promises they can't keep.

Present perfect

a past action begun in a time period that is not finished or has just stopped

Over the past six months, Shayne **has become** a superstar.

I **ve just been talking** to Louis Walsh.

action completed at an unspecified past time and connected to now; action may be repeated in future

'Life **has been** mental!', Shayne says.

He **s already given** a concert in his home town.

a past action with a present result

He **s been talking** to producers all day, so he's excited.

State verbs

Some verbs, like *think* and *feel*, are not generally used in the continuous.

I **don't feel** famous.

→ Grammar File, page 156

1 Match the statements (1–5) with the situations (a–e).

- 1 'I've already had two hit records.'
- 2 'I've been singing all morning, so my throat is sore.'
- 3 'I sing with the school choir twice a week.'
- 4 'I'm singing because I'm happy.'
- 5 'An unknown actor is playing in the musical because the star is ill.'

- a someone talking about his/her hobbies
- b someone explaining the present solution to a problem
- c someone giving a reason for his/her present behaviour
- d someone boasting about his/her success
- e someone explaining why he/she has a problem

2 Complete the questions using the correct form of the words in brackets. Then ask and answer the questions with a partner.

- 1 What kind of music (you/prefer) to listen to? What difference (music/make) to your life?
- 2 How much money (you/spend) on CDs so far this month?
- 3 When (you/last/go) to a pop concert? Who (you/see)?
- 4 (you/ever/perform) in public? What (you/do)?
- 5 Which TV series (you/watch) at the moment? How long (you/watch) them?
- 6 (you/like) opera and ballet or (you/hate) them?

3 Choose the correct form to complete the text.

MUSIC

Singer Katie Melua 1) *comes/is coming* from Georgia, in eastern Europe. She 2) *has been living/lives* in the UK for five years with her father, who is a doctor. At the age of fifteen, she won a talent competition on a British television channel. She got into the music industry through the Brit School, which 3) *is/has been* a performing arts school. The songs she 4) *is singing/sings* today are a mixture of blues and jazz, and people who 5) *inspire/have been inspiring* her songwriting include music legends like Bob Dylan and Joni Mitchell. Katie believes that getting to make a debut album is the biggest opportunity she 6) *has/had* so far. She 7) *has released/releases* a new album this month, which 8) *already got/is already getting* fantastic reviews from music critics around Europe.



Time to talk

- #### 4 Tell a partner five facts about your favourite band or singer. Would you like to learn how to play a musical instrument? If so, which one?

Get ideas

1 How much time do you spend watching TV? Do you prefer watching DVDs or going to the cinema? Why?

2 Which TV programmes do you watch? Discuss why you like or don't like these programmes.

soap opera

drama

reality TV show

cartoon

documentary

quiz show

news

chat show

EXAMZONE

Want a **listening tip**?

→ Look at all the **pictures** carefully before you listen.

→ Think about the **vocabulary** you might hear.

It'll be easier to choose the correct answer when you listen!

Time to listen

3 Listen to eight conversations. After each conversation, choose the correct answer, A, B or C, for the question you hear.

1



A



B



C

2



A



B



C

3



A



B



C

4



A



B



C

5



A



B



C

6



A



B



C

7



A



B



C

8



A



B



C

Get ideas

- 1 What activities can you see in the photos on the right? Which activities do you like doing?
- 1.3 2 Read the four questions below. Then listen to eight people answering them. Match each question to two of the people.
- A What do you enjoy doing the most in your free time?
 - B Do you prefer listening to CDs or seeing live performances?
 - C What sorts of TV programmes do you like watching?
 - D What do people in your family like doing in the evenings?

Time to speak

- 3 With a partner, ask and answer the questions in Exercise 2. Use the *Useful phrases* to help you.

Useful phrases

Expressing likes, dislikes and preferences

What I really like/love is ...	My sister hates ...
I'd rather ...	My mum prefers ...
I can't stand ...	I'm fond of ...
My favourite is ...	I'm (not) keen on ...

- 1.4 4 Which are the weak /ə/ forms in these sentences? Listen and check.

- 1 I can't remember the name.
- 2 I want to watch that chat show at 9.30.
- 3 She's just filmed her last episode.
- 4 It'd be useful for something I'm doing at school.
- 5 Do you feel like going to the theatre sometime to see a show?

- 5 Practise saying the sentences with a partner.

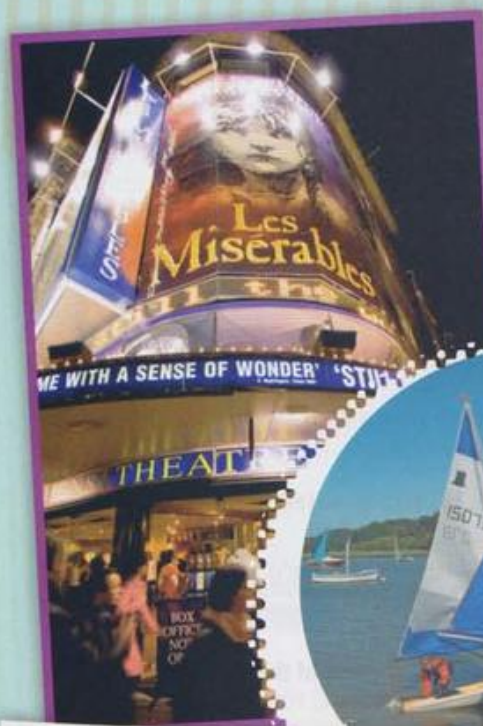
SKILLZONE

Answering questions about yourself?

- Make your answer more **interesting** – give reasons for what you think, or give an example.
- Use plenty of **vocabulary** and **expressions**.

- 6 Ask and answer these questions with a partner. Give reasons or examples.

- What have you been doing at the weekend recently?
- Who is your favourite actor or actress?
- Have you ever been to a pop concert?
- Are you interested in news or magazines about celebrities?
- Do you watch reality TV shows?



Word formation

WORDZONE

Want to know about **forming words**? You can:

- add a **suffix** to make a **noun**
(-ment, -ance, -ion, -ity, -ness)
real (adj) – *reality* (n)
- add a **prefix** to make a **verb** (en-, dis-)
able (n) – *enable/disable* (v)
- add a **suffix** to make an **adjective**
(-ous, -al, -ful, -ing)
entertain (v) – *entertaining* (adj)

1 Change the part of speech of the words below.

1 Verb → noun

entertain
perform
compete
arrive

3 Adjective → noun

popular
happy
fit
confident

2 Noun → adjective

fame
interest
sensation
care

4 Adjective → verb

deep
wide
broad

2 Make the words negative by adding a prefix.

mis- dis- un- im- in- il- ir-

- 1 understand (v)
- 2 acceptable (adj)
- 3 approval (n)
- 4 possible (adj)
- 5 expensive (adj)
- 6 approve (v)
- 7 legal (adj)
- 8 responsible (adj)
- 9 mature (adj)
- 10 agree (v)

3 Complete the article with the correct form of the words in capitals.

→ DEBATE

Is there anything wrong with 'reality'?

How many 1) *reality* TV shows have you watched this week? Reality TV didn't exist until the 2) of *Big Brother* in 2000. Now reality shows fill our screens as we watch 'ordinary people' become overnight celebrities. Many reality shows are similar to 3) talent contests. But now TV viewers decide which 4) wins. Critics have been predicting the death of reality TV for a long time now. But shows like *The X Factor* and *Big Brother* are still 5) popular. Reality TV is not just limited to 6) and drama, of course. Last year, a 'reality' history series transported people back to the early twentieth century so they could experience what 7) was like during the First World War. But while reality shows are often extremely 8) , not everybody loves them. Critics have several complaints about the shows. They are 9) about the amount of bullying that occurs on some shows. They 10) of the way producers encourage people to make fools of themselves for the cameras. And finally, they say that taking part in these shows could harm some people psychologically. This, they argue, isn't 11)

REAL

ARRIVE

TRADITION

CONTEST

AMAZING

ENTERTAIN

LIVE

SUCCESS

HAPPY

APPROVE

ACCEPT

EXAMZONE

Need to **change a word**? Make sure you read the sentence carefully. Is the missing word:

- a noun, verb, adjective or adverb?
- positive or negative?
- singular or plural?

Present perfect

GRAMMARZONE

Present perfect simple or past simple?

Present perfect for actions that started in the past and continue up to now

*I **have been** a singer for two years.*

Past simple for actions that started and finished in the past

*I **was** a singer for two years, but I **don't** sing at all now.*

Present perfect for actions that happened at an unspecified time in the past. The exact time is not important

*He **has presented** a lot of shows.*

*He's **just won** the contest.*

Past simple when we say the time a past action happened

*He **presented** a lot of shows before he retired.*

Present perfect simple or continuous?

Present perfect continuous to focus on how long an activity lasts; the activity is continuing up to now or has just finished

*They've **been filming** the show for hours.*

Present perfect simple to focus on quantity or on the present result of a recent action (the action is complete)

*They've **filmed** two scenes.*

→ Grammar File, page 157

1 Choose the correct form of the verb to complete the sentences.

- 1 *Have you bought/Did you buy* any new DVDs recently?
- 2 *I switched/have switched* over to *Big Brother* but I didn't think much of it.
- 3 He's an author. He's *been writing/has written* three books!
- 4 *We have practised/have been practising* for the concert, but we're tired so we're having a break.
- 5 They *didn't announce/haven't announced* the Oscar winners yet.
- 6 The late Alfred Hitchcock *filmed/has filmed* his 1960 classic movie *Psycho* in black and white.
- 7 He *lived/has been living* in Hollywood for the past six months.
- 8 *I have often wondered/often wondered* what it's like to be a superstar but I suppose I'll never know.

2 Complete the questions with the correct form of the present perfect simple or continuous. Then ask and answer the questions with a partner.

- 1 How long (you/learn) English? Do you find it easy or difficult?
- 2 (your teacher/give) you a lot of homework this week, and (you/do) it all?
- 3 (you/go) to any concerts this year?
- 4 (you/see) a really good film at the cinema lately? What was it called?
- 5 How many text messages (you/send) so far today?
- 6 Are you tired? (you/go) to bed too late recently?

3 Rewrite the sentences using the words in capitals. Use between two and five words, including the word given.

- 1 It's a long time since Shayne contacted me.
HEARD
I for ages.
- 2 Georgia doesn't go to the theatre very often.
RARELY
Georgia to the theatre.
- 3 We started the journey two weeks ago.
HAVE
We two weeks.
- 4 I am not a great fan of classical music.
NOT
I classical music very much.
- 5 My sister always plays her music loudly, which is annoying.
IS
My sister her music too loudly.
- 6 The actress moved here three years ago.
FOR
The actress three years.
- 7 I've never seen such a good film.
EVER
This is the best film in my life.
- 8 This will be his first stage performance.
NEVER
He on stage before.

Time to talk

4 What reality TV shows do you have in your country? Why are they popular? Do you think people are right to criticise reality TV? Why/Why not?

Get ideas

- 1 What kinds of people do you think reality TV shows look for? Why do you think people apply to be on reality TV shows?



Plan ahead

- 2 Read this advertisement. What do you think you need to be like to be selected for this show?

model reality

We're looking for people from all around the world to appear in a reality TV show to be a model.

Would you like to be on the show?

Have you got any experience in fashion?

Why do you want to take part in this show?



Apply to the producer saying why you would be suitable for the reality show.

- 3 Read this application letter for the 'Model reality' show. Do you think this person would be accepted? Why/Why not?

Dear Sir/Madam,

1) I am writing to apply for a place in the 'Model reality' show I saw advertised in the newspaper.

I would like to be in this show very much.

2) I have been watching reality TV shows for a long time now, so I know what happens.

3) I have also bought a lot of magazines about reality TV shows.

4) I have always wanted to be a model.

5) I buy a lot of clothes and 6) I am learning to design clothes at college, so I think I would be a good model. In addition, I am sociable and like being with people, and 7) I also enjoy being in front of an audience.

I think I would be a good person to select for the show as I have all the right personal skills and qualities so I would be grateful if you would consider me. You can contact me on 08111 661555.

I look forward to hearing from you.

Yours faithfully,

- 4 Choose what to include in a letter applying to be on a reality TV show. Use the letter above to help you.

- a your relevant experience
- b why you want to be on the show
- c questions about pay
- d where you want to meet
- e how you can be contacted
- f what you would like the reader to do
- g why you would be good on the show
- h why you are writing !
- i why your friends think you would be good on the show

- 5 Put the points you have chosen in the best order.

Language to use

- 6 Match the underlined phrases in Exercise 3 with these explanations.

- a reason for writing
- b past experience
- c past and present experience
- d regular activities
- e personal skills or qualities
- f something the person is studying that is relevant to the job
- g reason for wanting the job

- 7 Choose the best opening and closing for your letter. What is wrong with the other two choices?

A Dear Sir/Madam,

...

I would be grateful if you would consider me.

Yours faithfully,

B

Dear Mr,

...

Please contact me.

Best wishes,

C Dear Producer,

...

I hope to hear from you soon.

Yours sincerely,

- 8 Find formal phrases in Exercise 3 that mean the same as these informal phrases.

- 1 Can you ...
- 2 This letter is to ...
- 3 Call me anytime ...
- 4 I hope you'll get in touch ...
- 5 I can do everything you need ...

SKILLZONE

Writing a **letter of application**? You need to:

- **plan** your letter.
- make sure you **answer all the points** in the advertisement.
- use a **range of tenses** correctly.
- **persuade** the reader to pick you!

Time to write a formal letter

- 9 You see this advertisement in a magazine and decide to apply. Discuss what to include in your letter. Think about:

- what experience you may need.
- the type of person you need be.
- why you want to be on *Big Brother*.

International student

big brother

→ We are looking for people to be in our next reality show. This is a *Big Brother* show especially for students from all round the world.

- Do you enjoy playing games and solving problems?
- Do you have any interesting experience?
- How well can you speak English?

Apply to the producer saying why you think you are a suitable contestant for *Big Brother*. ■

- 10 Make a plan of your letter. Use the points you chose in Exercise 4 to help you.

- 11 Write your letter of application in 120–180 words.

Time to watch Pop Dreams

- 12 Watch the DVD and do the activities on page 144.



2

Living Earth

Get ideas

- 1 Describe the animals in the photos. Where would you find each of these animals? What do they all have in common?



- 4 Read the article and choose the sentence (A–H) that best fits each gap (1–7). There is an extra sentence that you do not need.

- A A python's long teeth curve backwards.
- B I can't describe the fear that went through us.
- C I didn't suffer from shock either, because everything had happened so quickly.
- D She was fairly hysterical before she had even stepped onto land.
- E This was not the wisest decision.
- F This was perfectly true.
- G But appearances can be deceptive, as we were soon to find out.
- H On one occasion, I got really lucky.

- 5 Match verbs (1–6) from the article with the definitions (a–f).

- | | |
|----------------------|--|
| 1 disturb (line 37) | a attack |
| 2 grab (line 42) | b hold tightly |
| 3 struggle (line 45) | c stay alive |
| 4 go for (line 47) | d move or awaken |
| 5 grip (line 52) | e fight to escape |
| 6 survive (line 61) | f take hold of something suddenly or violently |

Time to read

- 2 Look at the photo and the title of the article. What do you think it is about? Then read the article quickly to see if you were right.
- 3 Summarise the topic of each paragraph in your own words.

EXAMZONE

Don't know how to start? You need to

- compare sentences A–H with each paragraph of the text and **look for matching topics**.
- **look for clues** like matching names, pronouns, verb tenses, linking words and time words.

Summarise

Tell the story to a partner in your own words.

Suddenly ... Then ... Luckily ...

Time to talk

- 6 What is the most dangerous wild animal in your country?
- 7 Which animal do you think is the scariest predator in the world? Why?

Beware of the Snake



A surprise encounter with a wild animal in its natural habitat can be absolutely thrilling. But if you get too close, your wildlife adventure can turn into a nightmare.

5 I discovered this for myself while I was studying to be a vet. I used to take temporary jobs during the holidays, to earn a bit of cash. Where possible, I tried to work with animals. 1) A holiday company wanted a temporary guide to work in a wildlife camp in Botswana, Africa. I accepted the job immediately.

10 The camp was in an unpopulated part of Botswana, and there was no airport. Planes had to land on a small strip of earth a short distance from the camp. My duties included driving out to this airstrip to collect our guests. On this particular occasion, one of the guests was a middle-aged American. She was clearly terrified of the adventure ahead. 2) The first thing she said to me was, 'Just tell me there are no snakes.'

15 'Of course not', I assured her. 'I haven't seen a single snake for fourteen months.' 3) The reason lay in the weather. It hadn't rained for months so the land around us was parched and lifeless. The drought had driven away most of the wildlife, including the snakes.

20 As we were driving into the camp, we saw four workmen. It was midday and they were coming back to the camp for lunch. They had been digging up an underground pipe all morning, so they looked tired and dirty. Between them, they were carrying something that resembled the branch of a tree.

30 4) The object was not a lifeless piece of wood, but a snake, a rock python, one of the world's greatest

predators. In fact, at four metres long, this particular snake was one of the biggest and strongest of its species. In an underground pipe, it had found a nice, cool place to wait out the drought. But the workmen had disturbed it, and it wasn't happy!

The American woman saw the huge snake, screamed, and ran to her room. My boss rushed up with another guide and we carefully took the snake from the workmen. It was such a magnificent specimen we decided to take a photo. We each grabbed part of its body and held it in the air. I lifted its head up higher, so we could get a really good photo. 5) While I was positioning it, the reptile began to struggle violently. The minute it had got its head free, it went for me!

The python opened its jaws wide as it struck. Its top jaw bit into my cheek while the lower jaw covered my chin. 6) When it bites deep into its prey, escape is virtually impossible. I was lucky because instead of gripping on to my face, the snake released me. Then it prepared to strike again. I thought my end had come! But while everyone else froze in fear, my boss came to the rescue. He threw his hat over the snake's head – and it immediately calmed down!

But the danger wasn't over yet. The snake's teeth had left four puncture wounds in my face and blood was pouring out of them! Strangely, I didn't feel any pain at all. 7) It took four whole hours to stop the bleeding, but the snake and I both survived: I to tell the story of how I was kissed by a four-metre rock python, and the python to go back to the wild to find a new hiding place where it wouldn't be disturbed again.



Coming up ... *Amazing Journey* on DVD. See page 27.

Nature

1 Find words in the article on page 19 that match these meanings.

- 1 the environment where an animal lives (para 1)
- 2 waterless (para 4)
- 3 long period of dry weather (para 4)
- 4 animals that hunt and kill (para 5)
- 5 group of plants or animals of the same kind (para 5)
- 6 the two long bones in the face that contain the teeth (para 7)
- 7 an animal that is hunted by another animal (para 7)

2 Complete the creature definitions below with these words. Not all the words are needed.

frog lizard mosquito cobra panda
parrot leopard salmon seal turtle

- 1 A is a bear-like, black and white mammal that is endangered.
- 2 A is a highly venomous, legless reptile.
- 3 A is a four-legged mammal that is hunted for its fur.
- 4 A is a reptile that has a hard shell and lays eggs in the sand.
- 5 A is a colourful bird that is often kept as a pet.
- 6 are fish that are often farmed.

3 Make up definitions for the remaining creatures in Exercise 2. Can a partner guess which one you are describing?

WORDZONE

Don't understand about **phrasal verbs**? No problem! They're just **verbs followed by prepositions or adverbs**. Add a different preposition or adverb, and the verb changes its meaning completely! Here are two examples:

go + for = attack. The snake went for me means The snake attacked me.

go + back = return. The python went back to the wild means The python returned to the wild.

Memorise

How many **nature words** can you remember? Group the words under the following headings:

Animals **Environment** **Phrasal verbs**

4 Replace the underlined verbs in the text below with the correct form of these phrasal verbs.

come about come across come back
come from come up (to)



I 1) used to live in the UK, but now my home is in Africa. I've been photographing wildlife for twenty years now. My introduction to this subject 2) happened by chance. I'd always been interested in animals, so when I was invited to join an expedition to Rwanda, I jumped at the chance. We spent days tracking through bamboo forests, water marshes and wet ground. It was exhausting and I began to long for home. But all that changed the day we 3) discovered a family of mountain gorillas.

One of the babies was very adventurous and 4) approached us. I was captivated. When the time came to go home, I made up my mind to 5) return the following year to photograph these amazing creatures. It was the first step in a career that has lasted a lifetime.

5 Choose the correct word to complete the sentences.

- 1 Last night, roofs were blown off several houses in the breeze/gale.
- 2 Lakes and rivers dried up in the recent floods/drought.
- 3 The skier was pulled from the snow after being trapped in a sudden earthquake/avalanche.
- 4 Did you see that flash of thunder/lightning?
- 5 A large area of land near us has been turned into a nature reserve/environment.
- 6 At midday, most animals in Africa seek shade/shadow from the intense heat.
- 7 It's so frosty/foggy I can't see to drive!
- 8 People jumped into fountains to cool down in the recent heatwave/heatstroke.

Past narrative tenses

GRAMMARZONE

Past simple

separate actions completed at a definite past time

*I **accepted** the job immediately.*

*The woman **saw** the huge snake, **screamed**, and **ran** to her room.*

Past continuous

interrupted past actions; for setting the scene to a story; for an action in progress in the past

*While I **was positioning** its head, the reptile began to struggle violently.*

*It was midday and they **were coming** back to the camp for lunch.*

Past perfect

an event/action that happened before another event/action in the past

*The moment it **had got** its head free, it went for me!*

*They **had been digging** up an underground pipe all morning so they looked tired and dirty.*

used to

a repeated action or habit in the past

*I **used to** take temporary jobs during the holidays.*

→ Grammar File, page 158

1 Choose the correct forms to complete the text.

Photographing storms can be dangerous, as university student Jason White discovered while he 1) *was staying/stayed* with friends in the USA. He 2) *just bought/had just bought* himself a new digital camera and 3) *wanted/was wanting* to try it out. Looking out of the kitchen window, he noticed that the sky 4) *was darkening/darkened*. There was a storm coming! He 5) *took/was taking* the camera outside and 6) *pointed/was pointing* the lens towards the storm, which appeared to be about five kilometres away. He 7) *pressed/had pressed* the button and was suddenly thrown high into the air by a lightning bolt! Amazingly, he wasn't injured. He emailed the photo he 8) *was taking/had taken* to a newspaper and they published it. Here it is!

2 Have you ever been caught in a storm or a freak weather event? Say what happened.

3 Complete the text with the correct form of the verbs in brackets. More than one form may be possible.

A STING IN THE TAIL

Last year we were camping in Mexico. It was sunset and I 1) (look) for firewood. I 2) (search) for half an hour when I 3) (notice) a dead cactus. I 4) (pick) it up. Moments later I 5) (feel) a strange sensation. Looking down, I saw several small scorpions 6) (run) down my bare arm! Suddenly, I felt a terrible pain. One of the scorpions 7) (sting) my hand! I stumbled back to camp. By the time I arrived, my lips 8) (go) numb. I could hardly breathe! The Americans in the camp 9) (play) cards. 'You're gonna have a tough night, buddy!' they declared, and went on playing. I spent the night in deep agony. Next morning I 10) (show) the sting to a local Mexican. 11) '..... (you/play) cards last night?' he asked. 'Of course not,' I replied. 'I was too ill.' He 12) (raise) his eyebrows. 'That's a pity,' he sighed. 'Scorpion stings are very lucky, you know.'



Time to talk

4 Have you ever been bitten, stung or attacked by an animal? Say what happened.

5 Which wild animals would you most like to see up close? Why?



Get ideas

1 What do you think has happened to the animal in the photograph?

2 Match words (1–7) with words (a–g) to make collocations about the environment.

- | | |
|--------------|------------|
| 1 tidal | a gases |
| 2 volcanic | b change |
| 3 global | c fire |
| 4 forest | d wave |
| 5 greenhouse | e eruption |
| 6 ozone | f warming |
| 7 climate | g layer |

Time to listen

3 You are going to hear a man talking about how animals react to the weather. Read the sentences in Exercise 4 and decide what kind of information is missing.



4 Listen and complete the sentences.

- Elephants have been known to escape into the when they feel a tidal wave.
- Elephants can sense change through in their feet.
- Some forest fires have travelled up to kilometres.
- Animals become aware of differences in before humans do.
- Animals are also sensitive to alterations in weather
- In the past most humans could read weather better than they can now.
- animals are particularly sensitive to changes in the weather.
- Bad weather could be on its way if certain birds are flying than usual.
- A rise in the Earth's temperature has caused birds to migrate than before.
- Environmental problems are changing the delicate that affects animals.



5 Listen again and check your answers. Make sure each completed sentence makes sense.



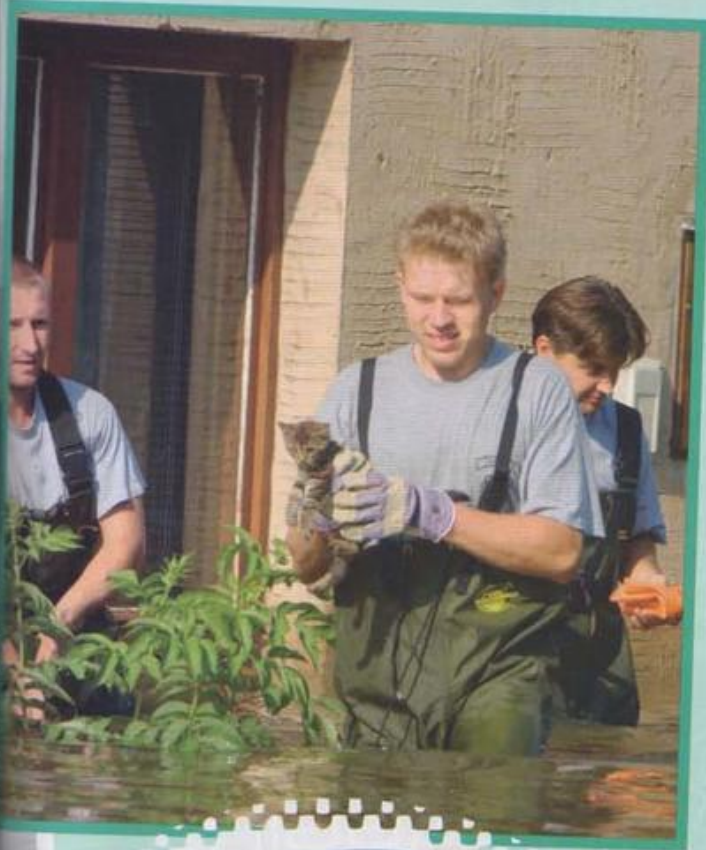
EXAMZONE

Need some help? Think about **what kind of information** is missing.

- **Noun:** singular or plural? countable or uncountable?
- **Verb:** tense? first or third person?
- **Number:** what type of number, e.g. a measurement or a percentage?
- Remember! Write no more than **three words** and write the **exact** word or words you hear – don't change them!

Get ideas

- 1 Do you think animals and humans are good at working together? Give examples.
- 2 Look at the photos below. What does each photo show? Talk about:
 - the animals.
 - the situation.
 - the relationship between the person and the animal.



- 3 Listen to a student talking about the photos in Exercise 2. Find the *Useful phrases* that she uses.

Useful phrases

Comparing

Both (pictures) show ...

In the first photo ... However, in the second ...

In one photo you can see ... , but in the other ...

Speculating

There doesn't seem to be ...

I suppose ...

It might be ...

He/she looks as if ...

Maybe/Perhaps ...



- 4 Listen to the teacher's instructions, and again to the student's response. Answer the questions.

- 1 Does the student follow the teacher's instructions?
- 2 Does she repeat herself?
- 3 Does she pause or hesitate much?
- 4 Does she use a variety of language?

Time to speak

- 5 Discuss these questions about the photos. Use *Useful phrases* to help you.

- What is similar about the animals in the photos?
- What is different about the people?
- What do you think might happen next in each photo?
- How close do you think animals and humans can become?
- Would you like to work with animals?

EXAMZONE

Time to talk about photos?

- Listen **carefully** to the instructions.
- Don't just describe the photographs.
- Make sure you use a **range of language**.
- Try to **stay on the subject**.

- 6 Look at page 140. Compare the photos with a partner. Say how you think our attitudes to wild animals have changed.

Words that go together

- 1 Match a word from A with a word from B to make phrases about the environment. Then use the phrases to complete sentences 1–6.

A
balance
fossil
recycle
waste
become
habitat

B
waste
destruction
of nature
fuel
energy
extinct

- 1 If global temperatures rise, it will upset the
- 2 Unless we conserve the rainforests, many species will
- 3 is endangering the survival of many apes, such as orang-utans.
- 4 If we reduce the amount of we use, it will help control global warming.
- 5 You just if you leave lights on in empty rooms.
- 6 We can such as glass and paper and use it again.

- 2 Replace the underlined words with phrasal verbs from the list.

cut down throw away go on run out of give up

- 1 I think everyone should stop flying on holiday.
- 2 We can't continue destroying the rainforests like this.
- 3 Very soon, the world will have no more fossil fuels.
- 4 We all need to reduce the amount of energy we use.
- 5 We shouldn't get rid of things we can recycle.

EXAMZONE

Don't know which word to choose? Don't worry!

- Study the words **before and after each gap** really carefully.
- Check if the word you prefer fits the **grammar** of the sentence.

- 3 Read the text and choose the best answer, A, B, C or D.

- | | | | |
|----------------|-------------|------------|--------------|
| 1 A places | B habitats | C areas | D environs |
| 2 A species | B specimens | C parties | D groups |
| 3 A business | B market | C interest | D industry |
| 4 A number | B level | C rate | D amount |
| 5 A Greenhouse | B Global | C Planet | D Weather |
| 6 A lift | B raise | C elevate | D rise |
| 7 A bear | B stand | C tolerate | D allow |
| 8 A threat | B danger | C problem | D difficulty |
| 9 A Despite | B While | C Although | D However |
| 10 A long | B far | C well | D much |
| 11 A do | B make | C have | D take |

SAVE THE CORAL REEFS



Coral reefs are found in clear, shallow water, mostly in the tropics. These ocean 1) provide shelter for many 2) of animals, including sharks and turtles. The reefs provide rich fishing grounds for local people. They also help boost the tourist 3) Sadly, the world's reefs are now disappearing at a catastrophic 4) There are several reasons for this. 5) warming is a major contributor. Climate change has caused sea temperatures to 6) by about three degrees. Coral can't 7) such warm conditions so the reefs are now under 8) Pollution is also a worry. Coral needs light or it will die. 9) all over the world, pollution is turning the seas murky. Erosion, over-fishing and uncontrolled tourism are also threats. But it's not too late. Coral reefs can recover quickly as 10) as they are protected. The good news is that local people, such as fishermen, students, divers and biologists are becoming actively involved in controlling pollution and defending the reefs. And when ordinary people get serious about caring for the environment and conserving wildlife, they can really 11) a difference.



Articles

GRAMMAR ZONE

Indefinite article *a/an*

for a single countable noun, mentioned for the first time; in some fixed expressions especially with numbers and measurements

*Global warming is **a** major problem.*

*Coral reefs are disappearing at **a** catastrophic rate.*

Definite article *the*

when there is only one of its kind; for something mentioned previously; before regions, names of seas, rivers, etc.

*Coral reefs help boost **the** tourist industry.*

*There are many coral reefs. **The** reefs provide rich fishing grounds.*

No article

before plural countable nouns and uncountable nouns, when we're talking in general

***Reefs** provide shelter for **animals**.*

*Reefs are found in **shallow water**.*

→ Grammar File, page 158

1 Complete the table with these nouns.

pollution people river information bird country
nature animal water tourism

Countable nouns

Uncountable nouns

2 Complete the text with articles where necessary.

Go green! →→

Turn 1) tap off while you are brushing your teeth.

Save 2) water! Take 3) shower rather than 4) bath.

Build 5) pond in the garden to attract 6) wildlife.

Turn off the computer at 7) lunchtime, or if you are having 8) break.

Try putting on 9) pullover rather than switching on 10) heating.



3 Complete the text with one word which best fits each gap.



DEBATE

To fly, or not to fly?

For years, environmentalists 1) *have* been warning us that the Earth is getting warmer. And most experts 2) convinced that human activity is to blame. It seems that 3) more we pump greenhouse gases into the atmosphere, the more the Earth's temperature rises. Of course, we must do everything we 4) to save our planet from disaster. And most of 5) are keen to get involved. Some of us walk to school because it is better for the environment 6) going by car. We try to remember to switch 7) lights and other appliances when we're not using them. So far, so good. None of this hurts too much. But now a well-known campaigner has come 8) with a new suggestion. Aeroplanes generate huge amounts of greenhouse gas emissions. Maybe, the campaigner suggests, it's 9) we gave up flying for pleasure and took our holidays at home instead. But are people prepared to change their lifestyles in such 10) big way? Is it 11) much to ask?

What do you think?



Time to talk

4 What do you do to help the environment?

Get ideas

- 1 Do you enjoy reading scary stories? What sorts of events or situations do you think are frightening?

Plan ahead

- 2 Read the first paragraph of the story below. Where do you think Anna is?
- 3 Read the story again and discuss which is the best ending.
 - a Then she woke up and it was all a dream. Thank goodness!
 - b Then she looked down and saw the park ranger's dog looking up at her eagerly!
 - c She said to herself that she would never go out at night on the site again.

- 4 Match each paragraph in the story to topics a–d.

- a the background to the events
- b the opening of the story
- c the climax of the story
- d developing the story

- 5 What makes a good story? Choose from the ideas below. Does the story include the features you chose?

- a central character
- an interesting opening
- lots of different events
- an interesting or surprising ending
- a variety of vocabulary
- lots of description
- many different characters
- a few detailed events

STORY



My wild holiday!

Anna heard a noise in the bushes. Slowly she turned around, but could only see darkness behind her. What had made that noise?

Anna was on holiday with her family at Yosemite National Park in the USA. They were staying in cabins in the forest, and at 11 p.m. Anna had decided to take a shower.

She set off for the shower block, but she was scared because she had to walk through some trees to get there and she knew that bears roamed

the site at night, looking for food. Quietly, she started to speed up but she could hear herself breathing quickly. Then she thought she heard something else running. She stopped to listen. Yes, she could definitely hear very loud panting. She froze on the spot.

Suddenly she felt soft fur on her leg. She closed her eyes and screamed as loudly as she could. Immediately the whole site woke up and people came running out of their cabins to see what was wrong. 'A bear!' Anna cried ...



Language to use

7 Find the adverbs in the story on page 26. Do they improve the story? Why?

8 Complete the story below with these adverbs.

swiftly suddenly loudly terrifyingly quietly

I was walking up the mountain path when

1) I saw a large bird's nest near a rock in front of me. I walked up to the nest 2) but then I heard screeching behind me. I turned and saw a large, black eagle flying towards me 3) I ducked down and screamed 4) to frighten the eagle away. The eagle flew 5) close to me, then at the last moment, dropped a mouse into the nest and flew off!

9 Use these notes to make a story. Use the correct tenses.

- I / be / safari holiday / friends / South Africa
- We / spend / three days / tree house / so / can photograph / animals
- I / just / go to sleep / when suddenly / wake up / because / hear / screeching noise
- I / hear / scratching / wooden cabin / but / not see / anything
- I / get up / scream / see / camera flash / friends / take / photograph / me

Time to write a story

10 Your English teacher has asked you to write a story for the school magazine. The story must begin with the words below. Before you write decide:

- where to set the scene.
- why Mark was there.
- how he was feeling.
- what happened next.
- how you want the story to end.

As Mark sat down, he felt something moving next to his leg.

SKILLZONE

Want to make your story **interesting**?

- Focus on a **few characters and events**.
- Write an **interesting** or surprising **ending**.
- Use a **variety of tenses**.
- Add **interesting vocabulary**.
- Use adverbs, too!

11 Make a plan and write your story in 120–180 words.

Time to watch *Amazing Journey*

12 Watch the DVD and do the activities on page 145.



1 Choose the word or phrase that best completes the sentence.

- 1 Clare's got a terrible memory. She things!
 - A always lost
 - B has always lost
 - C is always losing
 - D has always been losing
- 2 I'm not sure what this word Can you help me, please?
 - A is meaning
 - B meant
 - C will mean
 - D means
- 3 William Shakespeare plays that are still performed today, hundreds of years after his death.
 - A was writing
 - B wrote
 - C had written
 - D has been writing
- 4 By the time we arrived, the plane !
 - A had already gone
 - B already went
 - C has already gone
 - D had already been going
- 5 I'm hot because I
 - A run
 - B had been running
 - C have run
 - D have been running
- 6 Peter afraid of animals until he was given a dog.
 - A was being
 - B used to be
 - C would be
 - D was used to being
- 7 Her hair was wet, so I knew she
 - A had been swimming
 - B was swimming
 - C swam
 - D has been swimming
- 8 Look! That monkey at you!
 - A waves
 - B has waved
 - C is waving
 - D had waved
- 9 When to a live rock concert?
 - A last did you go
 - B have you been last
 - C have you last been going
 - D did you last go
- 10 I haven't downloaded any music off the Internet weeks.
 - A for
 - B since
 - C while
 - D during

2 Complete the text with one word that best fits each gap.

A WILDLIFE ENCOUNTER

Alicia and her family 1) camping in the USA when 2) really extraordinary happened. 3) was getting dark and Alicia and her sister Kate were lying in their tent, whispering to each 4) After a while, they said goodnight 5) settled down in their sleeping bags. They 6) just fallen asleep when Alice heard a noise. 'Kate, 7) you still awake?', she whispered. 'Something 8) moving around outside!' The girls opened 9) door to their tent nervously and looked out. There was 10) grizzly bear in the camp! Alicia thought quickly. There were some metal cups next 11) her and she banged them together loudly. To her relief, the bear ran 12) But 13) it have friends? And would it be back?

3 Rewrite the sentences using the words in capitals. Use between two and five words, including the word given.

- 1 This is the first sight George has had of a snake.
NEVER
George a snake before.
- 2 I own this book.
TO
This book me.
- 3 He started work three hours ago.
FOR
He three hours.
- 4 I forgot my key so I had to return to the house.
GO
I forgot my key so I had the house.
- 5 My mum never stops nagging me to tidy my room, and it's driving me mad!
ALWAYS
My mum to tidy my room, and it's driving me mad!
- 6 He's not in the habit of walking in the mountains.
SELDOM
He in the mountains.
- 7 By chance, we found a lost puppy while walking in the forest.
CAME
We a lost puppy while we were walking in the forest.
- 8 I was still eating when the lights went out.
NOT
I eating when the lights went out.

4 Choose the word or phrase that best completes the sentence.

- 1 I've got a(n) for a leading part in the school play!
A trial
B audition
C test
D exam
- 2 Their first album was a hit, but the latest one is a
A miss
B loss
C flop
D drop
- 3 Madonna brought the down at her last concert.
A house
B place
C gig
D stadium
- 4 An animal may become endangered if its is destroyed.
A land
B countryside
C nature
D habitat
- 5 Tigers India.
A come back
B come from
C come across
D come about
- 6 Please switch the lights off and don't electricity.
A lose
B leave
C waste
D spend
- 7 What will happen when the world oil?
A runs out of
B goes through with
C makes off with
D loses out on
- 8 Next week, the rock groups are setting off tour.
A for
B on
C at
D by

5 Read the text and choose the best answer, A, B, C or D.

Live Earth

Recently, organisers 1) on a huge concert called Live Earth. They wanted to make everyone more aware of the dangers of 2) change. The event consisted of 3) series of concerts staged in seven continents around the world. The concerts needed to be environmentally-friendly, so the organisers used biofuels to power the lights 4) used recycled car tyres to make the stage. They 5) provided recycling containers for people to dump their empty drinks cans in. Over 100 musicians and celebrities took part in the 6) shows. They urged fans to take action against global 7) by demanding more renewable energy, and by helping to 8) the rainforests. They explained that the Earth is under 9) but stressed that it's not too late to change things as long 10) we all act now. Together we can 11) a big difference. Superstar Madonna closed the London show and gave a great 12) 'Let's hope the concerts that are happening around the world are not just about entertainment, but about starting a revolution,' she told the 13) , who cheered and applauded in their thousands.

- | | | | |
|------------------|--------------|----------------|---------------|
| 1 A gave | B put | C played | D went |
| 2 A weather | B planet | C climate | D temperature |
| 3 A a | B some | C the | D few |
| 4 A but | B and | C although | D because |
| 5 A thus | B therefore | C consequently | D also |
| 6 A life | B living | C live | D alive |
| 7 A heating | B warming | C burning | D changing |
| 8 A conserve | B aid | C rescue | D reserve |
| 9 A problem | B difficulty | C danger | D threat |
| 10 A when | B if | C so | D as |
| 11 A do | B make | C bring | D cause |
| 12 A performance | B act | C contest | D appearance |
| 13 A contestants | B audience | C participants | D onlookers |

Did you remember all the vocabulary and grammar points?

- Vocabulary File, pages 144–145
- Grammar File, pages 156–159



3

Just the job!

Get ideas

- 1 What does each job in the photos involve? Why do you think the people chose each job?
- 2 Which of the jobs appeals to you? Are there any you would not like to do?



Time to read

- 3 What does a TV presenter do, in front of the camera and behind the scenes? What skills or qualities does he need?
- 4 Read the article and choose the best answer, A, B, C or D.
 - 1 According to the writer, a presenter should be
 - A prepared to stand for a long time.
 - B able to stay cool in a crisis.
 - C good at making speeches.
 - D available to travel abroad.
 - 2 What can you do, according to the writer, to get ahead of your opponents?
 - A learn how to write a good resume
 - B do something to get your name in the news
 - C become an expert in a particular subject
 - D become a talented sportsperson

- 3 What most appeals to Emma Johnson about her job is the fact that
 - A it's hard to predict what will happen.
 - B she gets to meet a lot of famous people.
 - C there are plenty of chances to travel.
 - D she doesn't need to prepare anything in advance.
- 4 According to the writer, part of a presenter's job is to
 - A prepare the scenery.
 - B help to work the cameras.
 - C look for new talent.
 - D practise the show in advance.
- 5 The writer states that the majority of people who host radio or TV shows
 - A are employed for short periods of time.
 - B earn a great deal of money.
 - C specialise in one type of programme.
 - D work a fixed number of hours.
- 6 What does the writer encourage young would-be presenters to do?
 - A experience life in a hospital
 - B spend a lot of time studying newspapers
 - C offer their services to a broadcasting group
 - D watch a lot of programmes aimed at students
- 7 What is the problem with getting started in this career, according to the writer?
 - A You have to come from the right kind of background.
 - B A lot of people are struggling to get the same job.
 - C There is no way into the job for ordinary people.
 - D Applicants must have media or drama training.

EXAMZONE

Find multiple-choice questions hard? No problem!

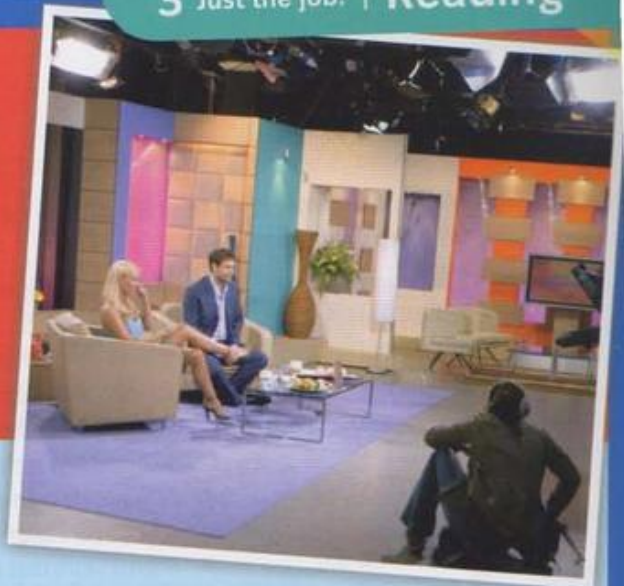
- **Read** the whole text carefully, before you look at the questions.
- **Look** at the question stem, but **don't read the options** yet.
- **Highlight** the relevant part of the text, then read the options and **choose the best answer**.

- 5 Find words or phrases in the article that match these meanings.

- 1 famous (para 1)
- 2 prepare for a public performance (para 3)
- 3 make very quick decisions (para 4)
- 4 disadvantages (para 5)
- 5 extremely stressful (para 6)
- 6 necessary (para 8)

Behind the scenes

This week in
DREAM JOBS
we describe the
work of a
TV presenter.



1 Have you ever dreamed of presenting the Olympics on TV or interviewing celebrity figures like Paris Hilton or Jude Law? Do you want a career that's exciting and varied? You do? Then why not become a TV or radio presenter?

2 As a presenter, you'll be working on a wide variety of projects. You may be interviewing guests on chat shows, hosting quiz and game shows, introducing sports or music programmes, or presenting specialist programmes like travel or gardening. If you prefer the serious stuff, you can specialise in current affairs or make documentaries.

3 Although a presenter's main job is done in front of the cameras, there's a lot to do behind the scenes as well.

15 You'll be expected to plan each show with the producer or director, do research and rehearse your script. You may get to write your own material and you'll probably be involved in online broadcasting, too.

4 Personality is important in this profession. You've got to be confident and outgoing, and able to interact with the audience. Ambition and motivation are very important too, along with excellent presentation skills and a good voice. Problems are bound to arise while you're on air and quick decisions will be called for. You'll need to be able to think on your feet and stay calm under pressure.

'Life as a presenter can have its down sides'

5 Life as a presenter can have its down sides. If you're on a short contract, as is normal, you'll be in and out of work quite frequently. Hours are sometimes unsociable, too. Getting up at 4 a.m. is tough, as is working late at night while your friends are out partying! And working conditions can be trying at times: while most TV studios are comfortable, working outside often involves spending time in all kinds of weather and situations.

6 But these are minor worries, according to presenter Emma Johnson. 'I host a radio breakfast show and it's really exciting,' she says. 'I never know what to expect. I leave for work with my day planned out, but often something big will have happened by the time I get to the studio. I just say, "OK, I'll change my plan and report on that instead." There are some nerve-racking situations but it's what I like best about the job.' She meets plenty of celebrities, too. 'I'm interviewing a top boy band later today and this time tomorrow I'll be flying to Hollywood to meet actor Russell Crowe,' she explains.

45 Although Emma loves her job, her big ambition is to work in TV. 'My present contract runs out next month,' she says. 'I'm going to have a holiday, and then I'll be knocking on the door of my local TV company.'

7 Emma got into presenting through her acting background, but there is no set route into the profession. Some presenters have university qualifications, while music show hosts have often been performers themselves, or may have worked as DJs in clubs. For entertainment shows, presenters often have an acting background and audition to present the show.

8 Competition is stiff in this field, so if you're starting out and you want to get noticed ahead of other applicants, proof of practical work experience is essential. Producing a student newspaper is one way to get experience, as is volunteer work on a hospital or student radio station. Specialising in a certain area, like sport or music, can be useful, too. It looks good on your CV and marks you out from the rest of the crowd.

9 Want to know more? GetFamous.com is running a one-day TV presenter course next month. Experts will teach you all about the world of TV presenting while you try out your skills in front of the cameras!

Summarise

Say **three things** you've learned about **becoming a presenter**.

If you want to be a presenter, you have to ...

One of the good things about being a presenter is ...

There are disadvantages, like ...

Time to talk

6 Do you think that TV presenting is a 'dream job'? Would you make a good TV presenter? Why/Why not?



Coming up ... **Making It** on DVD. See page 39.

Work

1 Match the words (1–8) from the article on page 31 with the definitions (a–h).

- | | |
|-----------------------------|--|
| 1 specialise (line 11) | a people who have formally asked for a job |
| 2 contract (line 27) | b job needing a high level of education or training |
| 3 profession (line 51) | c working for a short time to train for a particular job |
| 4 qualifications (line 52) | d to work or be an expert on one particular subject |
| 5 field (line 56) | e unpaid work that people do because they want to |
| 6 applicants (line 57) | f certificates to show you have passed exams |
| 7 work experience (line 58) | g type of work |
| 8 volunteer work (line 60) | h written agreement |

2 Complete the phrases with these words. There may be more than one possibility.

be do earn fill in get go receive write

- a living
- a pension
- a reference
- an application form
- on strike
- overtime
- a promotion
- self-employed

3 Complete the sentences with these words.

apply earn employees employer fire
job promote reference resign retire
unemployed work

- If he's late for work one more time, his boss will him and then he'll be again!
- If you get a holiday, you'll be able to spend all the money you on yourself.
- If the company don't my dad, he's going to and move to another company.
- I'm going to to go on an army training course. Would you write me a ?
- My grandfather's worked for the same for forty years, but he's going to next year, when he's sixty-five.
- She should have consulted the manager before taking time off, like all the other in the company.

4 Replace the underlined words with the correct form of these phrasal verbs.

fill in get off run out start up take on take over

- One day, I'd like to establish my own business.
- The company has recently employed a lot of new staff.
- What time does your brother finish work tonight?
- Complete this application form, please.
- New owners have taken control of the business.
- My present contract finishes next month.

WORDZONE

There are lots of **prepositions and nouns** that go together. Here are some:

on foot, at home, in a hurry, by car, by mistake, on purpose

Note them down when you find them!

5 Complete the sentences with these prepositions.

at behind on out of under

- As well as working in front of the cameras, presenters have to help out the scenes.
- Most contracts are short, so you may be work from time to time.
- Presenters are always pressure to meet deadlines.
- times, you'll have to work unsocial hours.
- Problems often arise when a presenter is air.

Memorise

Choose some words you have just learned on this page. For each word, write a phrase to explain its meaning. Read the phrase to a partner and see if he/she can tell you the original word.
Example: *someone who gives you a job = employer*

The future

GRAMMARZONE

Future simple

facts and predictions; decisions made at the time of speaking; offers, requests, promises

You'll be in and out of work.

Shall I help you with your application?

Present simple

timetables or scheduled events

My present contract runs out next month.

going to

intentions and personal plans; predictions based on present evidence

I'm going to have a holiday.

Look at the cameras! They're going to film the concert.

Present continuous

fixed arrangements that we have made

I'm interviewing a top boy band later today.

Future continuous

activities in progress at a future point in time; for intentions and fixed events

This time tomorrow I'll be flying to Hollywood.

Future perfect

an action completed before a particular time in the future

They'll have finished lunch by the time I get there.

Future in the past

an action that was scheduled to happen in the past but didn't happen

I was going to call you, but I didn't have time.

→ Grammar File, page 159

1 Choose the correct form to complete the conversations.

- 1 A: What's the hurry, Claudia?
B: I slept in this morning and I'm going to be/
'm being late for work!
- 2 A: I can't work this photocopier.
B: Hang on! I'm going to give/'ll give you a hand.
- 3 A: Are you planning to attend the new computer class?
B: I'm not sure. When does it start/will it start?

- 4 A: Just think! This time next Saturday I will fly/will be flying over the Atlantic.
B: Lucky you!
- 5 A: When does Jamie come/is Jamie coming to stay?
B: Next Friday. It's here in my diary.
- 6 A: It will snow/'s going to snow! Just look at those clouds.
B: Great! We can go snowboarding.
- 7 A: I'll call for you this evening, OK?
B: Fine. I expect I'm finishing/'ll have finished all my work by then.

2 Complete the questions with the correct form of the verbs in brackets. Then ask and answer with a partner.

- 1 What are your plans for tonight? (you/stay) home or (you/meet) your friends?
- 2 (you/still/study) at this school this time next year, do you think?
- 3 Do you think (you/earn) your own living in five years' time?
- 4 Do you have your timetable there? Do you know what time the next class (start)?
- 5 What (you/do) when you have finished school for good?
- 6 Do you think (you/live) in this country ten years from now?

3 Complete the sentences with the correct form (future continuous or future perfect) of the verbs in brackets. Do you agree with these predictions?

- 1 By the year 2050, five per cent of the world's population (move) to outer space.
- 2 In fifty years from now, intelligent robots (run) the government.
- 3 By the end of this century, fifty per cent of all species (become) extinct.
- 4 By 2030, sea levels (rise) by thirty centimetres.
- 5 Computers (replace) teachers by the end of this century.
- 6 People (live) on the moon in fifty years' time.
- 7 By 2050, robots (take) over the workplace.
- 8 By the year 2070, people (live) for 200 years.

Time to talk

- 4 What predictions can you make about your future life?
- 5 Tell your partner about any definite plans you have for the next few weeks.

Get ideas

- 1 Which of these jobs would you like the most? Which job wouldn't you enjoy?



- 2 Which skills on the right does each of the jobs (1–5) involve? Discuss.

- 1 flight attendant
- 2 veterinary surgeon
- 3 computer games designer
- 4 charity fundraiser
- 5 car mechanic

practical skills
working in a team
IT skills
good communication skills

Time to listen

- 3 Which of these topics would you expect to hear in each of the conversations below?

applicant be a manager exciting IT skills
more responsibility nervous poor salary program
questions variety of experience

- 1 someone talking about becoming a computer games designer
- 2 someone talking about going for an interview
- 3 someone talking about why they want to change jobs

EXAMZONE

Need more help with **listening**?

- Use your time wisely.
- Use pauses and reading time to **predict** what you will hear.
- **Read the options** carefully **before** you listen.



- 4 Listen to the conversations and choose the correct answer, A, B or C.

- 1 You will hear a man on the radio talking about his son. Why does his son want to become a computer games designer?
A for the money
B for the excitement
C for the challenge
- 2 You will hear a student talking about her career. What is she planning to do next?
A stay at college
B start her own business
C train with an expert
- 3 You will hear a man talking to his daughter. Why is he talking to her?
A to offer to help her
B to give her some advice
C to persuade her to do something
- 4 You will hear a student talking about a job interview. How does she feel about the interview?
A worried that she will be given a task to do
B unsure about the questions she will be asked
C anxious about who will interview her
- 5 You will hear an introduction to a careers lecture. What is the lecture going to be about?
A how to look for jobs
B how to deal with interviews
C how to write a good application
- 6 You will hear a woman talking. Why is she going to change her job?
A to earn more money
B to get a promotion
C to work in a bigger company
- 7 You will hear a student talking to his teacher. What kind of job does he want?
A one where he can be creative
B one where he can work on his own
C one where he can be promoted quickly
- 8 You will hear a woman being interviewed on the radio. What is her job?
A model agency owner
B celebrity photographer
C fashion magazine editor



- 5 Listen and find the stressed words in these sentences. Why are they stressed?

- 1 I'm going to set up some interviews and see how I do.
- 2 They won't give me an answer over the phone.
- 3 I won't have a clue!
- 4 So I'll give you some advice; then you can ask questions.

- 6 Practise saying the sentences with a partner.

Get ideas

- 1 Ask your friends about their future plans and complete the table. Use the present continuous, *going to* or *will*.

... this weekend	... next holiday	... in the future



- 2 Listen to two students answering questions about work and answer the questions below.

- 1 Did they answer the questions well?
- 2 Which student:
 - spoke too quickly?
 - gave reasons for their views?
 - used natural language?
 - didn't answer the question?
 - used a range of structures and vocabulary?

Time to speak

- 3 How important do you think these things will be in your future career? Put them in order.

- working with people
- earning a good salary
- working in a nice office
- working near to my home
- using my qualifications and skills

- 4 What plans do you have for the future? Write two things in each column.

definitely	possibly	hope
.....
.....

EXAMZONE

- Answering **questions about yourself**? No problem!
- Don't give prepared answers – **listen to the question!**
 - Only **talk about what you are asked**.
 - **Don't rush your answers.**

- 5 Ask and answer the questions with a partner.

- Would you prefer to work alone or in a team?
- Would you be happy in a job where you had to study and work at the same time?
- Do you think the Internet will make it easier to find jobs in the future?

Useful phrases

I hope I'll ...

I think I'll ...

I doubt I'll ...

I'm definitely going to ...

Maybe I'll ...

I'm planning to ...

Word formation

1 Make adjectives from these nouns and verbs.

attract care happiness hope imagine
product chat mood create thought

-ive	-ful	-less	-y

2 Complete the sentences with the correct form of adjectives from Exercise 1.

- I recommended her for the job because she was so , and never missed any details.
- I think he'll be good at design, because he's good at art and very
- She's good on the telephone because she's so – she'll talk to anyone!
- She's so ; she only ever worries about herself!
- My sister is very , so you never know how she will be feeling.

WORDZONE

Remember! You can make adjectives by adding *-ful*, *-less*, *-ive*, *-ic* or *-y* to nouns and verbs:

beauty – *beautiful* *compete* – *competitive*

3 Complete the notice with the correct form of the words in brackets.

Calling all university graduates!

Have you just got your degree? Looking for a job? Then why not come and join us? We are looking for young, 1) (imagine) individuals to join our team of 2) (success) hot games designers. Do you spend all your free time playing computer games? Then your play may be 3) (use) for your career! We are looking for bright, new 4) (create) talent. In return, we offer work which gives you great job satisfaction – we guarantee you will always be busy and never bored. You will also earn a very 5) (attract) salary and receive an excellent holiday allowance. We have good promotion prospects so you will move up the company quickly. The experience we can offer is 6) (price)! If you are interested, complete an application form and send it to us by the end of May.

4 Complete the advertisement below with the correct form of the words in capitals.

Woosh!

Licence to thrill



Fancy spending your working days jumping over shark-infested waters on a powered jet-ski? Then take our short course as a stunt actor and see if you have the necessary 1) *ability* to do this amazing job! What kind of person is driven to do this? You need to be 2) , have an appetite to learn and, above all, be 3) ! We'll teach you the rest. Before you do any stunts, you'll learn about diet and 4) After you have completed this, you'll get the chance to jump, dive, bungee and parachute, depending on how 5) you want to be. Still keen? Don't worry – we'll give you every 6) to try as many stunts as possible.

By the time you've finished with us, you'll be 7) clear about what the job involves. You won't be able to practise until you've had 8) in at least twelve stunt disciplines! Then you'll be able to 9) in certain types of stunts such as with cars or in water. Finally, when you can set up stunts for yourself, you'll have 10) opportunities, such as the chance of a job on the James Bond series or even becoming a 11) and teaching other people to do the job!

Come and have a go if you think you're wild enough!

ABLE
FEAR
ADVENTURE
FIT
ACT
ENCOURAGE
COMPLETE
INSTRUCT
SPECIAL
LIMITED
TRAIN

Future time clauses

GRAMMARZONE

Future time clauses

Use *when, as soon as, until, by the time, before, after, once* + present simple/present perfect to refer to the future

When you can set up stunts for yourself, you'll have the chance of a job on films like the James Bond series.

You'll learn about diet **before you do** any stunts.

After you have completed this, you'll get the chance to jump.

Use the present perfect to show that the second action will be completed before the first

You won't be able to practise **until you've learned** at least twelve stunt disciplines!

By the time you've finished with us, you'll be clear about what the job involves.

You'll get a certificate **as soon as you've completed** the course.

I'll be fine **once I've started** the course.

Use *while/when* with the present continuous to refer to an action that will be in progress in the future.

I'll be learning to parachute **while you're sitting** at home!

→ Grammar File, page 160

1 Choose the correct words to complete the sentences.

- I'm sure he'll come *by the time/as soon as* he's finished football.
- By the time/While* he arrives, he'll be too late.
- He said he'll do the exam *after/as soon as* his holiday.
- When/Until* he talks to her, he'll see what I mean.
- Please ask him to see me *before/once* he leaves.
- I'll be taking my exam *until/while* you're lying on the beach.

2 Complete the sentences with the correct form of the verbs in brackets.

- You'll have to keep training until you (be) fit enough.
- You'll be able to do some real work once you (pass) the exam.
- Don't worry – I'm sure you'll find a job as soon as you (leave) school.
- I'm going to think about what job I want to do after I (finish) university!
- If I want to be a doctor, I'll have to study while I (work).
- Once I (have) the interview, I'll have to do some tests.

3 Rewrite the sentences using the words in capitals. Use between two and five words, including the word given.

- She has to send in her CV and then they will consider her application.
UNTIL
They won't consider her application her CV.
- I hope I'm successful in the practical test to be a mechanic.
GET
I hope I the practical test to be a mechanic.
- I've never seen such a brilliant group.
EVER
This is the most brilliant group
- He's been working as a lawyer for three years.
AGO
He started work as a lawyer
- Over the next year we will design three new types of trainers.
DESIGNED
This time next year we three new types of trainers.
- In my first job, I would be late for work on most days.
USED
In my first job, I late for work on most days.
- I started work at 10 a.m. and he rang at noon.
HAD
I hours when he rang.
- My first interview is for 2.30 to 3.30.
HAVING
At 3 p.m. my interview.

Time to talk

4 Which jobs do you think give the most job satisfaction? Which jobs give the least? Give reasons.

EXAMZONE

Remember!

- Include all the missing information in the gap.
- Count the words you use to make sure they are not more than five. Contractions count as two words (e.g. *he's = he is*).
- Don't change the word given.

Get ideas

- 1 Do this quiz. Compare your answers with a partner.
Do you agree with each other?

- QUIZ**
- If you moved to another country, what would you miss most?
A your friends and family
B the food in your country
C the place where you live
 - What do you think would be best about working abroad?
A meeting new people
B seeing a different way of life
C learning a new language
 - What might be difficult about working in another country?
A the language
B the customs
C getting to know people

Plan ahead

- 2 Nick has received a letter from his friend, Alex. Read Alex's letter and the notes Nick has made. Decide which of the following Nick should include in his reply.

- include all the points in the notes
- tell Alex what he is doing at the moment
- give Alex information about where to eat and shop
- give more information for each of the notes
- welcome Alex
- explain why working in his country is not a good idea

Dear Nick,
I'm really pleased I'm coming to your country to study and I'm happy that I'll be staying for a few months.

As I said, I'll need a job while I'm there. Do you think it will be better for me to work in a restaurant or in a shop? I'm not sure - they are open at different times and the work is different. Also, you said you thought I should work part-time only. Why do you think this?

Will I be able to find accommodation fairly easily? The other thing I have to ask you is I wonder if you would be able to meet me at the airport? Don't worry if you can't, but it would help me if you could. I'm looking forward to getting your answers soon.

Write back quickly!
Alex

say which and why

give reasons

yes, give details

apologise and say why not

- 3 Read Nick's reply and answer the questions below.

53 London Road
Oxford
OX2 8NF

8 March

Dear Alex,

Thanks for your letter. I'm really happy you're coming to visit as well!

You asked about the job. I think it'll be more fun if you work in a shop. A restaurant is too busy and also you'll have some time in the evenings then. I think it'll be better for you to work part-time because it's very hard to work full-time and you'll be studying as well.

You'll be able to find somewhere to live because there are many rooms to rent quite cheaply in the centre of the city. I'm really sorry, but I won't be able to meet you at the airport because I'm going to see my gran in the north that weekend, and you'll arrive before I'm back. But come to my house in the evening.

I hope I've answered all your questions, and I'm really excited about seeing you next month.

Best wishes,
Nick

- Does the reply cover all the points in Exercise 2?
- What is the best order to answer the notes in?
- How many points does Nick make for each note he has made?

Language to use

- 4 Find all the verbs in the two letters that talk about:

- an arrangement.
- a plan.
- a prediction.

- 5 Decide which phrases can be used in a formal letter and which in an informal letter.

Openings

Dear Anna,
Dear Madam,
How are you?
Thanks for your letter.
I was very grateful to receive your letter.
It was great to hear from you.
I am writing in reply to ...

Closings

Hope to hear from you soon.
I hope to hear from you in the near future.
Thanks for everything.
Let me know if you want to stay.
Bye,
Yours sincerely,
Take care,

- 6 Find all the short forms (I'm, it'll ...) in the two letters on this page.

Time to write an informal letter

- 7 Your friend, Jo, is visiting you next month. Read Jo's letter and the notes you have made.

give reasons

say which and why

21 May

Dear

I'm really looking forward to seeing you next month. You seem to have a lot of activities planned for me! You said we should go to the careers talk that the International College near you is holding while I am there. Why do you think this will be useful?

If we go to the talk, do you think it will be better to speak to the teachers about careers or just to read the brochures and information they'll give us? I think I'm going to find out about being a flight attendant. What career are you interested in?

Finally, I have a favour to ask you. Do you think it will be possible for me to stay with you for an extra week?

Looking forward to seeing you!

Love,

Jo

give details

apologise and say why not

- 8 Decide on reasons, details and explanations for each of the notes on the letter. Choose some of the following or invent your own.

give reasons

- find out a lot of information
- able to ask questions

say which and why

- teachers, as they know more
- brochures because can read quietly

give details

- an architect because I like maths
- a hairdresser, as I like doing hair

apologise and say why not

- other people staying
- away on holiday

- 9 Make a plan and write your letter to Jo in 120–150 words.

Time to watch Making It

- 10 Watch the DVD and do the activities on page 146.



EXAMZONE

Replying to a letter from a friend?

- **Highlight the notes** on the letter to make sure you answer all of them.
- Put the points you want to make **in order**.
- **Make notes** on how to expand them.
- Use the **same style** all the way through your letter – don't change!
- Use **short forms** (e.g. *I'm*, *he's*) and **informal language**.

4

Tough Love

Get ideas

- 1 What is happening in the photos? What might cause someone to do something like this? What do you think is the best way to help these people?



Time to read

- 2 Look at the title, introduction and photos in the article. What kind of place do you think Brat Camp is?
- 3 Read the article. Match the questions (1–16) with the paragraphs (A–F).

Which paragraph mentions

- | | |
|--|-------|
| 1 being forced to stop their education? | A |
| 2 learning basic survival skills? | ..... |
| 3 copying someone because they admire them? | ..... |
| 4 escaping punishment after behaving badly? | ..... |
| 5 remaining in a restricted area without speaking? | ..... |
| 6 being jealous of someone? | ..... |
| 7 committing a crime? | ..... |
| 8 having no opportunity to relax? | ..... |
| 9 being denied any contact with family members? | ..... |
| 10 an unpleasant surprise? | ..... |
| 11 appearing on television? | ..... |
| 12 having to cooperate with others to complete a task? | ..... |
| 13 working with animals? | ..... |
| 14 a changing attitude to the world? | ..... |
| 15 doing something because everything else has failed? | ..... |
| 16 meeting the person in charge? | ..... |

- 4 Find words in the article that match these meanings.

- 1 deliberately frightened or threatened someone (para A)
- 2 badly-behaved children (para A)
- 3 spent time doing nothing (para A)
- 4 a former policeman (para B)
- 5 behaved badly without being punished (para B)
- 6 use bad language (para C)
- 7 causing problems (para E)
- 8 people whose behaviour it is good to copy (para F)

SKILLZONE

Having trouble **finding the information** you want in a text? Relax!

Think of other ways of saying the words and phrases you're looking for, then look for them in the text.

REAL LIFE

BRAT CAMP

Seven spoiled British teenagers were determined to lie, bully and cheat their way through life. Their parents couldn't find a way to control them – until they sent them to Brat Camp!

TURN OVER FOR
MORE REAL LIFE

A Xanthe was fun, lively and very close to her mother until she was fifteen. Then she became a teenager from hell! Expelled from school, she hung around the streets, getting into trouble. Sixteen-year-old Jemma was equally impossible. She'd do anything to get what she wanted, including shoplifting! And Joe, sixteen, was so badly-behaved he bullied his own mum! The teenagers were out of control and heading for disaster. But their parents had one last trick up their sleeves! As a last resort, they sent their kids off for three months' behaviour therapy at Turn-about Ranch, in the wilds of Utah, USA. With them went four other spoiled 'brats'. Their time at the camp was filmed for the hit TV series *Brat Camp*.

B The seven teenagers had a lot in common. Ed, sixteen, was a liar and a cheat and had stolen from his own brothers. Josh, fifteen, had a temper that frequently got him into trouble. Alex, fifteen, was violently aggressive. And Jenni, sixteen, was rude and moody and determined to embarrass her parents in any way she could. The teenagers had got away with murder at home. But they were in for a shock! Waiting for them at the airport in the USA was the boss of Turn-about. A tough ex-cop, he ruled the ranch with a rod of iron. Anyone trying to mess him about would find themselves in deep trouble!

C Life got worse when the teenagers reached Turn-about, an isolated cattle ranch. At the camp there was neither electricity nor running water! Sitting outside their log cabin that first night, the teenagers were given the rules of the camp. 'You must get up at 6.30 a.m.', 'You must not swear', 'You must ask permission before doing anything.' Confused and homesick, the teenagers begged to go home. But it was a waste of time. The ranch was in the middle of nowhere and contact with parents and friends was forbidden. There was no escape!

D Level one of the therapy began the next morning. It was designed to give the teenagers a nasty shock. And it certainly did! The kids were forced to spend three whole days sitting outdoors in small stone circles, in total silence. If any of them needed to leave the circle, they had to ask for permission. They couldn't even go to the toilet alone! If they were disrespectful to the staff, they were punished, and the rules got even stricter!



E After three days the teenagers went on to the next level of the behaviour therapy. The staff at Turn-about Ranch are real-life cowboys, who believe hard work is the best therapy for rebellious teens. The teenagers were expected to take part in ranch activities, like rounding up cattle on horseback, harvesting and mending fences. Work didn't stop, however hot and dusty or cold and snowy it was. In fact, there was no free time at all! At night the teenagers slept outdoors. They learned to light fires and trap animals for food. They were given certain goals, which meant working in a team. If they were disruptive, they had to stay at the ranch even longer.

F As the weeks went by, the teenagers acquired a new outlook on life. Joe changed a lot: in the cowboys, he found the strong male role models he'd lost when his parents divorced and his father left home. Turn-about changed Xanthe, too. Her mother had remarried when she was fifteen and she realised that envy of her new stepfather had caused her bad behaviour. Turn-about changed the other teenagers too, at least for now ...



Summarise

Try to **remember** some of the things about Turn-about Ranch that surprised, interested or shocked you.

What really surprised me was that ...

I was interested/shocked to read that ... because ...

Time to talk

5 Do you think Brat Camp is a good idea? Why/Why not?



Coming up ... *Brat Camp* on DVD. See page 49.

Family relationships

1 Complete the sentences with these words.

close divorced relationship spoiled stepfather

- Xanthe now has a good with her parents.
- Tom's parents last year but then remarried each other!
- My best friend is always fighting with her brother but I'm very to mine.
- Now that your mum's remarried, how do you get on with your new ?
- His parents always give him everything he wants, so he's completely

2 Put the personality adjectives in the correct column.

arrogant easy-going funny generous insensitive
jealous kind mean moody patient rebellious
rude spoiled stubborn thoughtful



Positive	Negative

3 Use the adjectives in Exercise 2 to describe members of your family. Give examples of their behaviour.

Memorise

Write down ten **personality adjectives** you have seen in this unit. Then ask a partner to close his/her book and tell you what they mean.

4 Choose the correct word to complete the definitions.

- Someone who has legal charge of you but is not a member of your family is your *parent/guardian*.
- A man whose wife has died is a *widow/widower*.
- The daughter of your brother or sister is your *niece/cousin*.
- A man who is married to your mother but is not your father is your *father-in-law/step-father*.
- The mother of your mother's mother is your *grandmother/great-grandmother*.
- A *friend/girlfriend* is someone with whom you have a non-romantic relationship.

WORDZONE

Want to know what **idioms** are? They're groups of words. When you put the words together in a phrase, they mean something quite different to usual. You need to **learn them** by heart. **Keep a list** in your notebook! Here's an example:

Over the moon is an idiom. If somebody is *over the moon*, they're very happy about something.



5 Choose the correct word to complete the questions. Then ask and answer with a partner.

- What do you and your family *dispute/argue* about most?
- Would you describe yourself as organised or *untidy/a mess*?
- Does your mum *nag/shout* you to tidy your room?
- What do members of your family do that sometimes makes you *miss/lose* your temper?
- Do your mum and dad *observe/respect* your privacy?
- What would you do if somebody in your class tried to *bully/force* you?

7 Match the idioms and expressions (1–6) with the definitions (a–f).

- | | |
|---|---|
| 1 mess somebody about | a not worth doing |
| 2 get on well | b have a secret plan |
| 3 do something as a last resort | c have similar attitudes or interests to someone |
| 4 have a trick up your sleeve | d cause somebody problems |
| 5 have something in common with someone | e do something because everything else has failed |
| 6 a waste of time | f have a good relationship |

Modal verbs

GRAMMARZONE

Modal verbs

can/can't/be able to for general ability in the present or future

*At Turn-about they **can** turn bad kids into good kids.*

could/couldn't/be able to for ability in the past

*Nobody **could** control them.*

should/ought to for advice

*More parents **should** send their children to Turn-about.*

need to/have (got) to/must/mustn't for something that is important or necessary

*You **must** get up at 6.30 a.m.*

*You **must not** swear.*

*The teenagers **had to** follow orders.*

don't have to/needn't/don't need to for something that is not important or necessary

*You **don't have to** take turns to shower at Turn-about because there's no running water!*

→ Grammar File, page 160

1 Choose the correct words to complete the sentences.

- You've *just got to/just need to* meet Daniel's new girlfriend. She's stunning!
- How *could/should* you ever imagine Pete was my brother? We look nothing like each other!
- How long *must you/did you have to* wait before your cousin apologised?
- You *must/should* obey orders if you're in the army.
- You *don't have to/mustn't* swear in class, otherwise you'll get into trouble.
- We've got a dishwasher, so you *don't have to/mustn't* wash up.

2 Complete the sentences with modal verbs. There may be more than one possibility.

- I go out last night because I had too much homework.
- The after-school swimming classes aren't compulsory, so we stay for them if we don't want to.
- I leave school early yesterday because I had a dentist's appointment.
- Your mum looked really upset. I can't tell you what to do, but in my opinion you speak to her like that!
- Do you think I phone Sarah and tell her we're going to be late? Is it a good idea?
- 'You write graffiti on the walls. You'll be in big trouble if you do!' the police officer said.

3 Complete the letter with modal verbs in the correct form.



Problems

Dear Agony Aunt,

Help! My family are driving me completely crazy! I used to get on really well with my parents but now it seems I 1) do anything without making them angry. The rules they hand out are just endless! 'You 2) come home before 11 p.m.,' they say, 'otherwise you're in big trouble!' Or 'You 3) hang round with that crowd! If you do, you're grounded!' Why 4) they remember when they were young? I also have problems with my brothers and sisters. My younger sister and I have a computer in our room. She doesn't 5) use it to do her homework; I do. But she's on it all the time! Last night I 6) wait until 10 p.m. before I 7) use it. My other sister 8) be more reasonable because she's older, but she's just as bad. She's always using my mobile phone to text her boyfriend! She sees him every day so, surely, she 9) text him as well! And my little brother? He's the worst! He's so spoiled! But in my parents' eyes he 10) never do anything wrong. I'm living with the family from hell! What on earth can I do about it?

Yours, Victoria

Time to talk

- Imagine you are an agony aunt. What advice can you give Victoria?
- What sometimes annoys you about your family?

Get ideas

- 1 Do you think teenagers are influenced by their friends? Think of some good and bad ways.



- 2 You will hear phrasal verbs (1–6) in the interview in Exercise 4. Match each one with its definition (a–f).

- | | |
|--------------------------------|---|
| 1 fit in | a deal with a difficult situation |
| 2 be left out of | b persuade someone to do something they don't really want to do |
| 3 stand up to | c do something as well as somebody else |
| 4 face up to something | d be accepted by other people in a group |
| 5 talk somebody into something | e refuse to accept unfair treatment from someone |
| 6 keep up with somebody | f not be included in something |

Time to listen

- 3 You will hear Maria talking about how teenagers are influenced by their friends. Before you listen, read questions 1–7 below. Find the key words in the first part of the question.

EXAMZONE

Can't decide which answer to choose?

- Underline **key words** in the first part of the question.
- Think about **what kind of answer** you need.
- You'll hear a reference to all three choices, but **only one** is correct.
- You need to **understand exactly what the question is asking!**

- 1.12 **4** Listen to the interview with Maria and choose the correct answer, A, B or C.

- 1 Maria is interested in studying the effects of peer pressure because
 - A it causes teenagers a lot of problems.
 - B very few people have studied the topic.
 - C she has had personal experience of it.
- 2 Maria found that teenagers influence each other most in
 - A their clothes.
 - B their work.
 - C their behaviour.
- 3 Maria suggests that she was influenced by a group at school because she felt
 - A unsure of what she wanted.
 - B attracted to what the group did.
 - C scared of annoying the group.
- 4 Maria says that the best way to deal with peer pressure is to
 - A ignore it and make other friends.
 - B ask somebody older than you for help.
 - C argue with the people putting pressure on you.
- 5 If you are asked to do something wrong, Maria thinks you should
 - A think about what the possible results will be.
 - B suggest doing something else.
 - C delay giving an answer.
- 6 Maria thinks that when Tom was asked to be in a gang,
 - A he should have spoken to his parents.
 - B he could have asked other friends to help him.
 - C he ought to have told one of his teachers.
- 7 Maria thinks a group can be a positive influence when
 - A they all choose to work hard at school.
 - B they have a good relationship with each other.
 - C they have respect for their families.

- 1.12 **5** Listen again and check your answers.

Get ideas

- 1 What kinds of rules do you have to follow at home? Do your parents complain to you about any of the things in the photos?



- 2 Listen to two students talking about why teenagers argue with their parents. Find the *Useful phrases* that they use.

Useful phrases

Do you want to go first?

Do you agree?

OK, so which is the most ... ?

I'm not sure I agree.

What do you think about ... ?

Would you like to start?

Do you think that's right?

OK, have we decided which ... ?

Yes, that's true.

- 3 Put the *Useful phrases* in the correct group.

Organising the discussion	
Asking your partner	
Responding to your partner	
Coming to a conclusion	

Time to speak

- 4 Look at the photos again. Which one do you think shows the cause of most arguments? Use the *Useful phrases* to help you.

SKILLZONE

Is it time to **make a decision**?

- **Ask** for your partner's views.
- **Listen** to your partner carefully.
- **Respond** to what they say.
- Reach a **conclusion** together.

- 5 Look at page 140. Talk about how each person in the photos can have a positive influence on young people. Decide who you think has the most influence.

Phrasal verbs and verb phrases

1 Match the phrasal verbs (1–8) with the definitions (a–h).

- | | |
|-----------------------------|--|
| 1 get on well with somebody | a look or behave like another member of your family |
| 2 fall out with somebody | b have a disagreement with somebody |
| 3 make up with somebody | c make friends with somebody after an argument |
| 4 go out with somebody | d have a good relationship with somebody |
| 5 let somebody down | e end a relationship with a boyfriend/girlfriend |
| 6 go off somebody | f stop liking somebody |
| 7 break up with somebody | g go on a date with somebody |
| 8 take after somebody | h disappoint somebody, especially by not doing what you promised |

2 Complete the phrasal verbs in the sentences with the correct use.

- I'm very like my father, but my brother after my uncle.
- Harry promised to come to the disco but he me down at the last minute.
- I had a row with my best friend but we soon up.
- Clare used to be my friend but I off her when I realised what a bully she was.
- I can hardly believe my brother is going with a pop star!
- My friends get on really with my parents, so I'm very lucky.

3 Choose the correct word to complete the sentences.

- Do you find it easy to *make/do* friends?
- It wouldn't *make/do* you any harm to apologise.
- You shouldn't *make/do* fun of people.
- What you did was awful and it's no good *making/doing* excuses!
- Hang on a minute while I *make/do* my hair.
- Mum says I've got to help *make/do* the housework.

EXAMZONE

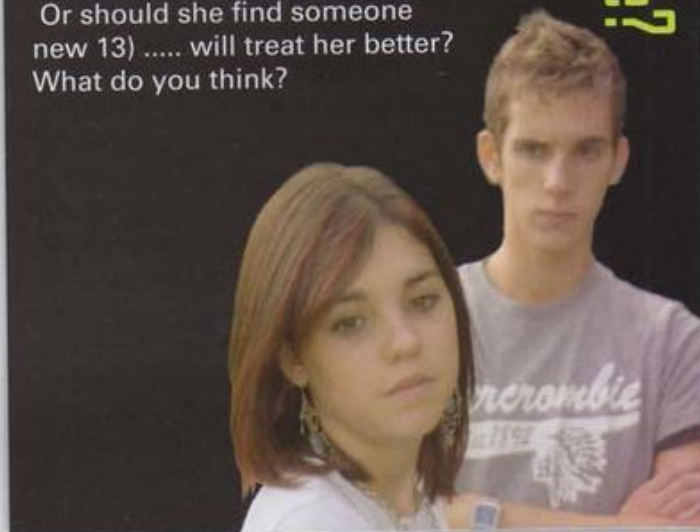
Having problems with one gap? Never mind! **Do the easier questions first.** You can go back to difficult gaps at the end, and they'll be easier to do.

4 Read the article and choose the best answer, A, B, C or D.

Lauren has a boyfriend called Paul. But last week she 1) out she wasn't the only girl in his life! A friend told her she'd seen Paul going 2) a cinema with another girl, when he should have been at home studying. Later, the friend had 3) across Paul and the same girl eating together in a pizza parlour. When Lauren asked Paul about it, he tried to 4) it. Then he claimed he'd only invited the girl out for 5) dare. He said Lauren needn't have worried 6) he didn't really like the other girl at all. He 7) and promised he'd never see her again. Lauren 8) really upset. She and Paul had a terrible row but in the end they 9) up. Lauren's friends believe she's 10) a big mistake. They think she ought never to have forgiven him. Having let her 11) once, they say, he could do it again. Besides, he could have been dating the other girl for weeks, 12) anyone knowing. Should Lauren give Paul another chance?

Or should she find someone new 13) will treat her better? What do you think?

Should she give him a second chance?



- | | | | |
|----------------|-------------|------------|--------------|
| 1 A discovered | B made | C found | D worked |
| 2 A out | B in | C round | D into |
| 3 A got | B come | C met | D seen |
| 4 A deny | B refuse | C ignore | D discredit |
| 5 A the | B that | C a | D this |
| 6 A because | B although | C while | D however |
| 7 A blamed | B regretted | C admitted | D apologised |
| 8 A had | B was | C has | D is |
| 9 A had | B made | C did | D spoke |
| 10 A made | B had | C done | D committed |
| 11 A up | B through | C down | D under |
| 12 A instead | B besides | C before | D without |
| 13 A whose | B who | C while | D which |

More modal verbs

GRAMMARZONE

More modal verbs

could/might + perfect infinitive for a possible past action that did not happen

*Their relationship **could have ended** then.*

could/may/might + perfect infinitive for a past event that possibly happened

*He **might have done** it before.*

should/ought to + perfect infinitive for criticising past actions

*He **should have stayed** at home.*

*She **ought never to have forgiven** him.*

didn't have to + infinitive for something that was not important or necessary in the past

*Lauren **didn't have to listen** to Paul's excuses.*

didn't need to + infinitive for actions that were not necessary. The event may or may not have happened.

*Paul **didn't need to hurt** Lauren like that.*

needn't have + perfect infinitive for actions in the past which happened though they were not necessary

*Lauren **needn't have worried**. Paul had never stopped loving her.*

→ Grammar File, page 160

1 Match the sentences (1–5) with the replies (a–e).

- | | |
|--|--|
| 1 You shouldn't have been playing music so late last night! | a I suppose you're right, but I didn't want to get involved. |
| 2 Did you really need to take a day off today? | b I'm not surprised. It wasn't a very nice thing to do. |
| 3 You needn't have lost your temper like that! | c Sorry. Did I keep you awake? |
| 4 I think you ought to have called the police when you saw that shoplifter. | d OK, but sometimes the things you do make me really angry! |
| 5 I could have shouted at my sister when she told everyone what an idiot I'd been. | e Well, how else could I have found the time to meet you? |

2 Complete the sentences with modal verbs in the correct form.

- A taxi will meet us at the airport, so we take a bus.
- I won the lottery if I'd bought a ticket.
- You phoned me last night, but I'm glad you did.
- She got into trouble because she was sunbathing when she studying.
- They ought their parents that they were going to be home late.

3 Complete the story with one word which best fits each gap.

Washing away your chances

Have you 1) ever regretted something? Daniel Smith has! You'll hear what it is 2) a minute. But first you 3) to understand something. Daniel is really shy, which is strange 4) he's actually very good-looking and fun to be with. Anyway, Daniel went to a disco last week and made friends with a girl called Maria. They got 5) really well. He wanted 6) meet her again but he felt too shy to suggest it. It 7) him the whole evening to ask for her phone number. But he needn't 8) worried because Maria really liked him. She gave him her number written down on a 9) of paper, and Daniel put it in his jeans' pocket. He intended to put it on his table as 10) as he got home. But it was late and he forgot. The next day 11) Sunday, so Daniel slept in until 10 a.m. When he got up, the first thing he did was to look 12) his jeans. But where were they? Then, from downstairs, he heard the washing machine. Oh, no! His mother 13) been to his room, collected his clothes and washed them! When Daniel finally found the paper, it was in pieces and the writing had completely disappeared!

Time to talk

4 Have you ever regretted something? Tell a partner about it.

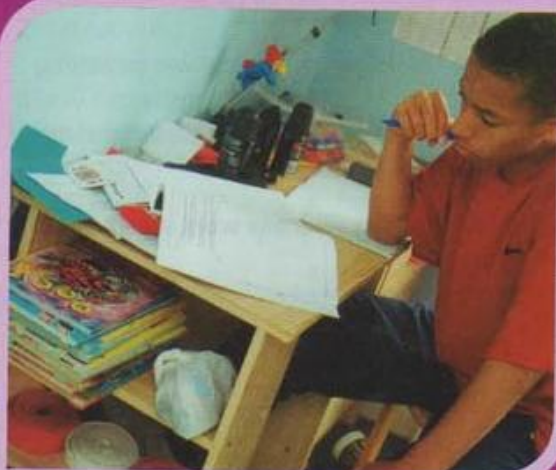
EXAMZONE

Find gap fill exercises hard? Don't worry!

- Read the **whole text** first, for meaning.
- Study the words **around the gap** really carefully.
- Think **what kind** of word you need: an auxiliary, a modal verb, a preposition, etc.
- Check that the grammar and the meaning **fit the text**.

Get ideas

- 1** Do this quiz with a partner. Do you agree?
Check your answers at the bottom of the quiz.



- 1** Your friends start laughing at you and calling you names when you do well in tests at school. What should you do?
- A** Make sure you get a low grade next time.
 - B** Try to explain to them why you want to do well in school.
 - C** See less of those friends and make new friends.
- 2** One of your friends likes the same boy or girl you like. What should you do?
- A** Tell your friend to go out with them and suffer in silence.
 - B** Start competing with your friend for the boy or girl's attention.
 - C** Tell the boy or girl you like to ignore your friend.
- 3** Your parents ask you to come home at 9 p.m. on a Saturday night but all your friends are staying out later. What should you do?
- A** Come home at 9 p.m.
 - B** Ask your parents to let you stay out later.
 - C** Stay out until all your friends go home.

All As: You always try to please others.
All Bs: You are your own person but you also want to keep people happy.
All Cs: You're a rebel!

Plan ahead

- 2** Read this letter to an advice column. Have you ever had a similar problem? What advice would you give Frank in a reply letter?

Ask Darren



Dear Darren,

I used to be good friends with Jamie, a guy in my class. Over the last few months he has really changed.

I think it's because he's started hanging round with a group of boys who don't take school seriously. They think school is a waste of time and they're always being rude to everybody. They don't do any work and their grades are terrible. Jamie has started behaving like them, I think because he thinks it's cool or clever. He's also quite rude to me and makes jokes about me.

I'm worried because it's really destroying our friendship. I know that underneath he's a nice person, and I don't understand why he can't spend time with me and see his other friends as well. How can I get my friend back?

Yours, Frank

- 3** Choose what the reply letter should include.

- something to reassure Frank
- some information about the writer
- some suggestions to help Frank
- a similar story
- some sympathy for Frank

- 4** Read this reply to Frank's letter. Is it good advice?
Does it cover the points you chose in Exercise 3?

Dear Frank,

I'm sorry you're having so much trouble with your friend. But there are several things you could do to make the situation better.

I think you should speak to him and tell him how you feel. You could also suggest one or two activities you could do together, like going to a football match. Whatever you do, you mustn't criticise his new friends, as this will turn him against you. He should never have behaved like this towards you, but you can't change that now. You ought to try and speak to him when he's alone – then he'll probably listen to you. People usually only behave like this when they are in a group.

If none of these ideas work, then you might have to admit to yourself that you have lost a friend. But don't worry, because there are plenty of other people to be friends with, and maybe one day he'll think differently and you'll become friends again. Good luck!

Yours, Darren

- 5 Imagine you've got thirty minutes to write a reply to Frank. How long do you think you should spend on:

- reading and thinking?
- planning and organisation?
- writing?
- checking?

Language to use

- 6 What language does Darren use to:

- give advice?
- show sympathy?
- give reassurance?

Time to write an informal letter

- 7 Read this letter to an advice column. Decide what you think the best advice would be for Angela.

Problem >>> Page

Dear David,

I'm really worried about a friend of mine, Sarah. We used to be really good friends and have a good time together. But I think she's changed. She seems to be really worried all the time about what people think of her. She changes her style of clothes or what music she likes just so that the people she's with will like her. She wants to be popular, so she does certain things and says things just to make people think she's cool or to create a certain image.

I know this isn't really her and I don't know what to do. I wish she would just be herself and stop worrying all the time about what other people think. What can I do?

Help! Angela

- 8 Write a plan for a letter of advice to Angela. Think about how to open and close your letter and how many paragraphs you need.

- 9 Write your letter in 120–150 words, using the language you found in Exercise 6.

EXAMZONE

Need to write a letter giving advice?

- Don't forget to **give reasons** for what you say.
- Make sure your paragraphs are **structured** and in a **logical order**.

Time to watch *Brat Camp*

- 10 Watch the DVD and do the activities on page 147.



1 Choose the word or phrase that best completes the sentence.

- 1 A: It's going to be hard to finish this job in time.
B: Is it? Well, don't worry, you with it.
A we help
B we're helping
C we'll have helped
D we'll help
- 2 By the time I finish this work, all my friends out.
A will go
B will have gone
C are going
D are going to go
- 3 Mum was angry because I went out when I
A must study
B needn't have studied
C didn't need to study
D should have been studying
- 4 You play near the railway line! It's dangerous.
A needn't
B don't have to
C don't need to
D mustn't
- 5 I have to go on a training course before I work.
A will start
B start
C am starting
D will be starting
- 6 I'll be twenty-three years old by the time my medical training.
A I've finished
B I'll finish
C I'm finishing
D I'll be finishing
- 7 I'm going on holiday so this time next week I on a beach!
A will lie
B will have been lying
C will be lying
D am lying
- 8 The plane left on time so we wait long.
A didn't need to wait
B shouldn't have waited
C needn't have waited
D mustn't have waited
- 9 Hang on! you with those bags?
A Am I going to help
B Shall I help
C Am I helping
D Will I be helping
- 10 Did you apologise to your dad?
A must
B got to
C need
D have to

2 Complete the text with one word that best fits each gap.

TAKING A GAP YEAR

By this 1) time next year, I'll have finished school for good! I want to study medicine, but before I 2) my course, I plan to take a long break. In fact, I'm going 3) take a whole year off. My 'gap year' should be brilliant because I'll 4) spending most of it in Africa! I've volunteered to help build a small hospital. I'll be sharing a hostel with other volunteers, 5) I don't need to worry about accommodation. After we 6) finished work on the hospital, I plan to travel. I 7) probably go to Zambia first, to visit my uncle. He's gone out there to 8) up a new business. We 9) on really well. Once that visit 10) over, I'm planning to 11) on a proper safari! I can't wait to see a cheetah in the wild! A friend of mine went on safari last year and he said you 12) get up really close to the animals. Anyway, my gap year is 13) to be really, really exciting!

3 Rewrite the sentences using the words in capitals. Use between two and five words, including the word given.

- 1 Driving without a licence is illegal.
DRIVE
You without a licence.
- 2 I've got to complete this application form.
FILL
I've got to this application form.
- 3 It wasn't necessary for Dad to work overtime, so he came home early.
NOT
Dad overtime, so he came home early.
- 4 You were telling jokes instead of studying, which was stupid of you.
OUGHT
You instead of telling jokes.
- 5 I'll do the washing up before you get back.
TIME
By the , I'll have done the washing up.
- 6 I can't use my phone because the battery is finished and I haven't got another one.
RUN
I can't use my phone because the battery and I haven't got another one.
- 7 That bag looks heavy, so would you like me to help you with it?
I
That bag looks heavy, so with it?
- 8 It's my intention to look for a job next week.
TO
I look for a job next week.

4 Complete the article with the correct form of the words in capitals.

A career with a difference!

Are you a bit of an extrovert? Do you enjoy being energetic and 1) active ? Would **ACT** you like a job that's really 2) ? If **ADVENTURE** the answer to all these questions is 'Yes!', you might consider working in a circus. 3) is a top requirement for this **FIT** career. You also need to be 4) , **FEAR** because some acts are quite dangerous, especially if you 5) in areas such **SPECIAL** as trapeze, or tightrope walking. Don't worry if you don't come from a circus background. You can go to circus school where your 6) will teach you **TRAIN** everything you need to know. Once he's sure of your 7) , he'll give you all **ABLE** the help and 8) you need. **COURAGE** Provided you're willing to travel anywhere, the job opportunities are almost 9) **LIMIT** So if you're 10) sure this is the **COMPLETE** career for you, don't waste time. Phone us today!

5 Choose the word or phrase that best completes the sentence.

- When you start the job, your employer will give you a containing all your working conditions.
A form
B contract
C paper
D list
- The boss his worker because he took too much time off.
A promoted
B resigned
C fired
D retired
- Everyone has to get a job and their own living some day.
A win
B get
C do
D earn
- What time will you work tonight?
A get off
B get on
C get over
D get through

- It's no good your temper with me! It's not my fault.
A missing
B telling
C losing
D ruining
- My brother and sister don't get on. They spend all their time !
A debating
B contesting
C discussing
D arguing
- Telling John to help at home is a complete of time.
A misuse
B waste
C mistake
D loss
- My brother and his girlfriend have and he's really sad.
A given up
B broken up
C gone out
D made up
- Tom is a lot of pressure at the moment.
A in
B under
C with
D through
- She acting through her job as a model.
A took up
B made out
C brought on
D got into
- I've got to this application form.
A fill in
B do out
C write up
D set off
- Producing a TV show may look easy but there's a lot to do the scenes.
A under
B beneath
C behind
D round

Did you remember all the vocabulary and grammar points?

- Vocabulary File, pages 146-147
→ Grammar File, pages 159-161



5

Use your head!

Get ideas

- 1 How do you think schools have changed since the 1950s? Do you think students are happier now?

NOW



THEN



Time to read

- 2 Look at the photos in the article on page 53. Do they look different to your school? In what way?

EXAMZONE

Forgotten how to do this task? Don't panic!

- Just **read the whole text**, then read each **question stem** carefully.
- Find the part of the text you need and **underline** it.
- Finally, **look at the options!**

- 3 Read the article and choose the best answer, A, B, C or D.

- 1 What criticism is sometimes made about modern education in the first paragraph?
 - A The syllabus is out of date.
 - B The teaching methods are not good enough.
 - C There's too much stress on exams.
 - D Teachers aren't strict enough.
- 2 What does 'authoritarian' in line 14 mean?
 - A strict
 - B experienced
 - C rude
 - D unreasonable
- 3 What does the writer suggest about the food the students ate?
 - A There wasn't much of it.
 - B It wasn't cooked properly.
 - C It wasn't tasty.
 - D It wasn't nutritious.
- 4 According to the author, how did exams in the 1950s differ from now?
 - A They covered more subjects.
 - B They took less time to sit.
 - C There was more to remember.
 - D They were less challenging.
- 5 What was surprising about the *That'll teach 'em!* students' results?
 - A All the students found the exams difficult.
 - B Students didn't do as well as expected.
 - C Students who were predicted to fail did rather well.
 - D Students did better in twenty-first century exams.
- 6 According to the writer, vocational schools
 - A provided poorer children with equipment.
 - B took children who were good at studying.
 - C prepared students for employment.
 - D were a complete waste of time.
- 7 What is the writer's attitude towards the curriculum girls were offered in the 1960s?
 - A He thinks the subjects the girls studied were useful.
 - B He believes the girls were pleased to study these subjects.
 - C He feels schools should go back to offering similar subjects.
 - D He doubts whether the girls enjoyed what they were learning.
- 8 What does 'it' refer to in line 59?
 - A the experience
 - B the frog
 - C the biology class
 - D the heart

That'll teach 'em!

Is life too easy for today's schoolkids? A TV series takes teenagers back to the 1950s and 1960s to find out.

Do you think education is better now than it was in your grandparents' time? Many older people in the UK believe the opposite. 'Schools were better in our day,' they complain.

'There isn't enough discipline these days. Kids don't work as hard as we did, either. The syllabus isn't as challenging, so clever students aren't being stretched enough. They need to study things in greater depth. Exams are much, much easier now as well!'

Were schools better years ago? To answer that question, some British teenagers travelled back in time to a 1950s boarding school. They got a big surprise! The first shock came when the teenagers met their new teachers. Dressed in traditional black gowns, they looked so frosty and uncaring! They were really authoritarian too, so anyone caught breaking the rules – talking in class, mucking about in the playground or playing truant – was in big trouble! Punishments included writing 'lines' or staying after class to do detention. The naughtiest kids were expelled.

Things were just as bad after class. At meal times the students had to endure a diet of plain, no-nonsense, healthy food.

Homework was obligatory and it took ages! Copying essays off the Internet wasn't an option, as personal computers didn't exist in the 1950s! And when bedtime came, the teenagers had to sleep in dormitories, on hard, uncomfortable beds!

At the end of 'term' everyone sat 1950s-style exams. The old exams were much longer than their twenty-first century equivalents and involved learning huge amounts of facts by heart. History papers were all dates and battles. Maths papers were trickier, too; calculators weren't around in the 1950s, so the students had to memorise multiplication tables and master long division. Our candidates found this really difficult. Well, wouldn't you?

The exam results surprised a lot of people. Students predicted to do well in their real-life, twenty-first century exams often got low grades in the 1950s exams. Does this prove modern exams



are too easy? Do twenty-first century kids rely too much on modern technology, like calculators and computers? What do you think?

The second series of *That'll teach 'em!* focused on a 1960s vocational school. UK schoolkids study a range of academic subjects these days. But back in the '60s, children judged to be less 'able' went to vocational schools. These helped them to learn a trade. Boys studied subjects like metalwork, woodwork or gardening. In some classes, they even learned how to milk goats! The girls' timetable included secretarial skills, like typing. They also learned to cook, clean and sew, in preparation for their future role as housewives – probably not much fun for most girls! But do we need more schools like these? Are they a good idea?

The final series of *That'll teach 'em!* examined the teaching of science. The subject is less popular nowadays, especially with boys. But why? In science classes, students work with computers and do fewer practical experiments than in the past. Back in the 1950s, science classes were full of bangs and explosions. Our *That'll teach 'em!* boys found that the more explosions there were, the more they enjoyed their class. So should science classes be more practical? Not for the girls, it seems. They weren't nearly as keen as the boys on this 'hands-on' approach. When a teacher made them dissect a frog in class and examine its heart for a biology experiment, it made some of them sick! Maybe boys' brains work differently from those of girls. Would schoolkids learn better if girls and boys were taught separately?

4 Find words or phrases in the article that match these meanings.

- 1 difficult in an interesting way (para 1)
- 2 behaving in a silly way (para 2)
- 3 the most badly behaved (para 2)
- 4 put up with, without complaining (para 3)
- 5 more difficult (para 4)
- 6 expected (para 5)
- 7 a practical way of doing something (para 7)
- 8 a small green animal that lives near water (para 7)

Summarise

Say five things about **schools in the 1950s** that are different from today's schools.

In the 1950s schools ..., but modern schools ...

Time to talk

- 5 Do you think boys' brains work differently from girls'?



Coming up ... *That'll Teach 'Em* on DVD. See page 61.

Education

- 1 Complete the sentences with these words from the article on page 53.

calculator detention expelled grades
multiplication syllabus timetable vocational

- You worked really hard this term, so you should get good in the exam!
- If you can't work out the sum in your head, use your
- In Maths, $3 \times 3 = 9$ is an example of, not division!
- I love the set books on our English
- If my grandad behaved badly at school, he had to stay behind and do after school.
- I'm going to do a course in leisure and tourism so I can learn the skills I need to become a flight attendant.
- According to my we have a Biology class after break.
- Nick apologised for stealing but the headmaster him from the school anyway!

- 2 Make a list of subjects on your school timetable. What is your favourite/least favourite subject? Are there any others that you would like to learn?

- 3 Choose the correct word to complete the questions. Then ask and answer with a partner.

- Are you good at learning things by *memory/heart*?
- Which subjects do you think you'll *pass/achieve* in your next exams? Which might you *miss/fail*?
- Would you like to be a school *teacher/professor* when you leave school?
- How do your teachers *control/punish* students in your school if they *break/neglect* the rules?
- Do you have to *keep/wear* a school uniform?
- Do your parents nag you about the *notes/grades* you get in your exams?

WORDZONE

Have you heard of **collocations**? They're **words that go together** naturally. You can make lots of collocations with **do, make, have** and **take**. Here are some examples:

*I always **do my best**.*

*Let's **take a rest**!*

*We'll **have breakfast** now.*

- 4 Write the words in the correct column. Can you add any more words to the list?

homework a taxi progress a break
lunch a promise a test an effort ages
a message fun a noise an experiment

do	make	have	take
homework		homework	

- 5 Make sentences with phrases from the table above.

- 6 Complete the text with these words.

boarding dormitory expelled experiment
gown staff strict subject term truant

School days * and nights ☾!

When I was 13 years old, my parents sent me to 1) school, which meant I lived in school, not at home. I had to sleep in a(n) 2) with six other girls. Can you imagine that? It was a really old-fashioned school. The headmaster wore a(n) 3) over his suit and had highly-polished shoes. He looked very 4) and mean! But my friends and I were always getting into trouble. One time we played 5) and went to the cinema instead of class. Unluckily, a teacher saw us! We nearly got 6) from school, but we swore we wouldn't do it again, and the headmaster let us stay. It was the headmaster who taught us Science. Unfortunately, Science is the 7) I hate most in all the world! One day, we were doing a(n) 8) with a chemical in the laboratory and I accidentally dropped the bottle on his foot. It broke and the chemical spilled all over his shoes. It ruined them, of course! I think he and the rest of the 9) were delighted when, at the end of 10), my parents decided to send me to a day school instead.

Memorise

Always write an **example phrase or sentence** for new vocabulary. This will help you remember vocabulary such as common collocations more easily. Choose collocations from this page and ask a partner to make sentences from them.

Comparative structures

GRAMMARZONE

Comparative structures

adjectives/adverbs with one or two syllables

*The old exams were **longer than** modern exams.*

*The **naughtiest** kids in the school were expelled.*

adjectives/adverbs with more than two syllables

*Science is **more/less popular than** other subjects.*

*It was **the most/least enjoyable** class they had.*

irregular adjectives/adverbs

*The old exams **were worse** than the modern exams.*

much/a lot/a great deal, etc. + comparative for emphasis

*Exams are **much easier than** they used to be.*

(not) as ... as to compare equal things

*Girls **aren't as keen as** boys on science experiments.*

the + comparative, the + comparative to show a trend

***The more** explosions there were, **the more** the boys enjoyed it.*

too/enough when something is more than necessary/not sufficient

*There were **too** many facts for them to remember.*

*The teachers weren't friendly **enough** for the kids to talk to.*

so/such ... that to describe cause and effect

*The exams were **so difficult that** many good students failed them.*

→ Grammar File, page 161

1 Complete the sentences with the correct form of the words in capitals.

- My sister is much ambitious LITTLE
than me.
- I know your essay was good but mine was
even ! GOOD
- The weather in Italy is much HOT
than in the UK.
- We've got the school buildings BAD
in the area.
- I think Clive is the person I've SILLY
ever met!
- My brother didn't do as as GOOD
expected at his exams.
- This is the day we've had SUNNY
this year.
- Sarah's home is from school FAR
than mine.

2 Complete the text with one word which best fits each gap.

REAL LIFE

Home School

Do you think life would be a 1) nicer if you didn't go to school? Would being taught at home be 2) or worse? More and more parents are educating their children at home, usually because they think schools are too noisy or overcrowded 3) their kids to learn properly. Some people doubt whether parents are knowledgeable or patient 4) to make good teachers. But kids who are home-educated do just as well 5) anyone else. In fact, some children are much further ahead in their studies 6) kids who go to school! But do home-educated children miss out in other ways? It seems not. They are 7) confident than schoolkids and are closer to their families. Sixteen-year-old Mickey Cooper believes learning at home is the 8) enjoyable way by far. 'I'm happy I've never been to school,' he says. 'I learn from textbooks, CD-ROMs and also from the Internet. I've got as 9) friends as anyone else, so I don't miss out at all. I can choose what I learn, and when. And the more freedom I have, 10) better I get on. I think school just chokes your spirit.'



Time to talk

3 How important do you think these things are in a school? Put them in order of importance.

- good friends
- friendly teachers
- nice buildings
- plenty of books and equipment
- clear rules and regulations
- a good head teacher

Get ideas

- 1 What do you think these people are learning? What other skills do people learn on a vocational course?



Time to listen

- 2 Match the words (1–6) with the definitions (a–f).

- | | |
|---------------------|--|
| 1 sponsor | a put your name on an official list, e.g. for a course |
| 2 facilities | b judge how well somebody is doing something and give them a mark |
| 3 register | c give money to somebody so they can study or train |
| 4 selection process | d rooms, equipment or services that are available for use |
| 5 assess | e a way of choosing applicants for a course or job |
| 6 coursework | f work that students do during their study, rather than exams, that forms part of their final mark |

- 1.14 3 Listen to part of a talk about vocational courses and look at the notes below. What is the man going to talk about?

leaving school
alternatives: trade school
get a job after
will talk about three courses

- A the range of courses available
B the universities that students can attend
C the details of specific courses

- 4 Which notes from the list above were useful for this question? Why?

SKILLZONE

Making notes is easy!

- Make notes **as you listen**.
- Only write notes about the information **in the questions**.
- Remember to **keep listening** as you write.

- 5 Read through the answer choices (A, B, C) for the rest of the talk in Exercise 7. Try to predict what you will be listening for, e.g. a number, a reason or a fact.

- 1.15 6 Listen to the talk and choose the correct answers for the questions you hear.

- 1 A different types of work
B underwater work only
C being a diving instructor
- 2 A high grades
B good skills
C the right personality
- 3 A six times a year
B three times a year
C ten times a year
- 4 A on your designs
B by writing essays
C on your coursework
- 5 A a personal computer
B a good reference facility
C cheap clothes
- 6 A have some work published
B get some work experience
C work with top designers
- 7 A They are more valuable than degrees.
B They are less important to an employer.
C They are as good as degrees.
- 8 A They receive money from local businesses.
B They are a step on the road to university.
C They can organise jobs for graduates.
- 9 A November to March
B February to March
C March only
- 10 A less than \$12,000
B up to \$7,000
C between \$2,000 and \$12,000

Get ideas

- 1 Would you choose to do a vocational course? What kind? Why?
- 2 Look at the photos. What do you think the people are studying?

A



B

- 3 Imagine you are deciding to do a vocational course. What information do you need to help you decide which course to do? Choose four ideas from the list below.

- the length of the course
- the cost
- the teachers
- the hours you have to study per week
- what the course includes
- the benefits of the course
- what the other students are like
- the number of students in each class

- 4 Listen to a student asking about the two courses. Which questions does he ask? Are they the same ones that you chose in Exercise 3?

- 5 Listen again and decide which course, IT or Travel and Tourism, has these advantages.

- work experience
- learn a language
- short course
- small classes
- learn practical skills
- learn several subjects
- learn communication skills

Time to speak

- 6 With a partner, decide who is A and who is B. Look at your own role card and photo on page 141. Take turns to be a student and a careers officer. Ask and answer questions about each course.

Useful phrases

How long ...?
 How many ...?
 What are the benefits ...?
 What does each course ...?
 What are the teachers like?
 What do you need to do ...?
 What qualifications/skills ...?

- 7 Which of the four courses you have talked about would you be most interested in? Why?

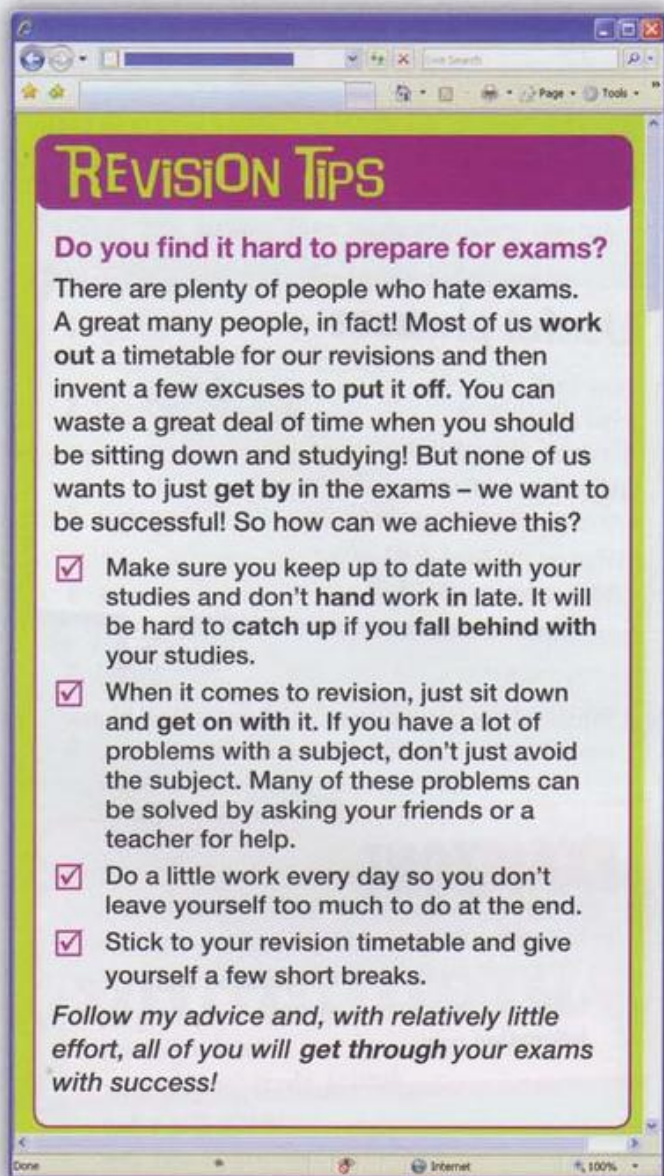
EXAMZONE

Need to **ask a question**? No problem!

- Think carefully about **which question word** to use.
- Make your question sound natural by getting the **intonation** right.

Phrasal verbs

- 1 Find phrasal verbs in the web page below that match these meanings.
- not finish something by the time you need to
 - pass a test
 - give homework/assignments to your teacher
 - plan a good way of doing something
 - reach the same standard as other people
 - only just succeed
 - continue doing something in order to make progress
 - delay doing something



REVISION TIPS

Do you find it hard to prepare for exams?

There are plenty of people who hate exams. A great many people, in fact! Most of us **work out** a timetable for our revisions and then invent a few excuses to **put it off**. You can waste a great deal of time when you should be sitting down and studying! But none of us wants to just **get by** in the exams – we want to be successful! So how can we achieve this?

- ☒ Make sure you keep up to date with your studies and don't **hand work in** late. It will be hard to **catch up** if you **fall behind with** your studies.
- ☒ When it comes to revision, just sit down and **get on with** it. If you have a lot of problems with a subject, don't just avoid the subject. Many of these problems can be solved by asking your friends or a teacher for help.
- ☒ Do a little work every day so you don't leave yourself too much to do at the end.
- ☒ Stick to your revision timetable and give yourself a few short breaks.

*Follow my advice and, with relatively little effort, all of you will **get through** your exams with success!*

WORDZONE

Can't remember **phrasal verbs**? Try this:
Learn all the phrasal verbs that relate to **one particular topic** together.

hand in an essay

get through an exam

2 Complete the sentences with phrasal verbs in Exercise 1.

- I was told off because I my essay late.
- If you miss class and your work, you will find it hard to
- I watch TV or go out – anything to doing my revision.
- Don't worry – you've worked so hard that you'll the test easily.
- It's important to how much time you have to revise each subject.
- Why don't you stop complaining and just it!
- I was lucky – I managed to do just enough work to in the exam.

3 Choose the word or phrase that best completes the sentence.

- They held to find the right person for the role of headmaster in the play.
A tests B auditions C trials D contests
- When I've been ill and off school, I find it hard to with the work.
A get up B take up C catch up D pick up
- He gave a brilliant on the piano at the school concert.
A act B appearance C exhibition D performance
- In Geography we've been studying how much of the rainforest has been cut
A down B off C up D in
- The teacher made her stay late because she had not caught her homework.
A up by B up for C up with D up in
- What you study at college affects what you can for a living.
A make B do C get D have
- I think you just have to learn Maths formulas
A by mind B by heart C by sense D by yourself
- He studied hard because his was to be a doctor.
A ambition B drive C end D design
- I was to believe that I should work hard at school.
A grown up B trained up C brought up D guided up
- The worst part of the year is the summer, when we have to exams!
A make B set C answer D take

Determiners

GRAMMARZONE

Determiners

plenty of, a lot/lots of, none of, all (of) with countable and uncountable nouns

*There are **plenty of** people who hate exams.*

***All of** you can pass your exams.*

many, a few, few, a number of with countable nouns

*A great **many** people hate exams.*

*We invent **a few** excuses to delay doing our work.*

a great/good deal of, a little, little with uncountable nouns

*You can waste **a great deal of** time.*

*Do **a little** work every day.*

few and little = not much/not many

a few and a little = some

*Give yourself **a few** short breaks.*

*With relatively **little** effort, you can pass your exams.*

none of (= not one) + singular or plural verb

***None of** us wants to just pass our exams.*

***None of** the exams were difficult.*

→ Grammar File, page 162

1 Choose the correct words to complete the sentences.

- 1 A great deal of/Many of the information in the timetable is wrong.
- 2 I need some/a few advice about what subjects to do.
- 3 None of/All of the science subjects is easy!
- 4 I think you need to do little/a little more homework before the next lesson.
- 5 A number of/A good deal of teachers take work home with them.

2 Choose the word or phrase that best completes the sentence.

- 1 Only of the students took the exam, because it was hard.
A a little B little C a few D few
- 2 I of doing drama as a new subject next year.
A think B am thinking
C will think D will be thinking
- 3 Most students a test at one time or another.
A failed B is failing
C have failed D have been failing
- 4 of us wants to leave school because we will miss our friends.
A None B Not any C Some D One

- 5 There was a great of work to do for our Physics exam.
A plenty B lot C deal D number
- 6 I much work when I was at school.
A hadn't done B didn't
C haven't done D didn't do
- 7 Preparing properly you more confident in exams.
A will made B will making
C will make D will be making
- 8 I don't think schools expect students to wear a uniform.
A should B must C have to D need to
- 9 of girls are now deciding to study science subjects at school.
A A little B Many C Plenty D Some
- 10 You worked any harder for that exam because you didn't have the time.
A mustn't have B couldn't have
C shouldn't have D needn't have

3 Complete the text with *of* where necessary.

Nowadays lots 1) students in the UK want to go on to college or university when they leave school. A large number 2) extra places have been created but some 3) people say that there are too many. What we will end up with is lots 4) students with degrees, but only a few 5) people who are qualified in vocational courses.

This means the country will have young people who are looking for executive jobs, none 6) whom are prepared to work in more practical areas. We will have too many 7) managers and not enough 8) plumbers, carpenters and hairdressers. This is already affecting countries like Australia, where priority is given to immigrants who can offer a practical skill.



Time to talk

- 4 What tips would you give your friend to help them with exam stress?

Get ideas

- 1 Look at the photos. What do you think the differences are between the schools? Do you think they take the same exams?



Single-sex boarding school



Mixed comprehensive school

Plan ahead

- 2 Read this essay title. Do you agree?

Students would be more interested at school if there were no exams.

- 3 Which sections would you need to include in the essay in Exercise 2.

- introduction
- reasons for
- why you like exams
- reasons against
- why you don't like exams
- conclusion

EXAMZONE

Do you have a **specific number** of words to write?

→ Decide how many words to put in each **paragraph**. Remember! You may need more in the **middle paragraphs**.

→ Think about how many reasons you can give for each **point** you make.

- 4 Read the middle and end of an answer to the essay question in Exercise 2. Choose the best introduction, A, B or C and explain why.

First of all, students have to do much more work for exams because there's a lot to remember and learn, and it's easier to be interested in a subject when you know a lot about it. In addition, exams happen a lot throughout the year, so students have to think about their subjects all the time.

On the other hand, having constant exams is tiring, so students become less motivated and begin to lose interest in the subject. Another point is that students can spend all their time thinking about how to answer exam questions, so that they do not have time to think about how interesting a subject is.

In conclusion, I believe that having exams once every year is the best way to keep students interested. In this way, students can see their achievement over the year, but they also have time to enjoy their work.

- A Exams are a good thing, as they are a good way to test what you know.

Although we can say that exams make you study harder, you can also get very tired if you have to take too many exams.

- B
- C Students have to take a lot of exams. Some people think this makes students less interested at school, but if we had no exams, would it make students more interested in their work?

- 5 Do you agree with the writer?

Language to use

- 6 Find all the linking words (e.g. *First of all ...*) in the essay on page 60. Why are these words important?

- 7 Put these linking words into the correct column according to their function.

a final point additionally finally first of all
 firstly furthermore however in addition
 in conclusion in contrast in the first place
 lastly moreover nevertheless on the other hand
 to conclude to sum up

Listing	Contrasting	Summarising

EXAMZONE

Need to write an essay? Here's how:

- Write a **balanced introduction**.
- Include **both points of view**.
- Give your final **opinion** in the **conclusion**.

- 8 Find all the comparatives and superlatives in the essay on page 60. How many are there? Is there a good variety of comparatives?

Time to write an essay

- 9 Read the essay title below. With a partner, think of three reasons for and three reasons against this argument.

Boys and girls should be educated separately.



- 10 Plan your essay. Decide what topics to include in the main paragraphs and make a list of points.

	Main topic	Points
Introduction	
Main paragraph 1
Main paragraph 2
Main paragraph 3
Conclusion	

- 11 Write your essay in 120–180 words.

Time to watch *That'll Teach 'Em!*

- 12 Watch the DVD and do the activities on page 148.



6

Face value

Get ideas

- 1 Look at each pair of photos. How are they different? How many changes can you find in each pair?

bags under the eyes collar double chin eyebrows
freckles hairstyle lines make-up stubble shirt

Before

After



Before

After



- 2 Why do you think a magazine might make these changes?

EXAMZONE

Having trouble finding the right sentence to fit a gap?

- Look for clues or **key words** and underline them: **pronouns** are often good clues, and so are **names**.
- Look for **topic matches**.
- Check for **synonyms** (words that have the same meaning).

Read the text again when you've finished and check the unused sentence isn't a better choice than the sentences you've chosen!

Time to read

- 3 Read the introduction of the article and answer the question in it. Then read the article and compare your answer with the writer's.

- 4 Read the article and choose the sentence (A–H) that best fits each gap (1–7). There is one extra sentence which you do not need to use.

- A Back then, models were allowed to have blemishes like spots or wrinkles.
- B And if they lift weights, they risk permanent injury unless they are very careful.
- C Open a magazine or turn on the TV and you'll see glamorous people living the 'perfect' life.
- D Fortunately, some media stars are beginning to resist the pressure to look skinny.
- E Forget the 'perfect' people you see pictured in the media.
- F They often spend huge amounts of time and money trying to look good.
- G Most of them prefer girls with a bit of shape.
- H Girls are the worst!

- 5 Find words in the article that match these meanings.

- 1 small red marks on the skin (para 1)
- 2 unnecessary worries (para 2)
- 3 fool themselves into believing (para 2)
- 4 be responsible for doing something wrong (para 3)
- 5 quickly destroy (para 4)
- 6 eat very little in order to get thinner (para 6)
- 7 unable to stop thinking about something (para 6)

Summarise

Summarise the reasons the author gives for not worrying about your body image.

In the first place, ...

What's more, ...

So, all in all, ...

Time to talk

- 6 Do you agree with the author's opinion about body image? Why/Why not?
- 7 Make a list of things you like about yourself. Discuss with a partner.

BodyImage

'Body image' is the picture you have in your mind of your size, shape and general appearance – and how you feel about it. Where does this image come from? Lifestyle adviser Anne Banks examines the issues.



1 Do you love what you see in the mirror? No? Then you are not alone. Almost everybody worries about what other people think, and we all get stressed out about the size of our feet or the shape of our nose. And spots? Don't even start!

2 Most people have hang-ups about their body at some time. 1) They often kid themselves they're too fat or too skinny, when they're a perfectly healthy weight. Boys tend to worry about spots and whether they are muscular enough. But why do we worry so much about how we look?

3 It's the images we see in the media that are mostly to blame. 2) Whether it's a hunky actor in designer jeans and trendy jacket or a stunning model in an elegant dress, they're sending the same message: 'If you look like me, your life will be perfect.'

4 But appearances can be deceptive. Compare today's magazine covers with those of fifty years ago. 3) Not any more! Nowadays, blemishes are removed from photographs with the help of a technique called 'airbrushing'. A photographer or designer can straighten teeth, zap spots, alter make-up or skin colour,

and even change a hairstyle. That perfect face is just a trick of the camera after all!

5 The 'perfect' body shapes aren't natural, either. Go down to any gym and you'll find young men 'pumping iron' in an effort to live up to some masculine ideal that says that 'real' men should be strong and muscular. Body builders, desperate to increase the size of their muscles, often eat food with far more calories and protein than is natural, which is a danger to their health. 4)

6 It's the same for the girls. We all know of celebrities who go on starvation diets so that they can wear 'size zero' clothes. They end up ruining their health. The irony is, naturally curvy girls who diet until they're stick-thin actually end up looking awful. Ask boys! 5) Unfortunately, some girls are so obsessed with their weight they just don't realise!

7 6) These include pop singers like Mis-Teeq, Jamelia, and Rachel Stevens. 'There's always pressure on young girls because of the images they see in magazines,' say Mis-Teeq. 'For us personally, we eat what we like and we don't diet. As long as you do everything in moderation and look after yourself, you'll be OK.' Jamelia believes it's up to the stars to try and change things. 'I'm a singer and it's my talent that's important,' she says. 'I want to look good on stage, of course, but I'm not sure people realise the amount of time and effort that goes into that. If people saw me on a day when I wasn't working, they'd be shocked!' Rachel Stevens doesn't want to be stick-thin, either. 'There's always been this pressure to be skinny, but you've got artists now like J-Lo and Beyoncé who are really curvy and look absolutely stunning,' she says.

8 So come on boys and girls, take control of your life! We humans come in all shapes and sizes and there's no 'correct' way to look. It's what you say and do that really matters. 7) They're not what they seem! Anyway, why waste your time trying to live up to somebody else's ideal? Being fit and healthy is far more important. Just believe in yourself! After all, if you like yourself as you are, everyone else will probably end up liking you, too!



Coming up ... *Super-Slim Me* on DVD. See page 71.

Physical appearance

- 1 Match the words (1–6) from the article on page 63 with the definitions (a–f).

- | | |
|----------------------|--------------------------|
| 1 hunky (para 3) | a extremely beautiful |
| 2 elegant (para 3) | b stylish |
| 3 blemishes (para 4) | c extremely thin |
| 4 curvy (para 6) | d imperfections |
| 5 size zero (para 6) | e shapely |
| 6 stunning (para 7) | f attractive (for a man) |

- 2 Use your own body to illustrate these words to a partner.

- | | | | |
|-------|----------|----------|---------|
| ankle | hips | elbow | heart |
| wrist | thigh | forehead | throat |
| chest | muscles | thumb | tongue |
| vein | shoulder | lungs | stomach |

- 3 The underlined expressions include parts of the body. What do you think they mean?

- He's got a big head. He thinks he's just wonderful!
- Paul hasn't really won the lottery. He's pulling your leg.
- I shouldn't have told him I saw his girlfriend with another boy. I put my foot in it.
- What's the singer's name? I can't quite remember, but it's on the tip of my tongue!
- Can you keep an eye on my bag while I go to the toilet, please?
- This box is really heavy. Can you give me a hand to carry it, please?
- Pedro's walking around with his head in the clouds. He must be in love!
- My little brother complains all the time when I take him shopping. He's a pain in the neck!

- 4 Look at these adjectives and decide whether they describe males, females or both.

beautiful curvy elegant glamorous gorgeous
muscular plain plump skinny slim stocky
stunning well built

WORDZONE

Stuck on **word formation**?

Sometimes you have to make **two changes** to a word (e.g. *know* – *unknown*).

- 5 Complete the questions with the correct form of the words in capitals. Then ask and answer with a partner.

- Who is the most woman BEAUTY
in the world, in your opinion?
- Have you ever thought about your hair? STRAIGHT
- What would you wear if you were invited to a party? GLAMOUR
- Can you name a famous fashion ? DESIGN
- Which hairstyles do you find the most ? ATTRACT
- Do you think your friends spend too much time worrying about their ? APPEAR

- 6 Add as many items of clothing as you can to the list. What kinds of clothes do you prefer?

jeans, pullover, dress, T-shirt ...

WORDZONE

Do **adjectives** go in any **particular order** before a noun? They sure do! Look!

He wore a trendy, short, black leather coat.

opinion	size	age	shape	colour	type
trendy	short			black	leather

- 7 Put the words in the correct order to make sentences.

- watch / me / gold / dad / gave / Swiss / beautiful / a / My.
- tight / actor / blue / new / wearing / The / was / jeans / denim.
- was / cotton / tramp / shabby / wearing / The / old / trousers.
- sweater / fabulous / going / cashmere / a / buy / myself / I / am / new / to / red.
- silk / a / in / Chinese / looked / green / She / blouse / great.

Memorise

It's always easier to **remember** something if you **associate** it with something else. Choose five adjectives from Exercise 4. Then think of a celebrity (e.g. actor, singer) you associate with each one.

Conditionals

GRAMMARZONE

Zero conditional

If/when + present simple + present simple for general truths or consequences of an action or situation

*If boys **exercise** with heavy weights, they **risk** injury.*

First conditional

If/Unless + present simple + will for possible actions in the future

*If you **look** like me, your life **will be** perfect.*

*You **won't get** fit **unless** you **exercise**/if you **don't exercise**.*

Second conditional

If + past simple + would/could/might for imaginary or impossible situations in the present or unlikely situations in the future

*If people **saw** me in private, they **would be** shocked.*

→ Grammar File, page 162

1 Choose the correct word to complete the sentences.

- You won't save money *if/unless* you stop going out.
- Life would be perfect *if only/even if* I were rich!
- I wouldn't want to be a model *on condition that/even if* I could!
- I'll lend you some money *provided/supposing* you promise to pay me back.
- Suppose/Even if* someone offered to buy you any clothes you liked, what would you buy?
- We'll be on time *as long as/unless* the car doesn't break down.

2 Complete the sentences with the correct form of the verbs in brackets.

- Most clothes (look) better if you (iron) them.
- Sarah (go) to medical school next year provided she (pass) her exams.
- OK, I (lend) you my watch as long as you (promise) to look after it.
- These jeans (look) better if they (be) a bit shorter.
- Unless he (apologise), his girlfriend (dump) him.
- Suppose your teacher (give) you a day off school, would you be pleased?

3 Complete the text with one word which best fits each gap.

FIT FOR THE

Catwalk ?



If you 1) to a fashion event in the UK, you'll probably notice that the models are really thin. Being slim is fine, of course, as 2) as you're fit and healthy. But some models really starve themselves. Doctors worry that 3) designers portray these unhealthy models as glamorous, some impressionable young people 4) copy them. Spain and Brazil have introduced new laws banning teenage models from appearing on the catwalk 5) they have a doctor's certificate to say they are healthy. Other countries may do the same. Campaigner Jill Fraser wants to go further. 'If I had my way', she says, 'I 6) ban teenage models from the catwalk altogether. Some of these kids are only fourteen or fifteen years old. They should be in school, not being exploited by the fashion industry'.

4 Complete the questions using the prompts in brackets. Ask and answer with a partner.

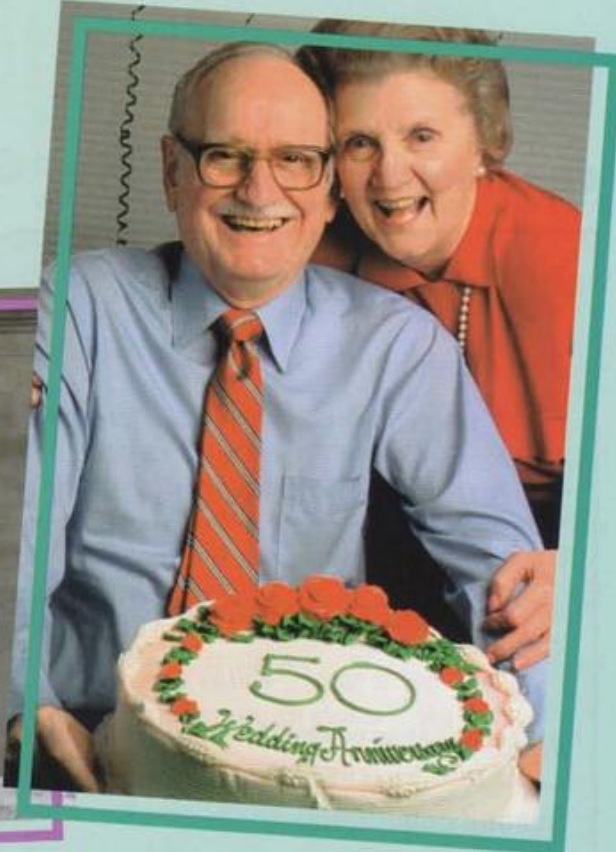
- (what/your teacher/do/if) you miss class tomorrow?
- How would you spend the money (if/you/win/lottery)?
- What would you wear (if/someone special/invite/you out tonight)?
- (suppose/you/be able/spend) a day with a famous model or celebrity, who would it be?
- I'm going out tonight (providing we/not have/too much homework). What about you?
- (where/you/go/if) you didn't have school today?

Time to talk

5 If you could choose one famous person – living or dead – to come and give a talk to your class, who would it be? Why?

Get ideas

- 1 Describe the people in the photos. What are they celebrating?



- 2 Match the words (1–10) with the definitions (a–j).

- | | |
|------------------------------------|---|
| 1 gown | a let somebody stay in your house and give them meals |
| 2 graduate | b a set of clothes worn for a special occasion |
| 3 relation/relative | c something given to somebody as a prize for what they've done |
| 4 outing | d cancel something |
| 5 retire | e make somebody admire or remember you |
| 6 outfit | f a short trip that a group of people take for pleasure |
| 7 award | g a member of your family |
| 8 make an impression (on somebody) | h long loose clothing worn for special ceremonies by teachers, students, etc. |
| 9 put someone up | i stop working because you've reached a certain age |
| 10 call something off | j obtain a degree from a college or university |

- 3 Tell a partner about a social event you've been to, like a wedding or a birthday party. Describe what people were wearing.

Time to listen

- 4 Look at the list of events in Exercise 6. List words or expressions related to each one.



- 5 You will hear five people talking about taking part in different events. Listen to the first speaker and decide which event he is talking about.



- 6 Listen and match the events (A–F) with the speakers (1–5). There is one extra event.

- A job interview
- B birthday party
- C award ceremony
- D anniversary celebration
- E wedding
- F engagement party



- 7 Listen again and check your answers.

EXAMZONE

- Not sure about an answer the first time you listen?
- Put a question mark next to the item – **don't just guess** the answer.
 - Listen **for that answer** especially carefully the **second time** you hear the recording.

Get ideas

- 1 What do you think of each of the people in the photos? Discuss with a partner. Use these words to help you.

dynamic/laid-back fit/unfit
healthy/unhealthy reliable/unreliable
trendy/old-fashioned



- 5 Say these words from the recording. Mark where you think the correct stress should be.

- 1 dynamic
- 2 applicants
- 3 aggressive
- 4 enthusiastic
- 5 reserved

- 6 Listen and check your answers.

Time to speak

- 7 With a partner, do the task in Exercise 2. Use *Useful phrases* to help you.

- 8 Discuss these questions with a partner.

- How much do you think you can tell about a person from the way they look/dress?
- Which fashions do you like/dislike?
- Do you think people spend too much money on clothes?

EXAMZONE

Need to give your opinion? Don't worry!

→ **Give full answers.** Don't just say *yes* or *no*.

→ **Give reasons** for your opinions.

→ **Add examples** to show what you mean and to justify what you're saying.

- 2 Listen to what the teacher says and complete the text.

OK, I want you two to talk about something for about 1) minutes. A producer is planning to make a 2) for teenagers called *Look* 3) and *Stay* 4)'. He is looking for a suitable person to 5) the video. Here are some photographs of people who have 6) for the job. First, tell each other how suitable you think they would be, and why. Then decide who would be the 7) person for the job.

- 3 Listen to two students doing the task in Exercise 2. Do they do it well? Why/Why not?

- 4 Listen again. Find the *Useful phrases* that they use.

Useful phrases

Are you ready to start?

Do you want to go first, or shall I?

What do you think about ...?

I think/don't think ... What about you?

Yes, I agree./Yes, that's right./Absolutely!

Sorry, but I don't agree. I think ...

Well, actually, I think that ...

OK, but don't you think that ...?

Easily confused words

1 Complete the sentences with these words.

carries dresses fits looks looks like
matches suits wear

- 1 Do you think this hat me, or does it just look stupid?
- 2 That new hairstyle great on you!
- 3 If you're going to be on TV, you'll have to a lot of make-up for the cameras.
- 4 Nowadays, Kate always a designer bag to impress her friends.
- 5 Do you think this jacket these trousers, or is it the wrong shade of blue?
- 6 I've got taller and broader, so I hope my old jacket still me!
- 7 Now that my brother's joined a rock group, he in the weirdest clothes!
- 8 David's dyed his hair and got designer shades, so now he really an actor!

EXAMZONE

Feel more confident about this sort of task now? Great! But remember: you need to **read the whole text** before you start to fill in the gaps!

2 Read the article and choose the best answer, A, B, C or D.

- | | | | |
|----------------|-------------|------------|---------------|
| 1 A old | B primitive | C elderly | D ancient |
| 2 A enables | B allows | C permits | D makes |
| 3 A although | B however | C because | D given |
| 4 A also | B since | C while | D furthermore |
| 5 A last | B present | C least | D once |
| 6 A this | B who | C that | D which |
| 7 A matter | B signify | C mind | D weigh |
| 8 A Depending | B Assuming | C Unless | D Accepting |
| 9 A mend | B cure | C heal | D restore |
| 10 A nothing | B anything | C none | D something |
| 11 A hurtful | B injurious | C painful | D harmful |
| 12 A living | B life | C alive | D live |
| 13 A deploring | B upsetting | C grieving | D regretting |

BODY ART



Body art isn't new. The 1) Egyptians used black kohl to highlight their eyes. Today we employ fake tans, hair dyes and make-up. It seems that decorating our bodies 2) us feel better about ourselves. It gets us noticed, too!

Tattoos and body piercing are more controversial, 3) they've been around for ages. Archaeologists have found body ornaments in Inca burial grounds in South America, 4) tattoos were found on the bodies of Egyptian mummies! Body piercing is considered cool and trendy at 5) But people with tongue and nose piercings can look aggressive, 6) often worries older people, especially parents, teachers and employers! Your parents' views 7) , as you need their permission to get holes put in you. 8)

they're happy with the idea, it's advisable to check with teachers or employers as well. You need them on your side if you want to study and to get a job! But is it worth all this trouble? Dan Wilson doesn't think so. When he had his tongue pierced, it took six whole months to 9) ! 'I couldn't eat 10) except runny food for the first week, so I was starving hungry,' he explains. 'Then I got an infection in my tongue. It was so 11) ! If I'd known about the risks, I'd never have gone ahead with it all!'

Having a piercing is at best uncomfortable, at worst pure agony! What's more, you're stuck with it for 12) You don't want to end up 13) what you did when you were younger. If you have any doubts, don't do it!

More conditionals

GRAMMARZONE

Third conditional

If + past perfect + would/could/might + have + past participle for possible events in the past that didn't happen; for regrets and criticisms

If I'd known about the pain, I'd never have done it.

Mixed conditionals

to show that a past event has an effect on the present

If I hadn't damaged my tongue last week, I would be able to eat steak now!

→ Grammar File, page 163

1 Choose the correct form to complete the sentences.

- If you *hadn't put/didn't put* bleach on your hair, it wouldn't *turn/have turned* green!
- I *wouldn't/didn't* eat those berries if I were you!
- Mum wouldn't *have let/let* me have a tattoo last week if she *knew/had known* it was going to be permanent.
- If you *have finished/finish* with the scissors, you *will give/give* them to me, please!
- If I *knew/had known* how much it would cost, I wouldn't *have had/have* my ears pierced.
- Sarah wouldn't *have had/have* an accident yesterday if she *drove/had been driving* more carefully.

2 Complete the sentences with the correct form of the verbs in brackets.

- If you (want) to sell your bike, (try) putting an ad on the Internet.
- I (go) to the football match if I (have) a ticket, but I don't!
- You (hear) what I said just a minute ago if you (listen) more carefully!
- If I (be) you, I (buy) your mum some flowers for her birthday.
- The teacher (not be) so angry if you (do) your homework last night.

3 Work with a partner. Complete the sentences using your own ideas.

- If our teacher had given us a day off last week,
- We would be lying on the beach now
- If I were you,
- If you're going out this evening, remember
- If we've done this exercise correctly,

4 Rewrite the sentences using the words in capitals. Use between two and five words, including the word given.

- The rain won't stop us playing tennis tonight.
EVEN
We'll play tennis tonight.
- My father was angry with me because I stayed out late last night.
I
My father wouldn't have been angry with me earlier.
- Georgia says she won't go to the fashion show without me.
UNLESS
Georgia says she won't go to the fashion show, too.
- Would you be happier if you had more money?
RICHER
Suppose, would you be happier?
- Don't walk through the park at night if you are by yourself.
OWN
If you, don't walk through the park at night.
- Sebastian arrived late last night because his flight was delayed.
TIME
If the flight, Sebastian wouldn't have arrived late last night.
- I'd advise you not to have a tattoo.
YOU
If not have a tattoo.
- If they had discovered the truth, your parents would have gone mad!
THEY
Your parents would have been furious out!

Time to talk

5 What would your family or teacher say if you had a tattoo or a body piercing?

Get ideas

- 1 Do you enjoy shopping for clothes? Which stores do you like? Why?
- 2 Do the stores you shop in offer ideas/advice on how to look good? If not, do you think it would be a good idea? Why/Why not?



Plan ahead

- 3 Read this leaflet from a local store and the notes you have made for a reply letter. Should your letter to Mr Clark be formal or informal?

Yes. Give details.

Say when and why.

Are you aged fifteen or over? If so, we have **GREAT NEWS!** We are planning some changes to our store with **YOU** in mind. Please help us by writing to the address below, giving us **YOUR** opinions.

→ Do we need to improve our teenage range of clothes?

We plan to hold regular in-store teenage fashion shows. When is the best time to hold the shows?

We are going to open a **TEEN IMAGE** salon, where customers can get advice on all aspects of their appearance. We plan to offer a range of services, but which should we include? Acne/skin treatments? Body piercing? Other services?

Our present cafeteria is not popular with everyone. Do you have any complaints or criticisms?

Please write to:
Peter Clark, Store Manager

Milham's Store

Suggest...

Yes. Explain.

- 4 Your letter should include four main points. What are they? Complete the plan below.

Para 1: Say whether I think ... and give details.
Para 2: Say when the store should ... and why.
Para 3: Suggest which other ...
Para 4: Say I'm not happy with ... and explain why.

- 5 Decide which phrases you could use in your letter. Say why the others would not be appropriate.

Openings

Hello, Peter

Dear Sir,

Dear Mr Clark,

Thank you for your letter.

How are you? I hope you are well.

I am writing to give you my comments on your new store.

Closings

I hope these comments and suggestions are helpful.

That's all for now!

Look forward to hearing from you.

Yours faithfully,

Love and best wishes,

Yours sincerely,

SKILLZONE

Want to know the best way to **make a plan**? Answer these questions first.

- Have I **read the question** properly?
- How many **paragraphs** do I need? (a new paragraph for each new topic)
- Should my **style** be formal or informal?
- What **phrases** can I use?
- How should I **start** my letter?
How should I **sign off**?

Language to use

- 6 Put the phrases in the correct column. Can you add any more?

As regards ...	My main criticism of ... is
Finally, ...	that it is ...
First of all, ...	Perhaps you could ...
I am afraid to say, I don't	Secondly, ...
really like ...	The reason is ...
I say this because ...	To be honest, I'm not very
I suggest (that) you ...	keen on ...
It might be a good idea to ...	Turning to ...

Making suggestions

Starting a paragraph

Giving reasons

Listing points

Complaining politely

- 7 Complete this letter with phrases from Exercises 5 and 6.

42 York Road
Taunton
TA6 4LY
5 September

- 1)
2)

First of all, I think it would definitely be a good idea to improve your range of clothes for teenagers. At the moment, the styles are much too old. If you stocked trendier fashions, I'm sure a lot more young people would shop with you.

3) your teen fashion shows, I think they need to be held at weekends. Most teenagers are at school on weekdays and few of us go shopping in the evenings. The TEEN IMAGE salon is a great idea. I think girls would like a hair salon that specialised in teen styles. If you could provide a make-up consultant to give free demonstrations, that would be really popular, too. As for the boys, I think they'd appreciate advice on skin problems. A tattoo and body piercing parlour would be good as well.

4) , you asked about the cafeteria.

5) I don't really like eating there because there are always long queues at the tills. The staff don't seem to like teenagers, either!

- 6)
7)

- 8 Find all the examples of conditional sentences in the letter above.

Time to write a formal letter

- 9 Read this leaflet from a local bookstore, and the notes you have made. Then make a plan and write a letter to Ms Sanderson in 120–150 words.

Yes. Give details.

Suggest.

Enjoy reading magazines? Aged fourteen or over? We are planning a new teenage magazine for YOU and we need YOUR opinions on the questions below.

Is it a good idea to publish a style magazine solely for teenagers?

We are not sure whether the magazine should come out weekly or monthly. How often should we publish it?

We are going to include topics that teenagers are keen to read about, but which should we include? Body image? Fashion? Health issues? Other topics?

Our TEEN HOBBIES magazine hasn't proved very popular. Do you have any complaints or criticisms?

Please write to: Sarah Sanderson, Publisher

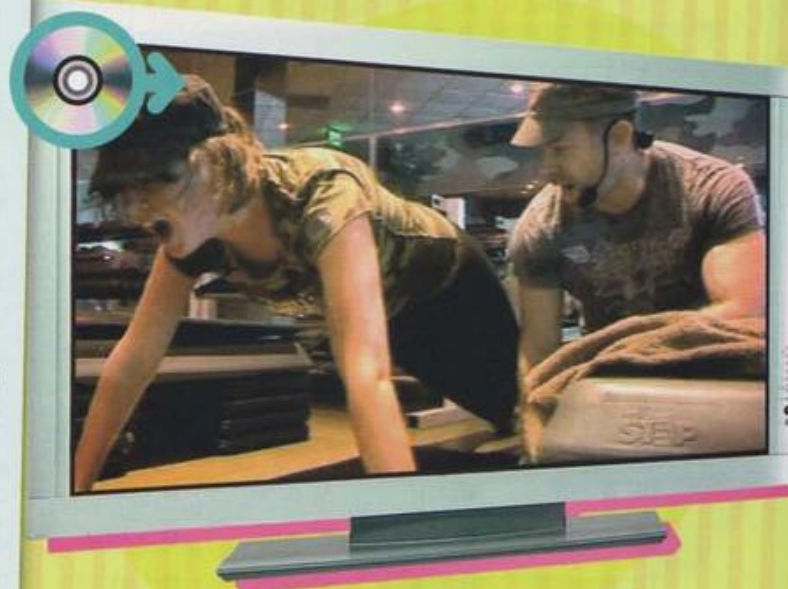
Teen Style

Say how often and why.

Yes. Explain.

Time to watch Super-Slim Me

- 10 Watch the DVD and do the activities on page 149.



- 1 Read the text and choose the best answer, A, B, C or D.

Study fashion design!

Do you have a passion for fashion? Are you 1) with design? Our fashion designer course has been specially created for you. We offer fantastic 2) for design set in the heart of the city and a large 3) of our past students now work for top fashion houses.

Our course offers a unique 4) to equip you with all the knowledge and skills that any budding fashion designer needs. It has been created by experts 5) have real experience in the world of fashion. You can 6) for the course three times a year. We have a simple 7) process where we ask you to show us some of your designs. Over three years you will study various subjects such as design theory and the history of fashion, but we will also give you plenty of practice in creating your own designs. Every term we will 8) you and give you feedback on how you have done. Your final 9) is based on a special project which we ask you to complete and 10) in during your final term. Each year we also present a(n) 11) to the student who we feel has 12) the greatest progress. Furthermore, when you 13) we will help you find a job.

- | | | | |
|--------------|--------------|------------|--------------|
| 1 A taken | B controlled | C obsessed | D caught |
| 2 A supplies | B purposes | C places | D facilities |
| 3 A number | B deal | C part | D volume |
| 4 A list | B subject | C syllabus | D outline |
| 5 A which | B who | C where | D whose |
| 6 A register | B sign | C record | D enter |
| 7 A choice | B picking | C sorting | D selection |
| 8 A estimate | B assess | C judge | D rate |
| 9 A grade | B level | C standard | D position |
| 10 A put | B take | C hand | D get |
| 11 A order | B trophy | C gift | D award |
| 12 A made | B done | C got | D had |
| 13 A pass | B graduate | C complete | D certify |

- 2 Complete the text with one word that best fits each gap.

It's not our fault!

There is new medical research 1) show that young people are not lazy. In fact, the reason they want to sleep 2) a lot is part of normal development. 3) research shows that as we reach our teens, chemical changes in our body mean that we need to sleep more – and this continues 4) we are 19 years old! This research has 5) a significant impression on education departments, as some people have suggested that if schools were to start later, they 6) get more out of their pupils. Schools are actually wasting a great 7) of time by trying to teach young people at nine o'clock in the morning, when it may appear as if they have their 8) in the clouds, but in fact, they 9) not fully woken up. This means they find it hard to concentrate and so they fall behind 10) their work. The research suggests 11) is better to finish school later in the afternoon instead. Also parents should be warned that 12) they wake teenagers too early, they could actually be harming their development! So next time you feel very tired, remember – it isn't your fault! You may need some extra time in bed if you want to live 13) to your full potential!

- 3 Complete the article with the correct form of the words in capitals.

Looking good through the ages

It's 1) to think about how much fashions have changed through history. A few hundred years ago 2) different parts of the body were considered to be 3) A century ago, people thought a small waist was very 4); a generation later, they admired a long neck. Not that long ago, women's clothes were designed to show off their 5) figures; now boy-like fashions are more popular with women. It's hard to make a 6) about what will happen next. We seem to have done everything already, so how can fashion 7) manage to come up with anything new? It must be very difficult to have to be so 8) all the time. Most designers have to put on two fashion shows a year, which must be 9) , especially if they have been in the business for years and years. Despite this, it is highly 10) that the fashion industry will lose its appeal. Everyone wants to look good and looking good is big business. It's still considered a very 11) profession that many young people are keen to enter.

- AMAZE
COMPLETE
ATTRACT
ELEGANCE
CURVE
PREDICT
DESIGN
CREATE
CHALLENGE
LIKELY
GLAMOUR

4 Rewrite the sentences using the words in capitals. Use between two and five words, including the word given.

- A vocational course is less academic than a university degree.
AS
A vocational course is a university degree.
- Compared to the other models in the group, she was not very beautiful.
LEAST
She model in the group.
- The test was so difficult that I'm sure I've failed.
SUCH
It that I'm sure I've failed.
- You need to concentrate in order to pass your exam.
IF
....., you won't pass your exam.
- I didn't get my hair cut short because I'm not brave enough!
IF
....., I would have got my hair cut short.
- There isn't one person here who wants to go out without make-up on.
NONE
..... to go out with out make-up on.
- You don't need to make much effort to look good!
LITTLE
You only effort to look good.
- Getting a tattoo always hurts!
IF
....., it hurts!

5 Choose the word or phrase that best completes the sentence.

- A: Have you got tickets for the end-of-year fashion show?
B: No, they've had to it off as the teacher was sick.
A lay
B put
C shut
D keep
- He was so naughty that the school him.
A expelled
B ejected
C removed
D dismissed
- The blue jumper looked nice because it her eyes.
A fitted
B suited
C matched
D combined

- A: This experiment is really difficult.
B: Don't worry – I'll give you a
A help
B hand
C support
D heart
- He was exhausted from studying so he decided to a break.
A make
B do
C get
D take

6 Choose the word or phrase that best completes the sentence.

- People who work in fashion get paid more than they used to.
A very
B deal
C many
D much
- Geography is harder this year than it was last year.
A less
B as
C even
D more
- A: Those trousers look great on you.
B: No, I think I need a smaller size – they're
A too much big
B too big
C big enough
D big enough
- A: She's very thin.
B: I know – if she eats any less, she away!
A will waste
B wastes
C would waste
D can waste
- If I so hard last year I wouldn't have got such good grades.
A hadn't studied
B didn't study
C haven't studied
D studied

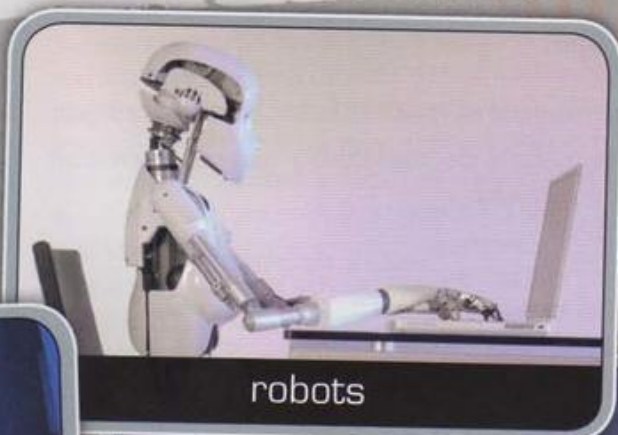
Did you remember all the vocabulary and grammar points?

- Vocabulary File, pages 148–149
→ Grammar File, pages 160–162



Get ideas

- 1 Look at the photos. Which of these would you enjoy learning more about?
- 2 Would you like to visit a science museum? Why/Why not?



Time to read

- 3 Read quickly the articles about four museums on page 75. What do they have in common?

- 4 Read the articles again and choose the best answer, A, B, C or D.

- 1 Which museum explores the extraordinary capabilities of popular fictional characters?
A 1 B 2 C 3 D 4
- 2 In which museum can you make music?
A 1 B 2 C 3 D 4
- 3 Which museum will help you make a record of your visit?
A 1 B 2 C 3 D 4
- 4 Which museum is often visited online?
A 1 B 2 C 3 D 4
- 5 In which museum can you have a go at being a policeman?
A 1 B 2 C 3 D 4
- 6 In which museum can you take part in a virtual sporting competition?
A 1 B 2 C 3 D 4
- 7 At which museum can you see things that seem totally different to how they should be?
A 1 B 2 C 3 D 4
- 8 Which museums tell you about sudden movements in the Earth's surface?
A 1 and 3 B 2 and 4 C 1 and 2 D 2 and 3
- 9 Where can you find out more about global warming?
A 1 B 2 C 3 D 4
- 10 In which museum can you show off your talents on film?
A 1 B 2 C 3 D 4

- 5 Find words or phrases in the texts that match these meanings.

- 1 encourage or develop (article 1)
- 2 objects shown in a public place for people to look at (article 1)
- 3 an object you keep to remind you of a special visit or occasion (article 1)
- 4 done on a computer, rather than in the real world (article 1)
- 5 doing something yourself rather than watching someone else do it (article 2)
- 6 make you feel confused because you can't understand it (article 3)
- 7 allowing communication between a computer and a person (article 3)
- 8 things that seem different to reality (article 3)
- 9 a place on the Internet where you can find information about something (article 4)

SKILLZONE

Want to know the best way to find specific information in a text?

- **Don't read everything!**
- **Highlight key words** in the questions.
- Then look for **synonyms** or **paraphrases** of those key words in the text and underline them.
- Now you're ready to answer the questions!

1 The Tech Museum

The Tech Museum is a great place to view the latest high-tech gadgets and is designed to bring out the innovator in all our visitors. Exhibits include:

NetPI@net: Learn to use the Internet in new ways. Try your luck in an online card game with someone in New York or Alaska! Then create your own character and chat online in a 3-D world. If you want a souvenir of your visit, you can even publish your own webpage with photos and images of your day here!

Exploration: Experience how it feels to be shaken by an earthquake when you step on a shake platform. Find out how earthquakes are measured. Then try building a structure that can withstand the quake.

Sport: Today's athletes use computer technology to train and improve performance. You can try out the technology on a high-speed virtual Olympic bobsled run. Compete against other teams to finish in the best time!

Superhero science: Visit this exhibit and discover the science behind superhero powers, then see the film *Superman Returns* in our IMAX theatre. Shows will be staged at 11 a.m. every day. Museum ticket-holders admitted free! Additional tickets may be purchased at the admissions desk.



2 Discovery Science Centre

Explore more than a hundred hands-on exhibits, including:

Dynamic Earth: Earthquakes create huge holes in the ground and heavy rainfall causes landslides that destroy homes. In this gallery, you control the forces of nature as you explore the ways the Earth changes. You can make clouds, walk through a tornado and much, much more!

Techno arts: Explore the links between science, music and the arts. At the laser harp exhibit, you can compose music on harp strings that aren't really strings at all – they're laser beams! These laser beams demonstrate laser-sensing technology – a similar technology to that used in CD and DVD players.



3 The Science Museum of Virginia

The Science Museum makes science fun. Interactive exhibits include:

A journey into life: Learn about cells and DNA. Then investigate genes and find out how the Human Genome Project could be used to help people. At the Science Crime Solving Theater, you can become a detective and try solving a crime using the latest DNA techniques.

Light visions: Experience interactive illusions that will puzzle your brain! Step into a room where young school kids are bigger than their teachers or see your head on a plate. You won't believe your eyes!

Amazing music studio: Explore a virtual music studio and mix your own four-track album. Imagine you're a DJ and experiment with turntables to create new sounds. Sing in a karaoke shower and star in your own video. You could be the next American idol!



4 The Exploratorium

This unique science museum was opened in 1969 and was one of the first to exist online. Visitors to our website can explore hundreds of interesting topics, including:

Language: We take languages for granted: people speak Italian in Italy, Chinese in China, Japanese in Japan. But if we go back only a few thousand years, none of these languages existed anywhere in the world. Where did they all come from? Come and find out.

Climate change: The climate is getting warmer and evidence of that change is all around us. Climate change isn't new, but the study of how human activity affects the Earth's climate is. At this website, you can find out how scientists study natural phenomena, how researchers collect evidence, test theories and come to conclusions.



Summarise

List **four things** you can do or see in any of the **museums** you have just read about.

You can try out ... You can discover ...



Time to talk

- 6 Which museum would you like to go to? Which exhibit would you be most interested in? Why?

Coming up ... *Incredible Creations* on DVD. See page 83.

Science and technology

1 Match the words from the texts (1–8) with the definitions (a–h).

- | | |
|------------------------|---|
| 1 high-tech (text 1) | a equipment that produces a powerful beam of light |
| 2 gadget (text 1) | b idea that tries to explain something |
| 3 online (text 1) | c events that are hard to explain |
| 4 laser (text 2) | d show how something works |
| 5 demonstrate (text 2) | e using the most modern technology |
| 6 phenomena (text 4) | f a person who studies a subject in detail |
| 7 researcher (text 4) | g a small tool or machine that helps you do something |
| 8 theory (text 4) | h connected to the Internet |

2 Decide which of the following are parts of a computer (C) and which relate to the Internet (I).

World Wide Web	download	online
virtual	webpage	keyboard
website	interactive	mouse
screen	forum	software
crash	hard drive	chat room
monitor		

3 Complete the sentences with words from Exercise 2.

- When you type something on the computer, it's a good idea to save it onto the or onto a CD.
- You change the position of the cursor on your computer screen by moving the with your hand.
- Teen Second Life* is a kind of computer game where you leave real life behind and enter the world of reality.
- You should take care that a person you meet in an Internet is who they say they are.
- I managed to all the information I need for my essay from the Internet.

4 Match the subjects (1–6) with the areas of study (a–f).

- | | |
|---------------|----------------------------|
| 1 Astronomy | a living things |
| 2 Biology | b the structure of objects |
| 3 Chemistry | c numbers and shapes |
| 4 Geology | d rocks and soil |
| 5 Mathematics | e stars and planets |
| 6 Physics | f chemicals |

WORDZONE

Words often appear close in meaning, but **only one may fit the context** correctly.

*The mobile phone is one example of a hand-held **gadget** (not **appliance**).*

How do you choose the right word? **Think about the context!** The words *gadget* and *appliance* both describe types of machines; but if you're talking about a small item, like a mobile phone, the word you want is *gadget*. If you're talking about something large, like a washing machine, the word you want is *appliance*.

5 Choose the correct word to complete the sentences.

- Astronomers have *discovered/invented* a new planet outside our galaxy.
- Scientists are *searching/researching* the causes of cancer.
- We carried out an interesting *experiment/trial* in our chemistry class today.
- If you press the delete *switch/key* on your computer, you'll lose your work!
- The printer won't work unless you *wire/plug* it into the socket!

6 What gadgets do you use regularly? Make a list and put them in order of importance in your life.

Memorise

Remember! When you collect vocabulary, **group words into topics** where possible. It's easier to learn groups of similar words together.

Do this competition with a partner: each of you write down in one minute as many words as you can on the topic of **science and technology**. Count up your words and see who is the winner.

The passive

GRAMMARZONE

The passive: *be* + past participle:

Active → *They launched the website ...*

Passive → *The website was launched ...*

who does the action is unknown or not important

*This unique science museum **was opened** in 1969.*

the sentence is formal

*Shows **will be staged** at 11.00 a.m.*

to make important information stand out

*Additional IMAX tickets **may be purchased** at the Admissions Desk.*

in signs and notices, the verb *be* is sometimes left out

*Museum ticket-holders (will be) **admitted** for free!*

if the active verb has two objects and one is a person, the person usually becomes the subject of the passive verb

*You'll **be given** tips on making your own music video.*

let becomes *be allowed to*; *make* + object + bare infinitive becomes *be made* + *to*-infinitive

*We **were allowed** to mix our own music tapes.*

we mention who does the action with *by*

*Find out how it feels to **be shaken** by an earthquake.*

→ Grammar File, page 163

1 With a partner, decide what tense the underlined verbs are in these sentences.

- 1 They are screening *Superman Returns* at the moment.
present continuous
- 2 We can't go into the science laboratory because another class is using it at the moment.
- 3 I'm fed up because they have cancelled our trip to the museum.
- 4 Robots will do more jobs as this century advances.
- 5 When we tried to get into the museum yesterday, we found they were reorganising it.
- 6 Someone has removed the website I was looking for!
- 7 They will send a new spacecraft to Mars next month.
- 8 When did someone invent the first car?
- 9 They don't let visitors take drinks into the hall.
- 10 They made us leave the museum because one of our group misbehaved.
- 11 My uncle nearly became an astronaut, but they turned him down at the last minute.

2 Rewrite the sentences in Exercise 1 in the passive. Use *by* + *someone* only where necessary.

- 1 They are screening *Superman Returns* at the moment.
Superman Returns is being screened at the moment.

3 Rewrite the sentences in the passive. Start with a person.

- 1 Someone was giving visitors a science demonstration.
Visitors were being given a science demonstration.
- 2 They will show us a replica of the first car ever made.
- 3 They gave visitors a free video to take home.
- 4 They have paid the inventor \$50,000 for his idea.
- 5 Someone offered them free IMAX tickets.
- 6 They are telling the children a story.
- 7 Someone taught Jessica the guitar when she was just six years old.

4 Complete the text with the correct form of the verbs in brackets.

Invisibility is a common theme in modern fiction. In *The Lord of the Rings*, the hero 1) (become) invisible as soon as he puts on a magic ring. In the Harry Potter books, Harry 2) (give) an invisibility cloak, which allows him to hide from danger. And in the TV series *Star Trek*, alien space travellers 3) (use) special technology when they want to make their starships disappear from view. Incredible? Not any more! Yesterday journalists 4) (show) pictures of the world's first invisibility cloak. This amazing gadget, which 5) (just/test) in the USA, is still quite limited. But in the future its inventors hope it can 6) (use) to make large objects totally invisible. Scientists 7) (believe) the technology could even be used to hide an object the size of a truck. Now that the theory 8) (prove) to work, who knows how the technology may develop in the future.

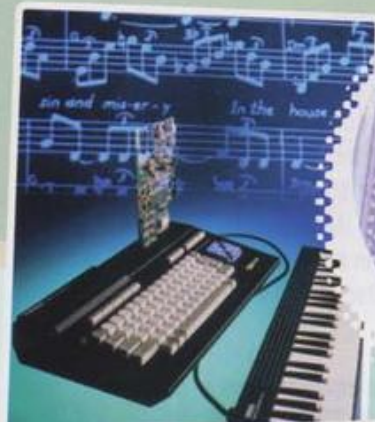


Time to talk

- 5 Do you think an invisibility gadget is a good invention? How might it be useful?

Get ideas

- 1 Do you think science will be more or less useful to the way we live in the future?
- 2 How do you think developments in science will affect homes and schools?



3 Match the expressions (1–5) with the definitions (a–e).

- | | |
|----------------------------------|--|
| 1 be/have to do with (something) | a learn or find out about (something) |
| 2 a bit far-fetched | b unbelievable |
| 3 get a window on (something) | c be about/connected with (something) |
| 4 down to the fact that | d it makes me angry |
| 5 it's driving me mad | e (be) the cause or reason for something |

4 Complete the sentences with the expressions in Exercise 3.

- 1 I think the rise in the use of English is everyone uses the Internet.
- 2 The science lecture was largely the subject of nuclear energy.
- 3 I found the storyline in *Star Wars III*
- 4 Going to the science museum allowed me to how life will be in the future.
- 5 I can't work out how to use the printer on this computer and

Time to listen



5 Listen to people talking in eight different situations and choose the correct answer, A, B or C.

- 1 You hear a student talking about his subjects at school. Why does he like physics?
A He hopes it will enable him to invent something.
B He enjoys the fact that it deals with concepts.
C He likes learning about how the world functions.
- 2 You hear two students talking about sci-fi films. Which film do they say has the best special effects?
A *Pirates of the Caribbean*
B *The Lord of the Rings* C *The Matrix*
- 3 You hear a teacher talking on the radio about the future of learning. What does he suggest video will be used for?
A allowing students to make films
B allowing students to monitor their own progress
C monitoring students in the classroom from a distance
- 4 You hear a woman talking on the radio about her work. Which field does she now work in?
A Geology B Biology
C Chemistry
- 5 You hear two people talking about space travel. What does the man think about space travel?
A He is worried about the pollution it will cause.
B He disapproves of the amount of money spent on it.
C He is concerned about safety in spaceships.
- 6 You hear a woman talking at an award ceremony. Who has been responsible for a new invention?
A a young inventor B a photographer
C a computer expert
- 7 You hear a woman talking about her mobile phone. What does she think about her new phone?
A It is too expensive for her needs.
B It has too many complicated features.
C It is too heavy for everyday use.
- 8 You hear an announcement on the radio about a science programme. How does the professor think robots will develop?
A They will be used in domestic situations.
B They will be sent into dangerous situations.
C They will replace certain jobs in the office.

EXAMZONE

Need help with listening questions? Don't panic!

- Make sure you **understand the topic** in the first part of the question.
- Underline the **keywords** in the second part.
- **Don't** choose your answer just based on one word you hear. It may be there to distract you! Listen for the **whole phrase** or meaning.

Get ideas

- 1 Which piece of technology in these photos most interests you? Why?
- 2 What do you think is the most important form of technology at the moment?



- 23 3 Listen to two students answering the questions above. Which *Useful phrases* do they use?

Useful phrases

Giving your opinion

It seems to me that ...
In my opinion/experience, ...
My personal view is that ...
I think/believe/suppose ...
I'm sure/certain/convinced that ...

When you're not sure or don't know

As far as/From what I know ...
I might be wrong but ...
I'm not sure, but I've read that ...
I don't know very much about this, but ...

When you don't understand the question

Would you mind repeating that, please?
Could you please repeat the question?

- 4 Do you agree or disagree with these statements? Explain why.

There is so much technology to help us nowadays that we won't be able to do anything for ourselves in the future.

Soon people will be reading all the information they need on computer, so we won't need books.

EXAMZONE

Not sure about something? No problem!

- Don't be worried about asking the examiner to **repeat a question**.
- Always **give reasons** for your opinions.
- Don't be frightened to **explain** that **you don't know** or **you're not sure**. Examiners aren't testing your knowledge. They're testing your English!

- 24 5 Listen to these words from the conversation in Exercise 3 and put them in the correct column.

note now for lie more so those
 nowadays write rely sure about

/eu/	/au/	/ɔ:/	/a/
note	now	for	lie

- 6 Practise saying the words with a partner. Can you add any more words to each column?

Time to speak

- 7 With a partner, ask and answer the questions. Remember to use *Useful phrases*.

- 1 What do you think can be done about people spending too long on the computer?
- 2 Do you think science and technology are affecting the food we eat?
- 3 How important do you think technology will be in music in the future?

Words that go together

1 Match the words and phrases (1-6) with the definitions (a-f).

- | | |
|-----------------------------------|--|
| 1 set up an experiment | a find out what's wrong with something |
| 2 conduct research into something | b look at information on several websites |
| 3 investigate a problem | c get information or facts |
| 4 follow the procedure | d do a scientific test |
| 5 collect data about something | e study a subject in order to find out new facts or test ideas |
| 6 surf the Internet | f do something in the correct or usual way |

2 Complete the sentences with the correct form of the expressions in Exercise 1.

- I spent ages to see if I could find any websites about robots in the future.
- We're going to in the laboratory to compare different ways of recycling waste.
- In our Science project we had to on population growth and then analyse it carefully.
- The teacher said we had to and come up with a solution.
- In your Chemistry experiments you should always that the teacher gives you so that you don't do anything dangerous!
- They said they were into the effects of spending too much time on the Net!

EXAMZONE

Need to **choose a word option**? Think about:

- the **words** each of the **options go with** – a fixed phrase, part of a phrasal verb?
- **differences** in meaning between options that **seem similar**.

4 Read the web page below and choose the best answer, A, B, C or D.

- | | | | |
|----------------|--------------|-------------|-------------|
| 1 A paths | B courses | C ways | D tracks |
| 2 A enlarged | B promoted | C gained | D gone |
| 3 A leave | B ignore | C notice | D pass |
| 4 A clear | B simple | C plain | D straight |
| 5 A writing | B filing | C listing | D enrolling |
| 6 A if | B as | C though | D whether |
| 7 A advance | B show | C present | D offer |
| 8 A dealers | B operators | C users | D players |
| 9 A do | B have | C form | D make |
| 10 A touch | B connection | C link | D union |
| 11 A in | B away | C off | D over |
| 12 A stand | B bring | C give | D let |
| 13 A protected | B covered | C preserved | D defended |

UK myspace
a place for friends..

MySpace | People | Web | Music | Blogs | Video

Search powered by Google

International | Help | SignUp

Anybody can be on MySpace.com

One of the easiest and best 1) to make a global network of friends is to create your own webpage on MySpace.com. In little more than a couple of years, MySpace.com has 2) from nothing to being a website which no self-respecting teenager can 3)

MySpace is a 4)-to-use site that enables anyone to have their own homepage for free, 5) their likes, dislikes, favourite bands, top books, best movies and general interests, and hook up with other like-minded people. Don't worry 6) you know nothing about computers, as you can get your webpage built by someone else! Do you want to have your favourite songs featured on the site? Then there are other support websites that will do this for you. They 7) all kinds of things such as girl or boy layouts, cartoons and animated graphics. So, you can have your profile set up by professional designers, but all for free. Millions of 8) have had their webpages designed by using these support sites. These other sites 9) their money from advertising. The great thing about MySpace is that it is a safe way of staying in 10) and making friends without giving 11) any personal information, such as your email address. You should never 12) out your address or phone number when you are communicating online. You can also arrange to get your webpage 13) so you don't have your ideas copied! So, if you want to make friends, get your webpage made now!

Rik
Carlo
Martine
Ulrika

have/get something done

GRAMMARZONE

have/get something done

have/get + object + past participle to arrange for somebody else to do something for us

You can **get your webpage built** by someone else.

Have your profile set up by someone else.

have + object + past participle for something unpleasant that happens to us

Protect your webpage so you **don't have your ideas copied**!

get + object + past participle for something difficult you manage to finish

I managed to **get my webpage set up** all by myself!

→ Grammar File, page 163

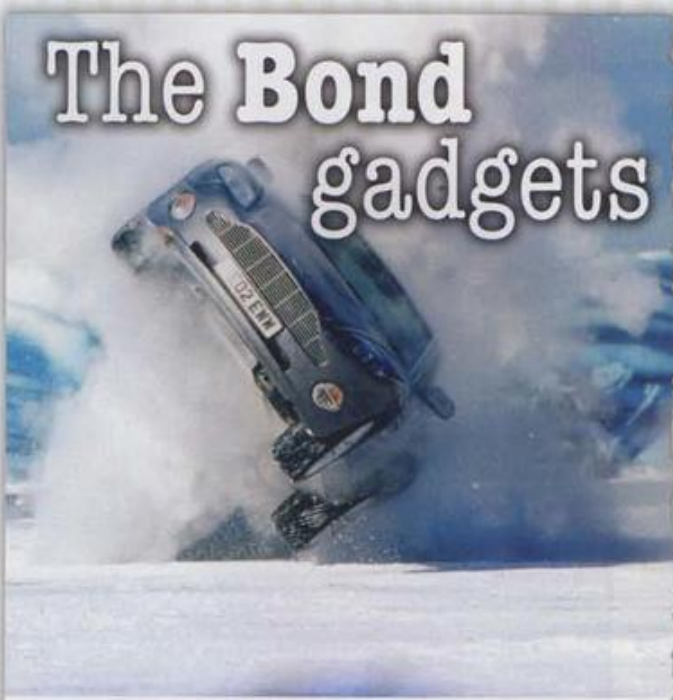
1 Complete the sentences with the correct form of have/get.

- I'm my new computer delivered tomorrow!
- Has he his MP3 player stolen?
- Will you your phone upgraded?
- I have to my homework done now or I can't go out.
- I my Physics project done at last.
- He's his camera repaired tomorrow.
- Did you your Biology experiment finished?

2 Complete the sentences with the correct form of have/get something done and the verbs in brackets.

- My hair is too long.
I'm going to (cut).
- My new watch is broken.
I must (repair).
- My computer keeps crashing.
I'll (fix).
- My sister hasn't got her mobile phone any more.
She (steal) last week.
- You must put those DVDs away.
..... (put away) now!
- I got some earrings for my birthday.
I'm my ears pierced tomorrow.

3 Complete the text with one word which best fits each gap.



The gadgets in James Bond films have become legendary. In 1) the film *The Living Daylights*, his bosses at Q Branch 2) a keyring made for Bond, which saves his life 3) number of times. Whistling the first notes of a particular song causes special gas to come out of the keyring and this knocks out the enemy. Bond is also given a gadget which can open ninety per cent of the world's locks. He uses 4) to escape his handcuffs.

In *Goldeneye*, Bond has a miniature camera with a large lens which can take photos of something 5) a long distance. Photos can then be sent back to MI6, where they have the technology 6) analyse them. In his Aston Martin DB5 car, Bond can 7) the photos printed out along with information 8) the people in them from a panel in the dashboard.

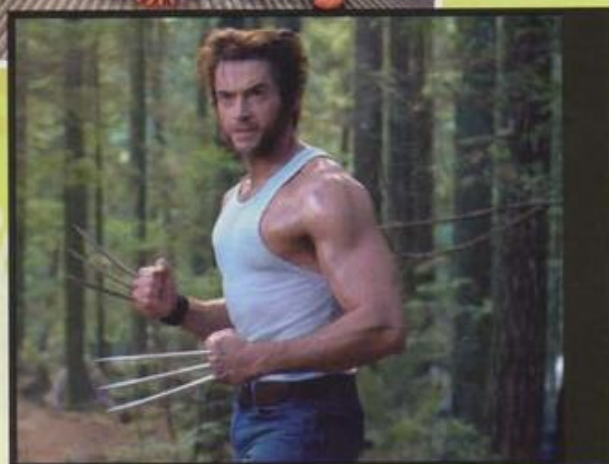
In *Die Another Day*, Bond's Omega watch features a laser. Bond uses his laser to cut a hole in the ice 9) that he can travel underwater using his special 'underwater breather'. The Omega watch also contains a small bomb concealed as 10) of the watch. Bond twists the outside of his watch to activate the explosive, which is hidden underneath some diamonds, and this sends them flying out in all directions.

In *Tomorrow Never Dies*, Q provides Bond with a special mobile phone. Firstly, the phone can 11) used to read fingerprints. Secondly, Bond can control his BMW car from the phone! 12) addition, the phone can pick locks and produce 13) electric shock of 2,000 volts.

Time to talk

- 4 Which do you think is the best Bond gadget? Have you seen a better gadget in a different film?

Get ideas



- 1 Have you seen any of the films in the photos?
- 2 Do you like reading reviews of films, books or CDs? Why/Why not?

Plan ahead

- 3 Read this announcement. Which science fiction film would you write about?

**Do you like science fiction films?
If so, we would like to hear from you.**

Could you write a review of a science fiction film you have seen? In your review, tell us about the film, say what you thought was good and bad about it and whether or not you would recommend it to other people.

- 4 What do you want to know when you read a review of a film or book? Choose from the list.

- a detailed description of the story
- a summary of the plot
- details of the ending
- information about who produced or published it
- what you liked and didn't like
- reasons for your views
- a recommendation about whether to see the film or read the book

- 5 Read this review of a science fiction film. Is everything you chose in Exercise 4 included?

FILM REVIEW

RATING **

Star Wars: The Phantom Menace

A lot is expected of any *Star Wars* film, and especially *Star Wars: The Phantom Menace*. In this film we are introduced to Anakin Skywalker, a Jedi apprentice. In later films he becomes a hero of the Clone Wars, and he is drawn more and more towards the dark side of the Force. Finally, we see him transform into Darth Vader.

The effects in *The Phantom Menace* are brilliant, with a great space battle at the beginning and several light-sabre fights, which are done very convincingly. These effects mean the audience is taken into the *Star Wars* world. The music also adds to the atmosphere of the film.

However, the acting is not always good. Ewan MacGregor is better than in some of the other films and the actor who plays Palpatine, Ian McDiarmid, gives a good performance, but most of the other actors are just average. Sometimes the plot of the film is very slow, but generally it's a good addition to the *Star Wars* series.

Some fans will be disappointed, but I thought it was a very entertaining film, so I would recommend it. Also, it may inspire you to watch the other films in the series again.

- 6 How many paragraphs are there in the review? What kind of information does each paragraph give the reader?

EXAMZONE

Want some tips for writing a review?

- Make sure you deal with **all the points** in the question.
- Remember to give your **opinion**. Don't just describe what you did or saw.
- Give your review **a title** so the reader knows what it is about.

Language to use

- 7 Mark the punctuation in this extract from a review of *The Matrix*.



in *The Matrix* we are taken into a future where robots are in control of the planet they keep humans connected to a virtual reality matrix while they use their energy to keep the machines going

Neo who is the hero is supposed to destroy the matrix and save the planet and humans the film has fantastic action sequences and amazing photography the special effects are so good that you can actually believe this world exists

as well as looking good it has an interesting plot so it's a good film all round

- 8 Write a suitable positive adjective for each film feature. Avoid using *good/nice*.

- 1 directing
- 2 plot
- 3 acting
- 4 photography
- 5 costumes
- 6 special effects

- 9 Complete the sentences with the correct passive form of these verbs.

act feature introduce make produce show

- 1 Several new special effects into the last *Pirates of the Caribbean* film.
- 2 The Aston Martin in almost all the Bond movies so far.
- 3 The documentary on the science museum next Wednesday.
- 4 The mad scientist in the film by Johnny Depp.
- 5 We designed the new electronic drum kit in the UK, but it in Korea.
- 6 No more computers unless we get more money.

Time to write a review

- 10 Read this announcement. Decide which film you want to write about and discuss why you liked it.

We are looking for reviews of films with amazing special effects. Can you write a review telling us about a film you have seen which has good special effects? In your review, say what the film is, explain why the special effects were good and recommend other people to see the film.

- 11 Write a plan and decide how many paragraphs your review will have and what you will include in each one.

- 12 Write your review in 120–180 words.

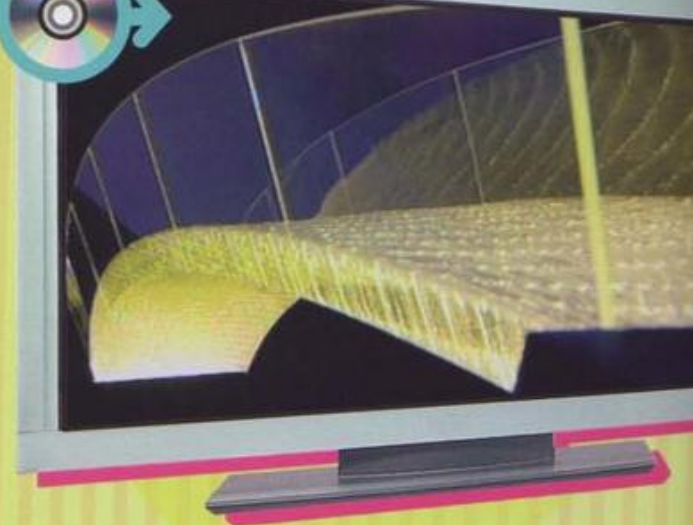
SKILLZONE

Need more help with reviews?

- Make sure you say **which film** you saw and include a **clear recommendation**.
- Check your **spelling** and **punctuation**.
- Use **adjectives** to make your review interesting.
- Give **examples** of what you enjoyed or didn't enjoy.

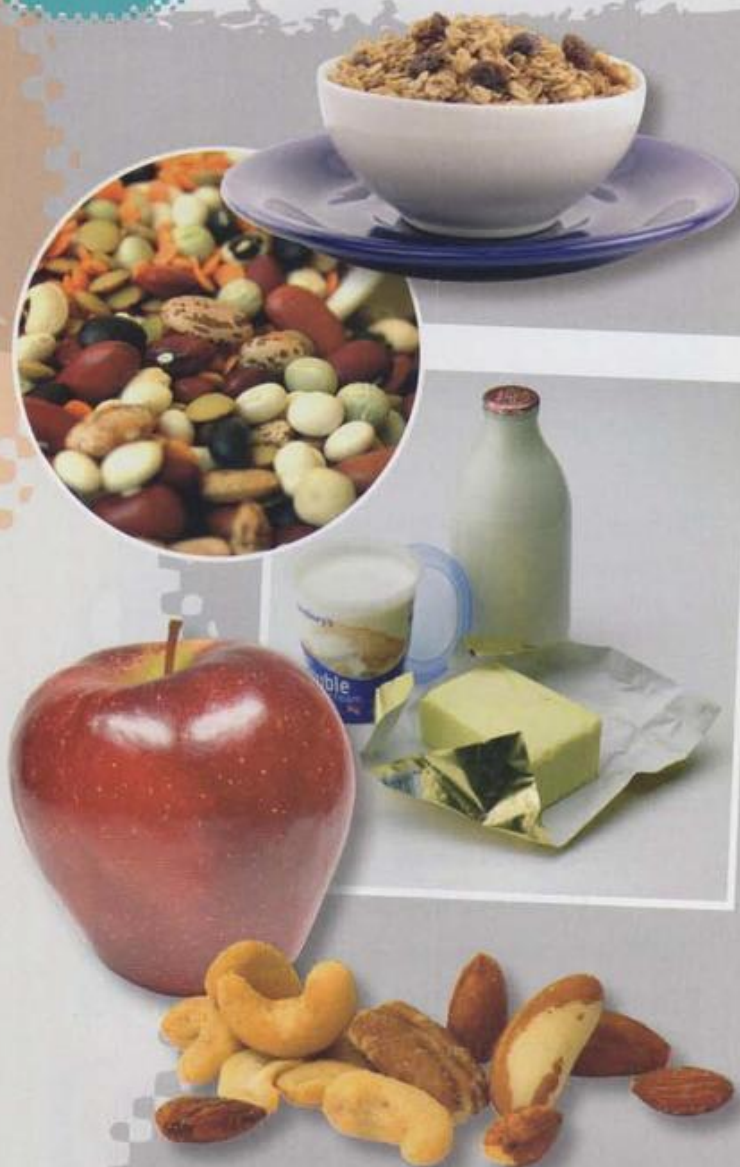
Time to watch Incredible Creations

- 13 Watch the DVD and do the activities on page 150.



8

Eat right, stay fit!



Time to read

3 Look at the photos and the introduction to the article. Why do you think Jamie Oliver is famous?

4 Read the article. Match the questions (1–15) with the paragraphs (A–E).

Which paragraph mentions

- 1 achieving fame very quickly?
- 2 purchasing fashionable items of clothing?
- 3 opening new restaurants abroad?
- 4 being unaware of the contents of some food products?
- 5 struggling alone to change a bad situation?
- 6 resisting peer pressure?
- 7 being 'discovered' by someone in the media?
- 8 instructing a group of unemployed youths?
- 9 being unable to reserve a place in a restaurant?
- 10 choosing a career?
- 11 taking a job to point out the dangers of some food?
- 12 producing meals that are not too difficult to cook?
- 13 behaving in a relaxed and humorous way?
- 14 behaving badly towards other workers?
- 15 helping a family member to prepare food?

EXAMZONE

Too much time looking for each bit of information?
There's a solution!
When you find an answer, **underline the information** in the text. Then ignore that bit of text next time round!

Get ideas

1 How much do you know about eating well? Do you agree with the statements below? Discuss with a partner.

- 1 We should eat at least five different fruit and vegetables a day.
- 2 Fresh vegetables contain more vitamins than frozen ones.
- 3 Potatoes contain vitamin C.
- 4 Fruit juice contains as much fibre as fruit.
- 5 Nuts and beans are a source of protein.
- 6 Calcium is found in dairy products.
- 7 A balanced diet includes food like bread, cereals, pasta and rice.
- 8 Chocolate is bad for you.

2 How much of the food in Exercise 1 do you eat?

5 Find words in the article that match these meanings.

- 1 unimaginable (para A)
- 2 did something publicly to change something (para A)
- 3 stop (para A)
- 4 most fashionable (para B)
- 5 not fussy (para C)
- 6 incredible (para C)
- 7 people who are taught and helped by someone more experienced (para D)
- 8 a course where you learn a lot in a short time (para D)

Summarise

Summarise Jamie Oliver's **attitude** to food and cooking.
He cooks ... He believes ... He campaigned ...
He showed/persuaded school kids ...

Super chef extraordinaire



From cheeky boy to famous chef, Jamie Oliver has transformed himself into a top celebrity. So who exactly is he?

A For years, we've been turning pop singers, models and actors into celebrities. But celebrity chefs? Until recently, the idea would have been inconceivable. Now our screens are full of trendy, fast-talking super-chefs cooking up delicious recipes. Top of the celebrity list is Jamie Oliver. With his friendly and informal style, he's introduced us to a whole new type of cookery programme. In his latest series he campaigned on his own to make the government ban the use of junk food in school dinners. Before that, we saw him battling to turn fifteen teenagers into cooks. His cookbooks, meanwhile, have sold by the million, making him a multi-millionaire.

B Jamie's passion for cooking started young. His dad ran a pub and he helped out in the kitchen. 'It just seemed such a cool place – everyone working together to make this lovely stuff and having a laugh with everybody,' he explains. The boys at his school tried to persuade him that cooking was 'a girlie thing' but he disagreed. He could buy the coolest trainers in town with the money he earned in the kitchen! He left school at sixteen, not much good at writing and spelling, but knowing the only thing he wanted was to be a chef.

C Jamie was working at a London restaurant when he got his big break. A TV producer, there to make a documentary, noticed the cheeky cook. He thought Jamie's casual manner and jokes would go down well with audiences and he ended up giving him his own series, *The Naked Chef*. The series got its name from the recipes Jamie thought up, which were down-to-earth and uncomplicated. The programmes were extremely successful and Jamie was catapulted into the limelight. Viewers watched him speeding about London on a

scooter with rock 'n' roll music blaring, and hosting parties for all his friends. Jamie spent months travelling the world to promote the show, but after two phenomenal years his popularity decreased.

D It was the fabulous new series, *Jamie's Kitchen*, that won the viewers back. After auditioning 15,000 jobless young people, Jamie picked fifteen winners who would be filmed learning to cook in his new London restaurant, *Fifteen*. Millions of viewers watched as Jamie tried to teach his trainees, but it wasn't easy. They bunked off work and were rude to the staff. They told Jamie sob stories and even accused him of using them to improve his own career. Nine teenagers survived the crash course. The TV show made *Fifteen* the most talked-about eating place in London and it soon became impossible to book a table there. Jamie now plans to repeat the idea elsewhere in the UK, and in Sydney and New York.

E Jamie's latest challenge has taken the UK by storm. In *Jamie's School Dinners* he became a school dinner chef so he could let kids see the junk ingredients that went into their favourite meals. To their horror, they discovered that the Turkey Twizzlers they enjoyed eating were not made from real turkey meat, as they had thought, but included a mixture of water, pork fat, turkey skin and food colouring! They also learned exactly why a diet of fast food makes you fat and unhealthy. The kids had never realised how much the food we eat affects our mood, looks, behaviour, health, growth and even our ability to concentrate! Jamie persuaded them to try nutritious foods like fruit, yoghurt and vegetables for lunch, instead of their usual fast-food diet of burgers, chips, sweets and fizzy drinks. To their amazement, they discovered that fresh food tasted better than processed food. The series got everyone thinking, and the government has now promised to bring back practical cookery lessons for students to teach them the importance of a balanced diet, food safety and hygiene.



Time to talk

- 6** Do you think the TV series Jamie made would be popular in your country? Why/Why not?

- 7** Do you know any celebrity chefs? How similar are they to Jamie Oliver?



Coming up ... *Jamie's Kitchen* on DVD. See page 93.

Food

- 1 Complete the sentences with these words from the article on page 85.

cookery delicious diet fizzy host hygiene ingredients junk food nutritious recipe

- I'd like to make a pasta dish but I can't find a for it in the cookbook!
- Do you have classes at school?
- The meal my mum cooked last night was absolutely, so I had two helpings.
- Whenever I have a drink, the bubbles go up my nose!
- Wholemeal bread is more than white bread, so if you want to be healthy, eat more of it!
- The ambassador is going to a party in honour of the queen.
- Have a look in the fridge and check whether we've got all the we need for making a pizza.
- Personal is important in the kitchen – like washing your hands before touching food.
- You should eat a balanced if you want to be fit and healthy.
- If you eat a lot of, you'll get fat!

- 2 Choose the correct word to complete the sentences.

- James left the milk out of the fridge and it's gone *off/out*.
- I prefer *tasty/savoury* snacks to sweet things.
- Would you like a *bowl/plate* of soup?
- This steak is so *hard/tough* I can hardly chew it!
- Have a *sip/swallow* of this drink. It's delicious!
- My dad has *ordered/booked* a table for us at a really expensive restaurant!
- The waiter was furious because we didn't leave him a *bill/tip*!
- My brother wants to be a *cook/cooker* when he leaves school.

Memorise

Work with a partner. Take turns to name a food starting with each letter of the alphabet.

- 3 Put these words into the correct column. Can you add more words?

beans cabbage cheese lamb peach
pineapple pork salmon tuna yoghurt

Meat	Fish/Seafood	Fruit/Vegetable	Dairy product

- 4 Complete the sentences with the correct form of these phrasal verbs. The definition of each phrasal verb is given in brackets.

do up give up put on run out of wash up

- We've milk. I'll have to buy some more. (use up)
- You will weight if you don't exercise. (add/gain)
- I've eaten so much I can't my jeans! (fasten)
- I'm going to eating fast food. (stop)
- I'll if you dry! (clean the dishes)

WORDZONE

Remember! Sometimes when words come together in an **idiom**, they have a **different meaning** from usual. *He was working in a London restaurant when he got his big break.* (an unexpected opportunity to succeed)

- 5 Choose the phrase with a similar meaning to the underlined words.

- He helped out in the kitchen and enjoyed having a laugh with everybody.
A making fun of
B having fun with
- He was catapulted into the limelight.
A suddenly became famous
B was shocked by events
- The trainee chefs bunked off work.
A left work early without permission
B did as little work as possible
- They told Jamie sob stories.
A stories about the sad things that had happened to them
B stories that might not have been true, to make people feel sorry for them
- He thought Jamie's casual manner and jokes would go down well with audiences.
A get a good reaction from
B make a poor impression on

Gerunds and infinitives

GRAMMARZONE

-ing form

after all prepositions and phrasal verbs

*After auditioning 15,000 jobless young people ...
He ended up giving Jamie his own series.*

after certain verbs (e.g. *enjoy, like, love, hate, fancy, feel like, avoid, suggest, recommend*)

They enjoyed eating Jamie's dinners.

after verbs of perception (e.g. *see, hear*) when the action after the verb is continuous

Viewers watched him speeding about London.

after certain phrases

Jamie spent months travelling round the world.

as a noun

Jamie's friends thought cooking was 'a girlie thing'.

to-infinitive

after adjectives (e.g. *easy, amazed, good*)

It soon became impossible to book a table.

after certain verbs and phrases (e.g. *agree, ask, decide*)

They have promised to organise cookery lessons.

after certain verbs + object (e.g. *ask, allow, forbid, permit, want, advise*)

Jamie persuaded them to try healthy food.

Infinitive without to

after *let* and *make*

Jamie let kids see what Turkey Twizzlers were like.

→ Grammar File, page 163

- 2 Complete the text with the correct form of the verbs in brackets.

>>>>>>Fast Food

For years, people around the world have enjoyed

- 1) (eat) fast food. But the risks of
2) (live) on a diet of burgers and pizzas are becoming clear as obesity levels continue 3) (rise) in many countries. Fast-food chains are finding it difficult 4) (cope) with these health concerns. Some have even been forced 5) (change) their menus. At my local eating place, they now let customers 6) (order) tailor-made burgers with variations, like extra lettuce and tomatoes. And the staff don't salt the chips unless customers ask them 7) (do) so! Another well-known company has stopped 8) (use) processed meat in its chicken nuggets and now uses only white meat. Big deal! One big food chain has won customers by 9) (offer) healthier items such as carrot sticks, apple dippers and walnut salads. They have started giving nutritional data on their packaging, too, but they've been criticised for 10) (leave out) details of fat and sugar content.

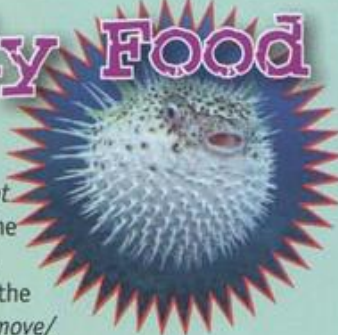
- 3 Complete the questions with the correct form of the verbs in brackets. Then ask and answer with a partner.

- 1 How would you feel about (try) fugu?
2 Is there any food you object to (eat)?
3 Are you good at (cook)?
4 Do your parents usually make you (wash up)?
5 Are you ever tempted (skip) meals?
6 What do you plan (eat) today?
7 Are you keen on (go) to fast-food chains?
8 Would you like (be) a celebrity chef?

- 1 Choose the correct forms to complete the text.

1) *Eating/To eat* is not a dangerous activity. But in Japan there is one famous dish that could end up 2) *killing/to kill* you! 'Fugu' is a puffer fish and is considered a delicacy. It is very expensive, so cooks are usually anxious 3) *to not waste/not to waste* any of it. It is also highly poisonous, thanks to the kind of food it spends its time 4) *eating/to eat* in the sea. Only licensed fugu experts are allowed 5) *cooking/to cook* the fish. The poison sits in its liver and if a cook fails 6) *to remove/removing* this organ correctly, the poison may spread to other parts of the fish. The consequences of eating this are not hard 7) *imagining/to imagine*! Fortunately, scientists have now managed 8) *to breed/breed* a variety of puffer fish that is toxin-free. This should come as a relief to many!

Deadly Food

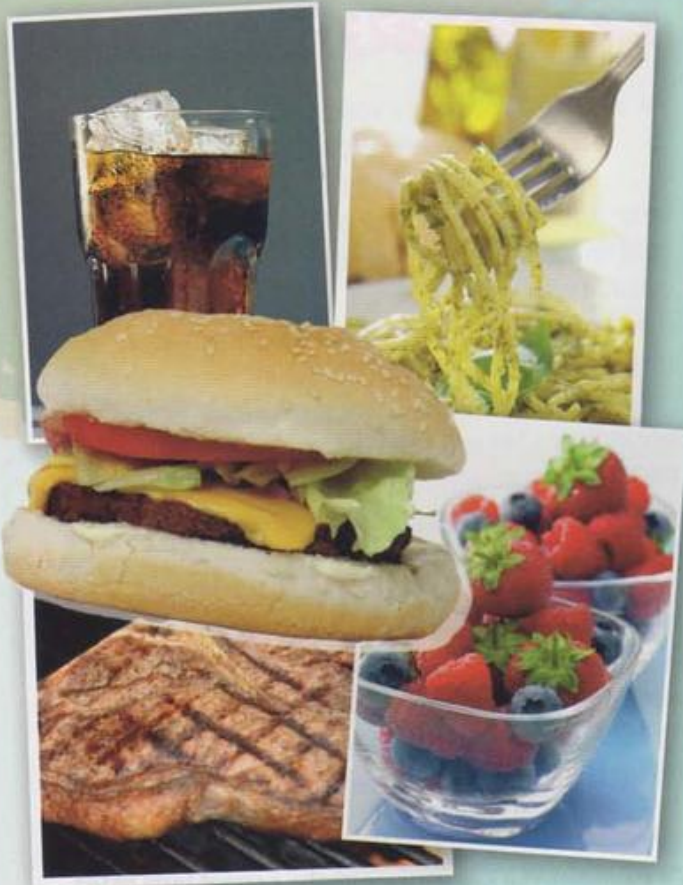


Time to talk

- 4 Do you think it really matters what we eat? Why/Why not?
5 Do you think junk food advertisements should be banned? Why/Why not?

Get ideas

1 How healthy are each of these food items?



2 How important do you think a healthy diet is to fitness?

3 Match the parts of the body (1–8) with their functions (a–h).

- | | |
|-----------|---|
| 1 brain | a separates waste liquid from the blood |
| 2 heart | b give you strength; allow you to move |
| 3 kidney | c holds you upright |
| 4 liver | d pushes blood around your body |
| 5 muscles | e used to think and feel |
| 6 spine | f processes your food |
| 7 stomach | g support your muscles; allow you to move |
| 8 bones | h cleans your blood |

Time to listen

2.5 4 You will hear a talk about what teenage athletes should eat. Listen to the instructions for the task and decide in what order you will hear this information.

- what to drink and when to eat
- the importance of what you eat
- different types of food

2.6 5 Listen to the opening part of the talk and make notes. Use the Skillzone to help you. Compare your notes with a partner.

SKILLZONE

Are you **making notes**? Remember:

- Keep the **topic** or question in mind.
- Use **abbreviations**.
- **Don't** write every word.

2.7 6 Listen to the example question and choose the correct answer. Then listen and check.

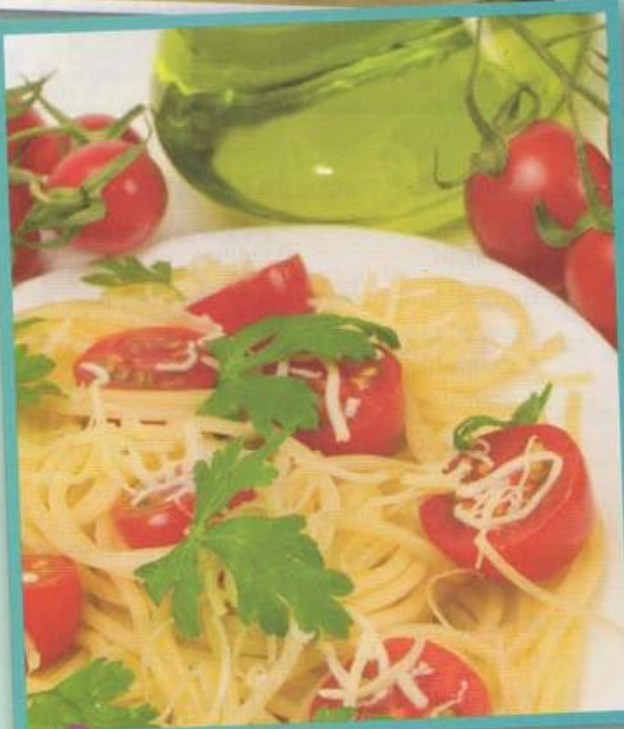
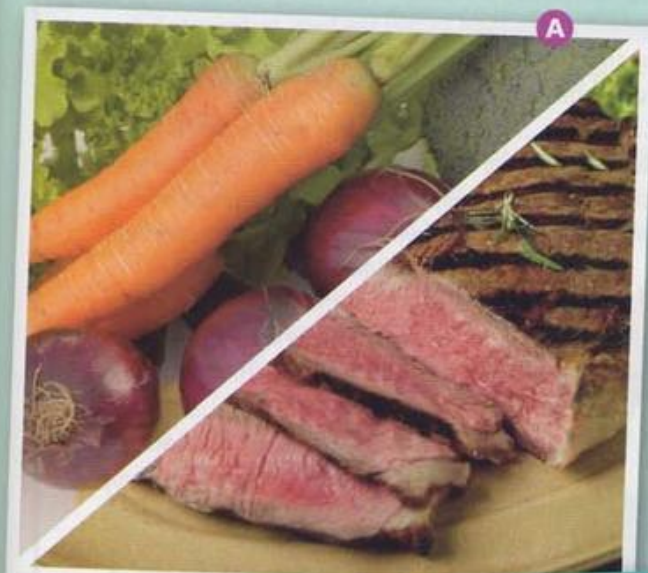
- A to persuade teenage athletes to eat a better diet
B to inform athletes of the food they should be eating
C to advise teenage athletes on their performance

2.8 7 Listen to the rest of the talk and choose the correct answer for the questions you hear.

- A They are still growing.
B They use a lot of energy.
C They may lose muscle.
- A a lot of carbohydrates
B more protein than usual
C a variety of food
- A calcium B iron C vitamins
- A very large muscles
B problems with digestion
C kidney problems
- A They should only eat fatty foods occasionally.
B They should eat fatty foods several hours before exercising.
C They should always eat fatty foods after exercising.
- A They haven't been tested on teenagers.
B They have damaging side effects.
C They don't help you improve at sport.
- A It varies according to the individual.
B two cups before exercise
C one cup during exercise
- A It can make you feel nervous.
B It can cause problems sleeping.
C It can make you dehydrated.
- A when you don't like water
B when you feel tired
C when the weather is hot
- A Eat a meal two to four hours before a game.
B Eat snacks leading up to the game.
C Eat a big carbohydrate meal the night before a game.

Get ideas

- 1 Do you think young people need a special diet when they play sport? What should they eat in order to have more energy?
- 2 Look at photos A and B showing different diets. Choose a photo and prepare to ask questions in order to find information about the diet shown. Ask about these points.
 - what the health benefits of the diet are
 - how the diet will help your sports performance
 - what the disadvantages of the diet are
 - how easy the foods are to prepare
- 3 Ask and answer your questions with a partner.



- 4 Listen to a student asking about both diets. Which diet does she choose to eat?

Useful phrases

Making a choice

In my opinion, this one would be better.
To my mind, this one's more suitable.
To my way of thinking, this one's fine.
In my view, this one is best.

Giving reasons

For one thing, ... For another, ...
Another reason is that ...
Most importantly, ...

- 5 Which diet would you choose? Use the *Useful phrases* to help you.

Time to speak

EXAMZONE

Worried about speaking? Relax!

- There's **no wrong or right answer** – it's your choice.
- Use information from the questions to **explain your choice**.

- 6 You want to play a sport to get fitter. With a partner, look at the photos on page 141 showing two options. Ask and answer questions about these things:
 - how much energy each sport uses
 - the benefits of each sport
 - which sport is harder to learn
 - how much practice you need for each sport
- 7 Take turns to explain which sport you would choose.

Words that go together

1 Match these prepositions with the groups of phrases (1–4).

at in on out

- 1 good time, charge of, touch
- 2 any rate, first, last
- 3 the whole, his own, the phone
- 4 of order, of breath, of the ordinary

2 Complete the web article with the correct prepositions.

WORDZONE

Remember! Some words and **prepositions** go together to make a fixed phrase.

at risk on time out of control

Freerunning is the hot new sport. It involves jumping between buildings and over everyday objects in the street.

I teach freerunning; the techniques I teach mean my students can land and roll, leap over objects or run up a run.

Apart 1) learning how to do all this, they need to practise a lot so they are not

2) danger of injuring themselves.

I suggest that people in my class practise

every day if they want to get better, because the key to learning freerunning is practice – repeating the moves again and again. I advise them to drill the basic techniques before moving on to more ambitious stuff. Although freerunning looks spontaneous, freerunners should never be

3) of control of their movements. Most importantly, until they are on top 4) the basics and are of a competent level, I recommend practising all tricks at ground level – beginners should never jump between buildings. In addition

5) this, I suggest practising tricks on something soft first. Then I let them move on to grass, then finally concrete. 6) all, I strongly advise students not to attempt any of these tricks without proper training and equipment, or their safety will be 7) risk.

THE WORLD IS YOUR PLAYGROUND

3 Choose the word or phrase that best completes the sentence.

- 1 When I first tried freerunning, I was so bad that I was hurting myself.
A at risk B in danger of
C under threat D in peril
- 2 I onions – I never eat them!
A can't take B don't tolerate
C don't fancy D can't stand
- 3 Even though I was interested in being a sports teacher, I as a chef!
A came out B turned up
C ended up D set out
- 4 You need a very high to succeed in sport.
A motivation B target
C intention D inspiration
- 5 I think I did quite well at basketball as it was my first
A proof B attempt
C test D bid
- 6 The freerunning stunts in the film were absolutely
A interesting B good
C dramatic D thrilling
- 7 You need to learn the moves for freerunning if you want to succeed.
A thoroughly B absolutely
C entirely D totally
- 8 I love junk food, I know it's bad for me.
A beside B even though
C despite D in spite of
- 9 Mum always food in oil instead of fat as it's healthier.
A toasts B grills
C fries D washes
- 10 We had a(n) opportunity to train with the best coach.
A unique B only
C lone D once

More gerunds and infinitives

GRAMMAR ZONE

-ing or to-infinitive

Some verbs are followed by an *-ing* form or *to*-infinitive with a change in meaning:

Do you **remember ordering** the cookery book?

Did you **remember to defrost** the meat?

The doctor says I **need to lose** weight.

The vegetables **need washing**.

We **stopped talking** when the teacher came in.

We **stopped to have** lunch.

→ Grammar File, page 164

1 Choose the correct alternative to complete the sentences.

- Did you remember *to practise/practising* your words today? The school play is on next weekend.
- After three hours' strenuous training, we had to stop *to have/having* a drink.
- The vegetables are fresh but not ready to cook. They need *washing/to wash* first.
- I still remember *studying/to study* cookery in primary school. I used to bake my own cakes for the class!
- You really must stop *to eat/eating* too many carbs if you want to lose weight.
- If you have problems with your sleep, try *to have/having* a warm bath before going to bed.
- You don't need *to bring/bringing* your own equipment to the pilates class. Your trainer will provide it for you.
- There's a lot of pressure in the team as we are trying hard *to improve/improving* our performance for the final games.

2 Complete the sentences with the correct form of the verbs in brackets.

- If you want to take up football, try the club. (phone)
- She advises us early in the morning. (practise)
- You mustn't forget lots of water while you're running. (drink)
- The dietician suggested cheese as a good source of calcium. (eat)
- Don't try this equipment on your own. Ask a trainer first. (use)
- You should stop twenty-four hours before you compete. (train)

3 Choose the word or phrase that best completes the sentence.

- If you want to get fit, I can you how to do it.
A suggest B advise
C recommend D propose
- When I was training, I managed two litres of water a day.
A drink B to drink
C drinking D for drink
- Do you really need time out while you're training?
A take B to take
C taking D you take
- Don't forget kneepads when you're skateboarding.
A wearing B worn
C wear D to wear
- lots of chocolate bars can be bad for you.
A Eating B Eat
C Eat up D To eat
- When I started taking sports seriously, I ate junk food.
A much fewer B plenty less
C far less D only a few
- By the time I arrived at the shop, the cake
A had sold B was sold
C had been sold D to be sold
- I would suggest to your doctor before you diet.
A you speak B you to speak
C you speaking D to speak
- If you get there late, training and the coach will be furious with you.
A begins B had begun
C will begin D will have begun
- of the tennis players served well in the singles final.
A Neither B Either C Any D None

Time to talk

4 Your friend doesn't play sports, but wants to start. What would you advise him/her to do?

Get ideas

- 1 What do you think are the benefits of sports clubs? What facilities should they offer?

Plan ahead

- 2 Your school is thinking of starting an after-school sports club. With a partner, make suggestions about:

- which types of sport it could offer.
- how often the club should meet.
- how the club could be advertised.

- 3 Read the report about a new sports club which a student has written for the head teacher. Would you like to join this club?

To: Mrs Blake

Subject: New sports club

Introduction

The purpose of this report is to make recommendations for a new sports club.

What types of sport?

The most popular sports with the students are football, basketball and badminton. Many students already play football outside school, so I recommend offering basketball and badminton. The gym could be used for both sports.

How often should the club meet?

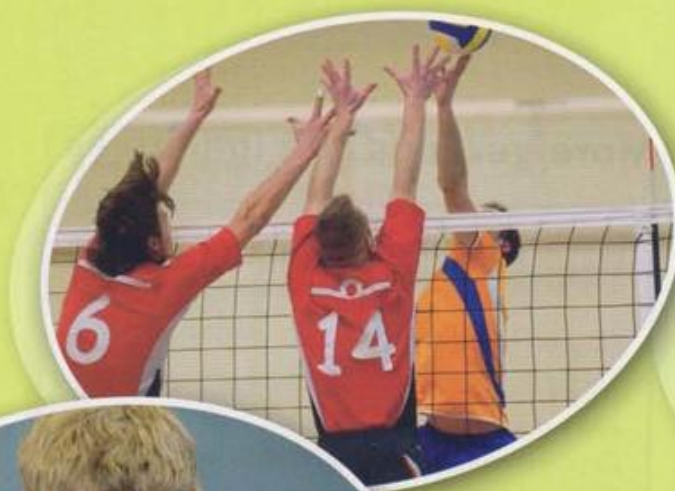
I suggest that the club meets twice a week and also that it meets occasionally for competitions at weekends. Two meetings a week will give more people the chance to play. I would advise the organisers to set up competitions as this will encourage people to try harder and also more people to join.

Advertising the club

I recommend the club advertises on the school website and on notice boards around the school. There could also be an announcement in the school newspaper and in classes. In addition, some of the organisers or teachers could give demonstrations of the sports in the gym.

Conclusion

In my view, a new sports club would be a good idea and the recommendations above show how this could be achieved.



- 4 Read the report again and answer the questions.

- 1 Does it contain all the points asked for in Exercise 2?
- 2 Is it clearly divided into separate topics with headings?
- 3 Does it have an appropriate introduction and conclusion?
- 4 Are there reasons for the recommendations?

Language to use

- 5 Look at these examples of report language. Are they formal or informal?

The purpose of this report is ...

The aim of this report is ...

I would strongly recommend ...

My suggestion is ...

If these changes are introduced, ...

I can recommend ...

In conclusion, ...

In my opinion, ...

- 6 Find all the examples of *recommend*, *suggest* and *advise* in the report in Exercise 3.



7 Rewrite these suggestions as formal recommendations. Use the words in brackets.

- 1 Why don't we use the gym to set up table tennis competitions? (*suggest/-ing*)
- 2 Maybe we could also invite a coach from the local football team to help us. (*recommend/that*)
- 3 I'd like to hold meetings on one night during the week and every Saturday. (*would recommend/-ing*)
- 4 I don't think it's a good idea to charge students money to join the club. (*wouldn't advise/-ing*)

Time to write a report

8 You belong to a sports club. The organiser has asked you to write a report a) describing any problems with the club, and b) suggesting how the club could be improved. Make notes on what problems there could be with these things:

- sports available
- changing rooms
- meeting times
- competitions
- training

9 Choose three problems from Exercise 8 and suggest solutions.

SKILLZONE

Remember! In a report, use **headings** for each new topic. Decide how many paragraphs you need and make **notes** on what to include in each one.

Don't forget to give clear **reasons** for your views.

Make sure you give an **objective view**, but make a **recommendation** if you are asked for one.

10 Make a plan and write your report in 120–180 words.

Time to watch Jamie's Kitchen

11 Watch the DVD and do the activities on page 151.



- 1 Read the text and choose the best answer, A, B, C or D.

Willy Wonka food comes true!

Do you know what happened to Violet in Willy Wonka and the Chocolate Factory when she ate the special 'three-course meal' blueberry chewing gum? She blew up into a round ball and then 1) with a big bang! A fantastic tale? The idea behind the blueberry gum – that it could turn 2) a meal of your choosing – may seem 3) but, according to scientists, this type of food will soon be nothing out of the 4) Nano technology is the science of tiny atoms and molecules. The 5) of nano food means that tastes can be changed. This will allow you to buy a product, decide on the 6) you want and then put it in a special microwave to turn it into the dish of your choice. A lot of 7) has been done into this by the food industry and, if the 8) are successful, then blueberry gum is likely to be with us very soon. It will allow the food companies to have more control over 9) , such as being able to alter the fat content of food for people who are 10) a diet, or creating food that does not 11) so quickly. We will no longer fry a steak, 12) instead will put chemicals in a special machine to create one from scratch. Many people are very worried by the idea but, on the 13) , it will allow us to eat more healthily and have more choice.

- | | | | |
|-----------------|----------------|--------------|---------------|
| 1 A blasted | B shattered | C exploded | D cracked |
| 2 A up | B into | C out | D over |
| 3 A far-fetched | B long-sighted | C short-term | D far-removed |
| 4 A usual | B normal | C ordinary | D typical |
| 5 A progression | B fabrication | C dream | D invention |
| 6 A design | B prescription | C receipt | D recipe |
| 7 A examination | B research | C analysis | D study |
| 8 A checks | B experiences | C trials | D auditions |
| 9 A ingredients | B parts | C fragments | D elements |
| 10 A in | B on | C at | D for |
| 11 A pass away | B break up | C go off | D run down |
| 12 A although | B but | C however | D moreover |
| 13 A total | B main | C whole | D large |

- 2 Complete the text with one word that best fits each gap.

An Interactive Museum

Visitors to the all-new Science Museum can explore hundreds of exhibits 1) seven themed areas. These include New Technology, Space and Real Earth. Visitors 2) invited to challenge their friends to Virtual Volleyball, make waves in a 19-foot wave tank or see 3) indoor geyser erupt. Try making music on a laser-beam guitar to 4) out the rock star in you! Or see 5) long you can dance for on a musical floor before you give 6) You can 7) your picture taken to look as 8) you're walking in space. Or you can be 9) on a virtual space tour by a real astronaut! Timed tickets for the wave tank must 10) purchased in advance, but all other activities have a queuing system. Visit our website and see our interactive web pages or go to the chat room and tell others 11) your favourite exhibit. You can use the website to stay in 12) with friends and to find out what's going on at the museum. You can visit the Centre shop at any time, as an admission fee is 13) required. You'll find unique science gifts for all ages.

- 3 Complete the article with the correct form of the words in capitals.

The importance of smell

Most people imagine that in order to be a good cook you have to be 1) *inventive*. and understand cooking techniques. But did you know how important smell is?

2) have now discovered that the best chefs have a highly-developed sense of smell. They think this is because smell is very 3) linked to taste. A series of experiments tested eighty 4) chefs on how accurately they could identify various smells. The most accurate also got the top marks on their course. One 5) said, "It seems the very best 'smellers' may also be the greatest 6) when it comes to creating new dishes, as they know which foods go together well. They tend to invent very clean, 7) dishes that work well." Three young chefs gave a 8) of this at the Food Fair in London this week. They not only identified smells 9) , but also tended to use the most 10) food in their dishes, proving that smell helps humans select what is best for them! The full report is available to 11) on the Food Fair website.

INVENT

BIOLOGY

CLOSE

TRAIN

RESEARCH

INNOVATE

COMPLICATED
DEMONSTRATECORRECT
NUTRITION

LOAD

4 Rewrite the sentences using the words in capitals. Use between two and five words, including the word given.

- 1 I don't want my sister to teach me how to cook.
COOKERY
I don't want by my sister.
- 2 They let us touch the exhibits in the museum.
WE
..... touch the exhibits in the museum.
- 3 I finished my project, even though I had very little time.
MANAGED
I my project finished.
- 4 You can ask someone professional to design your webpage.
HAVE
You can professionally.
- 5 The museum was so busy we couldn't see the exhibit.
IMPOSSIBLE
..... the exhibit because the museum was so busy.
- 6 You should eat less fat, as it's bad for you.
SUGGEST
I less fat, as it's bad for you.
- 7 You can buy your tickets online or at the door.
BE
Tickets online or at the door.
- 8 He was responsible for cooking the meal.
CHARGE
He was the meal.

5 Choose the word or phrase that best completes the sentence.

- 1 A: Do you fry the lamb?
B: No, you it in the oven.
A grill
B boil
C toast
D roast
- 2 A: You said you were going to eating chocolates!
B: I am, after this one!
A give up
B wind up
C kick up
D turn up
- 3 I hate it when you have to tablets whole.
A sip
B taste
C swallow
D sample

- 4 A: I can't get this drinks machine to work.
B: That's because it's
A in disrepair
B non-functional
C out of order
D broken up
- 5 His success is down to the that he is an excellent cook.
A thing
B fact
C point
D truth

6 Choose the word or phrase that best completes the sentence.

- 1 The food must thoroughly before serving.
A be cooked
B to cook
C be being cooked
D be cooking
- 2 A: When did the Technology Museum open?
B: It by the Queen in 1983.
A had been opened
B was been opened
C was opened
D to be opened
- 3 I recommend basketball if you want to keep fit.
A you to be play
B you playing
C you to playing
D playing
- 4 I'm fed up with him how to make that dish.
A telling
B to tell
C tell
D tell to
- 5 The machine made you feel what it was like into space.
A be taken
B to be taken
C will be taken
D having been taken

Did you remember all the vocabulary and grammar points?

- Vocabulary File, pages 150–151
- Grammar File, pages 163–164



9

Shop around

Get ideas

- 1 Which of the logos below do you recognise?
- 2 Do you buy things which have a logo on them? Why/Why not? Which are your favourite brands?



Time to read

- 3 Look at the title of the article on page 97. What do you think *in* and *out* mean? What do you think the article is about?
- 4 Read the article quickly. With a partner, take turns to say what each paragraph is about.

- 5 Read the article and choose the sentence (A–H) that best fits each gap (1–7). There is one extra sentence which you do not need to use.

- A These include things like handbags by designer Anya Hindmarch, which you can decorate with a favourite picture.
- B A buyer who works for a major department store said that this might be because price is not important to some people.
- C I spoke to people involved in this research and asked them to explain why young people felt like this.
- D Now people expect others to recognise who has designed their clothes or accessories without the tell-tale logo.
- E Some said this might have been true in the past but nowadays it was more trendy among teenagers to be individual.
- F The designers, keen not to miss an advertising opportunity, make sure their clothes display their logo so that it cannot be missed.
- G She said that once everyone wanted a logo on their jeans to show off how much they had spent.
- H So I asked her if young people still bought products based on what they represented.

EXAMZONE

Need help finding the missing sentence?

Read what comes **after** the gap, **as well as before** it, even if it is in the **next paragraph**.

Make sure your sentence **fits** with the information that comes before **and** after the gap.

- 6 Find words in the article that match these meanings.

- 1 tell or show people what you think or feel (para 1)
- 2 a quality that makes someone different from everyone else (para 1)
- 3 admiration for someone, especially for their personal qualities (para 1)
- 4 asked someone a lot of questions (para 3)
- 5 the way that someone lives, including what they own (para 3)
- 6 notice someone or something (para 6)
- 7 continuing to happen (para 7)
- 8 a subject or problem that people discuss (para 7)

Are logos in or out?

Fashion has always been a way to express your individuality. In fact, the more original your look, the more respect you get from the fashion world. You may be setting a trend, as some supermodels do, or simply be admired as a fashionable individual. But it's hard for most of us to be original with our clothes. A follower of fashion knows that being individual may mean getting it wrong.

Fortunately, help is at hand, as some brands are so 'in' that you can gain fashion respect just by wearing their clothes.

But how does anybody know what you're wearing? Easy! 1) You cannot avoid seeing the Nike 'tick' on the side of trainers, for example. You can be safe in the knowledge that everyone can see you are wearing the right labels.

"The question is: who decides what's 'in' and what's 'out'?"

However, things may be about to change. A recent survey among 15–24-year-olds showed that designer labels are losing their appeal. Nearly forty per cent of the young people quizzed said that brand names had no place on clothes, trainers or accessories. 2) One of them said that young people no longer want to be stereotyped. She said, 'Up to now brands have been trying to sell young people a lifestyle.' 3) She said, 'Yes, but young people don't want to be labelled by

their clothing. It's not about what you wear or how you look; it's about being yourself.' So are logos falling out of fashion?

It is definitely the trend nowadays for young people to buy products made just for them. 4) Nike also has a website that lets customers personalise trainers they order online. However, a spokesperson at Nike said that, although Nike products no longer have the firm's name written on them, the famous 'tick' is here to stay.

A designer for Diesel agreed that today's young customers are increasingly sophisticated and now want to be seen as fashionable individuals rather than fashion victims. 5) This meant that if you wore a pair then it was a status symbol. Now the more mass-market designer labels are realising that customers no longer want to do their advertising for them.

Logos may be becoming more difficult to spot, but there is no sign that this is making goods any cheaper. 6) Those who were keen to get an exclusive must-have did so because it meant they could show off to their friends.

Nevertheless, despite the fact that young people say they want to be seen as individuals, some of them are worried that they are not wearing the right logo.

Researchers asked teachers whether this pressure had affected students at school. 7)

However, one teacher says it is an ongoing issue and that, as the 'in' brand changes regularly, it can be expensive to keep up with the trend.

The question is: who decides what's 'in' and what's 'out'?



Summarise

Try to remember **two reasons** why logos are becoming less popular with young people.

Firstly,

Secondly,

Time to talk

- 7 Do you think logos are a good way to advertise products? Why/Why not?
- 8 Discuss the question in quotation marks in the article.



Coming up ... *Fashion Show* on DVD. See page 105.

Shopping

1 Match the words (1–8) from the article on page 98 with the definitions (a–h).

- | | |
|-------------------------------|--|
| 1 trend (line 5) | a fashionable company |
| 2 designer label (line 19–20) | b no longer popular |
| 3 brand name (line 21) | c something that you own that suggests you are rich or important |
| 4 out of fashion (line 28–29) | d particular fashion |
| 5 fashion victim (line 39–40) | e designed to be bought by many people |
| 6 status symbol (line 41) | f the name a company gives to its products |
| 7 mass-market (line 41) | g something that is so good that people feel they must buy it |
| 8 must-have (line 46–47) | h someone who always wears fashionable clothes even if they don't suit him/her |

WORDZONE

You can make **idioms** to talk about **fashion** by changing the **type** of a word.

Hats are **in fashion**. (preposition)

Hats are **in**. (adjective)

I **must have** that top! (verb)

That top is a **must-have**! (noun)

2 Complete the sentences with these words. You will need to use one word twice.

in into last out over

- Did you read *Vogue*? Apparently, orange is going to be very this summer!
- I like listening to Indie music, it's really coming fashion now.
- I think baggy jeans are very unflattering, so they'll soon be on their way
- Do you think those high trainers are very season?
- Big bags were very popular but they're so! I think small is now.

Memorise

Try to remember **three phrases or idioms** about **shopping**. Ask your partner to tell you the definition and give you an example.

3 Match the words (1–6) with the definitions (a–f).

- | | |
|-----------------|---|
| 1 exclusive | a a quality something has that makes people like it |
| 2 appeal | b a typical view of somebody or something |
| 3 personalise | c decorate something in your own way to show that it belongs to you |
| 4 show off | d expensive and only produced in a small number |
| 5 sophisticated | e having a lot of experience of modern fashionable life |
| 6 stereotype | f deliberately show how rich or clever you are |

4 Complete the text with these words and expressions.

designer label out of fashion status symbol
appeal mass-market stereotypes
personalise trends



fashion

HOW COOL IS THAT?

Selling to today's cool kids is no easy task. Advertisers have been trying to cash in on youth 1) for years, but it is difficult because teenagers are particularly suspicious of advertising messages. They like unusual products, not 2) ones, and they also constantly switch brands as certain products, like clothes, quickly go 3) However, they like chatting about things they are passionate about such as the latest 4) they want to wear, or a new 5) like a particular type of phone. So advertisers are logging on to computer networking sites like MySpace or YouTube to see what teens are talking about. These teens fight against 6) and prefer products that they can 7) and make their own. In addition, they are far more likely to be convinced by the 8) of a particular brand if their friends chat about it than if an advertiser tries to 'sell' it to them. Advertisers are now catching on to this and are trying to get teens to talk about their products rather than just sticking an advertisement on the website.



Reported speech

GRAMMARZONE

Reported statements

move the verb of the sentence back one tense

'Brand names have no place on clothes.'

Young people **said that** brand names **had** no place on clothes.

past perfect, *would, could, might*, etc. → no change

'Once everyone wanted a label on their jeans to show off.'

She **said that** once everyone **had wanted** a label on their jeans to show off.

facts or things that are generally true → no change

'Young people do not want to be stereotyped.'

One of the people **said that** young people **do not want** to be stereotyped.

reporting verb in present tense (e.g. *says*) → no change

'It is an ongoing issue.'

One teacher **says that** it **is** an ongoing issue.

Reported questions

use *if* or *whether* for *yes/no* questions

'Do young people buy designer brands?'

I **asked if/whether** young people bought designer brands.

for *wh-* questions, use the question word

'When will this happen?'

I **asked when** this **would** happen.

→ Grammar File, page 164

1 Choose the correct alternative to complete the sentences.

- I asked her *whether/that* she liked casual styles.
- She told me *that/whether* I could choose a scarf I liked.
- I asked her which *was/is* her favourite dress.
- I asked her how *find/to find* interesting boutiques.
- She said she *could/can* show me her favourite shop if I wanted.
- The photographer asked *if/that* he could take a photograph.

2 Complete the text with the correct form of the verbs in brackets.



Only the best for Maria!

Actresses are always in the public eye, so fashion is important to them. I interviewed the actress Maria Kendall about what she likes and doesn't like.

First of all, I asked her how often she 1) (buy) designer clothes and she told me that, until recently, she 2) (buy) something every week. I was amazed! I asked why designer clothes 3) (be) so important to her. Maria replied that she 4) (think) they 5) (make) her look better. I also inquired whether she 6) (sell) the clothes when she 7) (finish) with them but apparently, she normally 8) (give) them away to her friends. So I asked her if she 9) (give) her clothes to me next time! Finally, I wondered if she 10) (consider) wearing cheaper clothes but she said she 11) (cannot) because of her job.

3 Read the interview with Maria and rewrite it in reported speech.

Reporter: Do you think it's important to be in fashion?

Maria: Yes, it's very important to me, because I might be photographed.

Reporter: How often do you go shopping?

Maria: I go every Saturday morning, but I won't be going this Saturday, as I'm going to New York.

Reporter: How can people stay fashionable?

Maria: Read lots of magazines!

The reporter asked Maria...

Time to talk

4 What's your favourite TV advertisement? Why? Which types of advertisements do you think are effective? Why?



Get ideas

1 Have you ever wanted to buy something that you've seen in a film or on TV? Are you influenced by what celebrities wear?

2 Match the nouns (1–6) with the definitions (a–f).

- | | |
|---------------|--|
| 1 attitude | a a chance to do something |
| 2 demand | b what you think and feel about something |
| 3 influence | c an answer to a problem or difficult situation |
| 4 opportunity | d serious and detailed study to find out new information |
| 5 research | e the power to change how people think or behave |
| 6 solution | f the need or desire people have for goods and services |

3 Complete the sentences with the words in Exercise 2.

- What celebrities buy has a strong on what we buy.
- into advertising shows that television advertising has the most effect.
- I think going shopping is a great if you're feeling fed up!
- There is a huge for products advertised by celebrities.
- She wore very expensive clothes, but it didn't change my to her.
- Television programmes provide a good for selling products.

Time to listen

4 Read the sentences in Exercise 5 and decide what kind of information is missing in each one.



5 Listen to an interview about using films, television and celebrities for advertising and complete the sentences.

- Companies use films and TV to sell products because they are watched by
- Films are best for marketing products.
- TV programmes are best for selling things like and young fashions.
- Sales of products shown on TV have been known to increase by almost
- An unexpected success from a Jamie Oliver TV show was equipment.
- Celebrities are used to advertise products because they often appear in
- People are prepared to for products used by celebrities.
- Actors like advertising products because they get more
- It is important to the celebrity to the product.
- Sports stars and actors are best for selling products because people them.



6 Listen again and check your answers or complete any gaps you missed the first time.

EXAMZONE

Remember!

- Read the **gapped sentences** through first.
- Then decide **what kind** of information is missing from the sentence (noun, verb, number, name, etc.).
- Try to **predict the answer** before you listen.



Get ideas

- 2.11** **1** Listen to two students talking about which of these products could be advertised in a James Bond film. Find the *Useful phrases* they use.
- 2** Which products did the students agree on? Which did they disagree about?



Useful phrases

Asking for an opinion

What do you think about ...?
 How do you feel (about) ...?
 What do you reckon (about) ...?
 What's your opinion of ...?

Agreeing

I'd go along with that.
 You've got a point there.
 I think so too.
 Great minds think alike.

Disagreeing

Not sure.
 Yes, but ...
 I don't agree ...
 Maybe, ... but ...
 I don't think so.
 The problem is that ...

Time to speak

- 3** With a partner, decide which products you think it would be good to advertise in a James Bond film.

Think about:

- who would buy the product
- how expensive the product is
- how useful the product is
- anything else you think is important

EXAMZONE

Talking about pictures?

- **Give a reason** why if you disagree.
- Make sure you **talk about all the pictures**.
- Remember to **sum up your ideas** at the end of your discussion.

- 4** Look at the photos of celebrities on page 142. Discuss the type of products each one could advertise, and decide who you think would sell the most products.

Words that go together

1 Match the shopping words (1–4) with the definitions (a–d).

- | | |
|-------------------|--|
| 1 fitting rooms | a one of a group of shops owned by the same company |
| 2 window shopping | b cheaper than what something normally costs |
| 3 bargain price | c area in a store where you try on clothes before you buy |
| 4 chain store | d looking at goods in shop windows without buying anything |

EXAMZONE

Completing the gaps in a text? Remember:

- Look carefully at the **words on both sides of the gap**. Read **all the options** carefully.
- Make sure you read **the whole sentence** in case the gapped word is a linking or reference word.

3 Read the text again and choose the best answer, A, B, C or D.

- | | | | |
|---------------|-------------|--------------|-------------|
| 1 A fun | B play | C laugh | D diversion |
| 2 A combined | B chain | C associate | D link |
| 3 A promotion | B marketing | C trading | D publicity |
| 4 A deduction | B deal | C bargain | D giveaway |
| 5 A extra | B behind | C left | D over |
| 6 A try | B keep | C take | D pull |
| 7 A clothing | B trying | C dressing | D fitting |
| 8 A conceived | B assumed | C considered | D accepted |
| 9 A over | B into | C among | D around |
| 10 A service | B counter | C reception | D drawer |
| 11 A stuffed | B crushed | C packed | D pushed |
| 12 A came up | B followed | C rushed | D ran on |
| | on | round | |
| 13 A greatly | B honestly | C very | D truly |

I HATE SHOPPING!

Last weekend a friend of mine invited me to go shopping with him. I hate shopping, but I needed to get a present for my mum, so he offered to help me and persuaded me that we would have a 1) We went into a big 2) store, which was having a special 3) , so I was hoping to pick up a 4) My friend found this great T-shirt for my mum – it was the only one they had 5)! I wasn't sure if it was the right size. So, as I'm the same size as her, I decided to 6) it on and went along to the 7) rooms. I noticed this strange woman following me as I came out and 8) she was hoping to get the T-shirt if I didn't

want it. I continued browsing 9) the store and found a couple of small things I needed. Then I went to the 10) to pay but my friend was talking to me, so I forgot I had the T-shirt 11) in my bag. As I left the shop, the strange woman

12) to me and insisted that I had stolen the T-shirt. She was the store detective, not a customer! I apologised for forgetting to pay for it but the situation was very embarrassing and convinced me that shopping is 13) awful!

Reporting verbs

GRAMMARZONE

Reporting verbs

announce, believe, complain, declare, insist, state + *that*
She insisted that I had stolen the T-shirt.

persuade, remind, inform, warn + *someone* + *that*
He persuaded me that it would be fun.

agree, offer, promise, refuse, threaten + *to-infinitive*
He offered to help me.

advise, beg, encourage, invite, order, permit, tell
someone + *to-infinitive*

A friend invited me to go shopping with him.

accuse *someone* of, admit, apologise for, congratulate
someone on, deny, suggest + *-ing*

I apologised for forgetting to pay for it.

→ Grammar File, page 165

1 Complete the sentences with the correct form of the verb in brackets. Add a preposition where necessary.

- My dad threatened (throw away) my clothes if I didn't tidy my room!
- She accused me (steal) an expensive pair of designer sunglasses.
- He promised (get) me a CD for my birthday.
- I reminded her (take) plenty of money to buy souvenirs.
- She insisted (pay) for our lunch when we went out.
- I begged him (let) me go with him, but he refused.

2 Rewrite the sentences in reported speech using these reporting verbs. Only add *that* if necessary.

admit agree claim congratulate permit
 refuse warn

- 'Well done! You got a job in the bank,' she said.
She congratulated me on getting a job in the bank.
- 'You might not be able to sell your old CDs for very much,' he said to me.
- 'I'm afraid I've broken your MP3 player,' my sister said.
- 'No, I'm not going to go shopping with you on Saturday,' she said.

5 'My mobile is the latest model,' Lucy said.

6 'You can go to the front of the queue,' the shop assistant told us.

7 'You're right – Nokia phones are very well designed,' Elaine said.

3 Complete the article with one word which best fits each gap.

www1.watchingmusic.com

WATCHING MUSIC

In 1981 the U.S. video channel MTV was launched, beginning an era of non-stop music on television. Executives at MTV claim that this created an important connection 1) *between* video and music, and many new artists at that time, such 2) Madonna, owed their success to their 'video appeal'. Some record producers insist 3) that MTV has introduced a new art form into popular culture, while others have accused videos 4) being damaging to the true musical artist because physical appeal is now critical to popularity and success. There is 5) doubt that music videos are 6) popular in their own right as the songs. Some people even refuse 7) watch the videos with the sound turned on as they are more interested in the visual 8) the audio.

Social studies experts believe that this reflects the increasing trend in the music business to focus on 9) attractive the artists are rather 10) on their music. In fact, videos have now become 11) most important way to advertise music, even 12) the artist can't perform very well. Sales of music videos are rising every year and mediocre pop artists can 13) a success of their career if they have a good enough video to accompany their songs.

Time to talk

- Do you ever watch music videos even if the song isn't very good, just because you like the video? Do you know any good music videos?
- Do you think music videos are a good way of advertising music? Why/Why not?

Get ideas

- 1 You are planning to visit a city you have never been to before. What sort of things do you want to know about shopping there? Which city do you think would be the best city to visit for shopping?

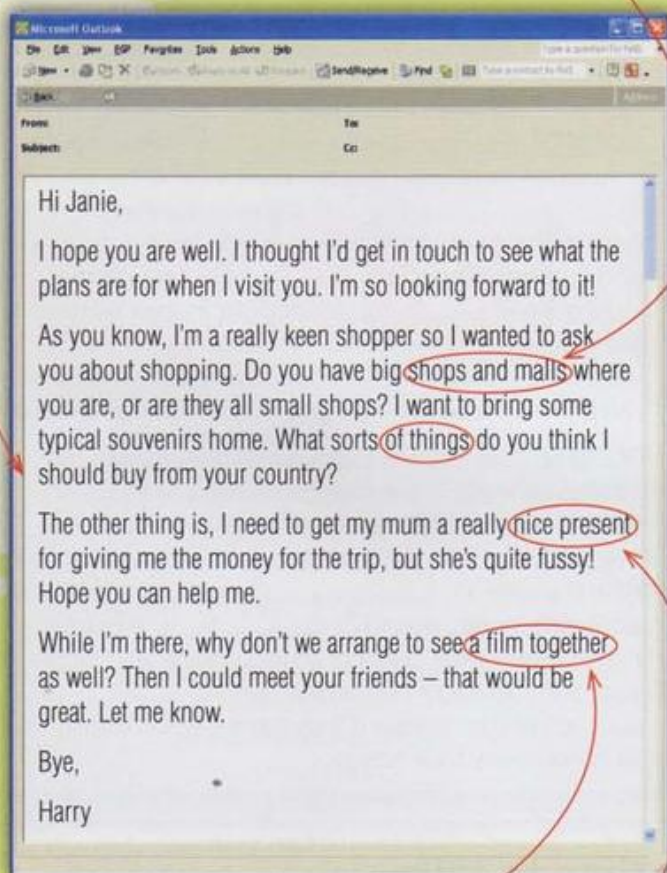
Plan ahead

- 2 Janie has received an email from her friend, Harry. Read Harry's email and the notes Janie has made. Choose what should be included in Janie's reply.

- a sentence about how happy she will be to see Harry
- a note about the problems Harry's visit will cause
- information about shopping in her country
- questions about shopping in Harry's country
- information about what her mum likes
- questions about what Harry's mum likes
- a list of the films which are on in her town
- a reason why seeing a film is not a good idea

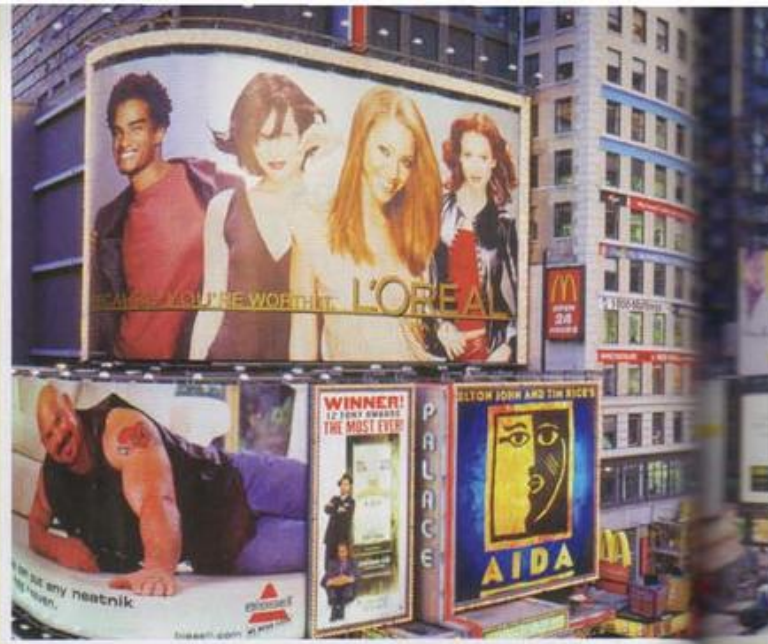
say what and why

give details



explain why not

ask about this



- 3 Read Janie's reply. How many paragraphs are there? What is the topic of each paragraph?



Language to use

- 4 Look at Janie's email and find the language she uses to do these things:

- start with a greeting
- refer to the subject she wants to talk about
- sign off the email at the end
- include her name



- 5 Which of these greetings can you use to begin an email? Does it matter which one you use?

Hello Hi Dear ...

Time to write an email

- 6 Your Australian friend, Laura, is visiting you next month. Read Laura's email and the notes you have made. Decide what to include for each point in your notes.

Microsoft Outlook

File Edit View Format Tools Help

Send/Receive Print Tools & Connect to Web

From: [redacted] To: [redacted]

Subject: [redacted] Cc: [redacted]

Hi,

How are you? I'm getting really excited about coming to see you. It'll be great!

There's so much to do, but one thing I'm really interested in is buying some CDs as the music from your country is so great, and I hear CDs are cheaper there. What kind of music is popular in your country? I love shopping for clothes as well. What are your favourite shops? It would be great to have a shopping day with you as well as seeing the sights.

By the way, if we go out for the day, I'd like to buy you lunch. Is there somewhere nice we could go?

Also, is there anything you want me to bring you from Australia?

Write soon!

Laura

give details

say what and why

ask about what she'd prefer

suggest something

SKILLZONE

Replying to an email?

- Make sure you refer to the email you received.
- Use the same **language style** throughout.
- Try to use a **new paragraph** for each new topic.
- Don't forget to check your **spelling** and **punctuation**!

- 7 Make a plan and write your reply to Laura's email in 120–150 words.

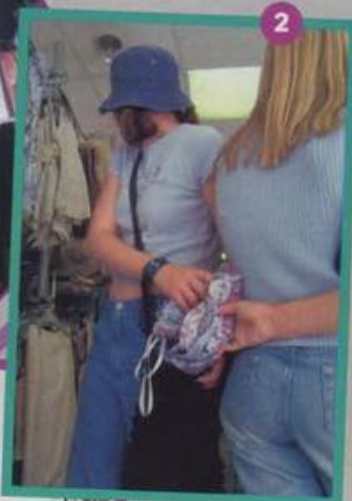
Time to watch Fashion Show

- 8 Watch the DVD and do the activities on page 152.



10

Breaking the rules



Get ideas

1 Match the activities (a–d) with the photos above (1–4).

- a playing truant b hacking
c painting graffiti d shoplifting

2 Why do you think young people might get involved in anti-social activities like the ones above?

EXAMZONE

Looking for **detail** in a text? Here's how:

- Look for words with a **similar meaning**.
- If the question's about how someone **thinks** or **feels**, look for words that tell you an **opinion** or **attitude**.

Time to read

3 Read the article quickly. Which activities in the photos in Exercise 1 are the people describing?

4 Read the article again. Match the questions (1–16) with the people (A–D).

Which person

- | | |
|--|-------|
| 1 doesn't feel sorry about what they did? | D |
| 2 did something wrong because they were bored? | ..... |
| 3 was unaware that they were doing something wrong? | ..... |
| 4 told other people about their crime? | ..... |
| 5 felt scared about the results of what they had done? | ..... |
| 6 enjoyed the fact that they were famous? | ..... |
| 7 was influenced by a friend? | ..... |
| 8 suggested rule-breaking ideas to friends? | ..... |
| 9 mentions the difference in their life now? | ..... |
| 10 mentions the need to be part of a group? | ..... |
| 11 got less pleasure from their wrongdoing than they expected? | ..... |
| 12 says how they were punished for their crime? | ..... |
| 13 wants others to learn from their mistakes? | ..... |
| 14 did something that was very common at the time? | ..... |
| 15 mentions the difficulties their behaviour has created for their future? | ..... |
| 16 mentions the struggle to leave their old life behind? | ..... |

5 Find words in the article that match these definitions.

- 1 secretly find a way of getting information from someone else's computer (text A)
- 2 not allowed by law (text A)
- 3 someone who leads a group that is doing something wrong (text B)
- 4 opposing someone in authority or the rules of society (text B)
- 5 a punishment that a judge gives to someone guilty of a crime (text B)
- 6 a group of young people, especially that often cause trouble or fights (text C)
- 7 someone who sees something happen, especially an accident or crime (text C)
- 8 your name written the way you usually write it (text D)
- 9 something that someone has when they have been found guilty of a crime (text D)

I wish I hadn't ...

Four young people talk about getting into trouble

A Martin



I was always good at computers and I used to break codes and hack into secure sites. It didn't occur to me that it was illegal. It seemed just a bit of harmless fun.

There was a group of us who used to compete with each other to be more and more daring. I got onto a mobile phone site and I got the number of a famous person's mobile and managed to get all the addresses of their famous friends. I boasted about it to everyone I knew, so eventually, I was caught and charged. I thought I'd go to prison but at the trial, the jury decided I was innocent because the police didn't produce enough evidence. But I know now I shouldn't have done it. The court case created a lot of bad publicity for the famous person. I was so caught up in hacking that I forgot I was ruining someone's private life. I wish I had never got involved in it now.

B Brad



We all used to play truant from school. In fact, truanting was a big problem at our school. I was always in trouble from when I was small. We did it because there was nothing else to do – a mate of mine was the ringleader and we just copied him. But I was quite rebellious, so I think I would have done it on my own anyway. Of course, in reality it wasn't exciting at all. But it's not a serious crime, like if you rob someone or vandalise something, so I don't think you get punished with a sentence, but they can make you pay a fine. In the end, I realised that I needed to pass my school exams and that's what I'm trying my best to do at the moment. My old friends still want me to join them but I've left all that behind and I'm studying hard.

C Louise



I'm prepared to talk about my story because if it stops one person from doing what I did, then it will be worth it. I was popular at school, so I created this little gang around me, who went along with whatever I had in mind – I was too scared to act alone. At the weekend sometimes we would go shoplifting – just small things, but still very wrong. One day someone caught us and we were all arrested. My parents were so upset, especially when the witness turned out to be a neighbour. I went to court and was found guilty but I was let off because my lawyer argued that it was the first time I had done something like this and that I had learned my lesson. I was so frightened it made me change my ways. I wish I could make it up to my parents. I should have thought of them in the first place.

D Steve



I was always very good at art at school and I saw graffiti art as an extension of that. I didn't realise it was actually something you could be imprisoned for, though obviously I knew we weren't supposed to be doing it. My friends and I formed a group and we each had our own signature. We used to paint graffiti on walls at night when no one was around. Soon everybody locally knew who we were, which gave us some respect. But one night we got caught and the punishment the judge gave us was to wash all the walls we had painted, so I spent three months doing that and thinking if only I had used washable paint! I still think graffiti liven up city walls and is a way of expressing yourself. I wish I was still a graffiti artist – I felt it was like making art. Ideally, I'd like to go to art college, but it may be difficult because of my conviction.

- 8 Complete the sentences with the nouns from Exercise 7. Then discuss the questions with a partner.

- How long do you think the for arson should be?
- Do you think people with a should be allowed to work?
- How would you feel about being the to a crime?
- What do you think is the most suitable for vandalism?

Summarise

Explain how each person feels about their **past**
They find their life difficult at the moment because ...
They are unhappy because ...
They feel sad about ...



Coming up ... **Watch Out!** on DVD. See page 115.

Crime

WORDZONE

Do you want to talk about what the **law** does or what happens to the **criminal**?

The law

to arrest
to charge
to catch
to fine
to imprison

The criminal

to be arrested
to be charged
to be caught
to be fined
to be imprisoned

- 1 Complete the text with these words. You will need to use one word twice.

case conviction court evidence judge
jury lawyer prison trial

6'6" crime

6'0" and

5'6" punishment

5'0"

4'6"

4'0"

3'6"

3'0"

When somebody is charged with a crime, they have to go to 1) and have a(n) 2) During the trial, the person (the defendant) is represented by a(n) 3) This person is responsible for presenting the defendant's 4) to the court. For small crimes, a(n) 5) may make a decision. If it is a serious crime, then there will also be a(n) 6) of twelve ordinary people who will decide if the defendant is guilty or innocent. There may be a witness who is called to give 7) The defendant may be found innocent, but if he or she is found guilty, then the 8) sentences them. This punishment can be a fine, but sometimes they have to go to prison. When they eventually leave 9) they may find it hard to get a job because they will have a(n) 10) on their records.

- 2 Put these words in the correct order to show what happens when somebody commits a crime.

arrested caught charged fined found guilty
found innocent imprisoned let off set free

Somebody is 1)
doing something.

They are 2)
for something.

They are 3)
with something.

They are
4) of
something.

They are
5)

They are
6)
7) or
8)

They are
9)

- 3 Choose the correct word to complete the sentences.

- 1 He was only *fined/charged*, but it was more than he could afford to pay.
- 2 I think it was unfair that she was *let off/found guilty*. She'll just do it again.
- 3 He was *arrested/charged* for speeding in his car, but they had to release him, as they had no evidence.
- 4 I think she'll be found *guilty/innocent*, as they have lots of evidence.
- 5 He was *caught/imprisoned* for ten years!
- 6 They were *caught/arrested* by members of the public, but then they ran off.
- 7 She was taken to the police station last night and will be *charged/arrested* in the morning.
- 8 The court found the woman *innocent/guilty*, but I think she did it!

Memorise

Try to remember **what happens** when **somebody goes to court**

Wishes and regrets

GRAMMARZONE

Wishes and regrets

wish/if only + past tense to make a wish about the present

I wish I was still a graffiti artist.

I wish I could make it up to my parents.

wish/if only + past perfect to express regret about the past

If only I had never got involved in it.

wish/if only + you/he/she/it/they + would to express dissatisfaction/annoyance about something we would like to be different, but probably won't happen

I wish they would leave me alone.

wish/if only + you/he/she/it/they + would to make a wish that will probably never come true

I wish they would give me a job.

regret + -ing to express regret about the past

I regret playing truant now.

should/shouldn't have + past participle to express regret about the past

I shouldn't have done it.

wished and regretted to express wishes and regrets in the past

I wished I had never set eyes on them!

→ Grammar File, page 165

1 Choose the correct form to complete the sentences.

- I regret *to get/getting* involved with that group of people.
- I wish *he/we* wouldn't keep taking time off school.
- I wish I *could/would* find a job now.
- If only I *had realised/would have realised* what I was doing!
- If only we *wouldn't be/weren't* in trouble!
- She *shouldn't/wouldn't* have stolen that make-up.
- I wish he *would speak/have spoken* to me when he has a problem.
- She wished she *would have/had* never met that group of girls.
- I wish I *wasn't/hadn't* so easily influenced by my friends.
- If only he *had/has* told me he was in trouble!

2 Complete the sentences with the correct form of these verbs.

be be arrested leave steal stop can

- I wish he , as it would have taught him a lesson.
- If only they asking me to be in their gang.
- He regrets from that shop.
- I shouldn't my bag in the car.
- I wish I turn back the clock.
- If only I better at saying 'no'!

3 Rewrite the sentences using the words in capitals. Use between two and five words, including the word given.

- I feel sad that I didn't tell my parents about getting into trouble.
WISH
I my parents about getting into trouble.
- She'd like to meet new people, but she can't.
COULD
She meet new people, but she can't.
- I wish I hadn't messed around when I was at school.
REGRET
I when I was at school.
- The best thing would have been to tell my father about it.
SHOULD
I my father about it.
- I want you to stop calling me.
WISH
I stop calling me.
- I'd like to be at home.
IF
..... at home.
- I'd like my parents to forgive me.
WISH
I forgive me.
- It was stupid of me to trust her.
SHOULD
I her.

4 Look at your sentences in Exercise 3. Decide whether each sentence refers to the past, present or future.

Time to talk

- Tell a partner your wishes about two things about the past or present. Then tell him/her about somebody's annoying habit and how you would like them to change.

Get ideas

1 Have you ever been in trouble at school? What can be done to stop teenagers getting into serious trouble?

2 Match the phrasal verbs (1–8) with the nouns (a–h).

- | | |
|----------------------|-------------------------------------|
| 1 let off with | a the consequences/the fact |
| 2 make off with | b no good/trouble |
| 3 look back on | c a person/an idea |
| 4 face up to | d a fine/murder |
| 5 (feel) let down by | e a warning/caution |
| 6 get up to | f a million dollars/my mobile phone |
| 7 get away with | g my friends/his behaviour |
| 8 get hold of | h this summer/last weekend |

EXAMZONE

Need to choose from three options?

→ All three options will be mentioned but **only one** is the right answer to the question.

→ Remember that **an opinion** may be **introduced by a negative**, e.g. *I don't think ..., It's not right that ..., It's not all bad news because ...*

Time to listen

3 Listen to eight short conversations. After each conversation, choose the correct answer, A, B or C, for the question you here.

- | | | |
|---|---|---|
| 1  |  |  |
| 2  |  |  |
| 3  |  |  |
| 4  |  |  |
| 5  |  |  |
| 6  |  |  |
| 7  |  |  |
| 8  |  |  |

4 Listen again and find the phrasal verbs from Exercise 2.

Get ideas

- 1 What kinds of outside-school activities do you think interest teenagers? Why?
- 2 Look at the photos and discuss these questions.
 - Do you think boys or girls are more likely to get into trouble?
 - Do you think it is important to occupy your spare time?
 - Do you think it is a good idea for teenagers to get involved in helping others?



Useful phrases

Expressing a negative opinion

I don't agree with ...
That's a bad idea, because ...
The problem is that ...
I don't share that view, because ...
What I object to is ...

Giving a balanced view

You could say ... , but also ...
On the one hand, On the other, ...
It may be a good idea However, ...
It's true that ... , but ...
At the same time, ...

Time to speak

- 4 Look at this question and think of reasons for and against. Discuss with a partner.

Do you think friends should help someone who is always getting into trouble?

EXAMZONE

Still worried about saying what you think?

- Don't worry if you disagree with a question. Simply **give your view** with **reasons why**.
- Try to give a **balanced view** sometimes, to show how much language you know!

- 5 Decide if you agree or disagree with these questions, or if you can give a balanced view. Then ask and answer the questions with a partner.

Do you think parents and teachers should be stricter with children than they are today?
 Why/Why not?

Who do you think are the right people to discipline children?

At what age should children be responsible for their own behaviour?

- 2.13 3 Listen to a student discussing the questions in Exercise 2. For which question(s) does she:

- 1 give reasons for her opinion?
- 2 express a negative opinion?
- 3 give a balanced view?

Word formation

- 1 Add these prefixes to the words 1–5 below, then match them with their meanings (a–e).

dis- de- anti- in- mis-

- | | |
|----------------|--|
| 1 famous | a to cause trouble |
| 2 fraud | b to lie, cheat or steal |
| 3 social | c well-known in a bad way |
| 4 honest | d upsetting, harming or annoying other people |
| 5 behave | e to trick a person or organisation to get money from them |

- 2 Complete the sentences with the correct form of words from Exercise 1.

- I think criminal behaviour is extremely, as it affects everybody.
- He pretended to be investing money and managed to her of all her savings.
- He was a very clever thief and became for stealing diamond necklaces!
- She's so – she's always lying about things.
- I think kids who should be punished.

WORDZONE

You can use *dis-*, *de-*, *anti-*, *in-*, and *mis-* to make opposite or negative verbs and adjectives:

agree → **disagree**

clockwise → **anti-clockwise**

understand → **misunderstand**

- 3 Complete the text with the correct form of the words in brackets.



Catch Me If You Can

Frank Abagnale was a master criminal who specialised in 1) *forgery* (forge) in 1960s USA. In his late teens, Abagnale pretended to be a Pan Am co-pilot in order to get free lifts on aeroplanes. This also allowed him to pass bad cheques since people thought he was a 2) (respect) airline pilot. In one 3) (believe) scheme, Frank tricked a group of students into thinking that he was hiring them as Pan Am flight 4) (attend) and they toured Europe while Frank passed bad cheques. He also deceived people by posing as a college 5) (lecture), a lawyer and a doctor – all with false documents. By the time he was caught, at age twenty-one, he had managed to 6) (fraud)

companies of over two million dollars. Frank was finally caught in France and, as a result, he spent six months in a(n) 7) (fame) French prison, 8) (with) any light. He was finally sent back to the USA. As his plane landed, he escaped through the toilet hatch by 9) (remove) the mechanism in the toilet. He was eventually caught and, while admitting he was guilty, he claimed only to have stolen from 10) (organise), not individuals. He spent four years in prison for fraud, but was released as he agreed to help US law enforcement agencies catch forgers. He described his life in his book, *Catch Me If You Can*, and his 11) (honest) adventures were made into a film starring Leonardo DiCaprio.

Linking words and structures

GRAMMARZONE

Reason

as, because, since, because of, on account of, due to
*He was imprisoned for a long time **due to** the nature of his crime.*

Purpose

in order to, in order that, so as to, so that, in case
*Abagnale pretended to be a Pan Am co-pilot **in order to** get free lifts on aeroplanes.*

Result

consequently, as a result, so
*He was spotted in Marseilles and, **as a result**, he spent six months in a French prison.*

Contrast

however, nevertheless, while, although
While admitting he was guilty, he claimed only to have stolen from companies.
 despite, in spite of
Despite the fact that he was so young, everyone believed him.

Cause

such (a/an) + adjective/adverb + noun + that, so + adjective/adverb + that
*His adventures became **so well-known that** they have now been made into a film.*

→ Grammar File, page 166

1 Complete the sentences with these words.

because consequently in case nevertheless such

- I always use a virus protection program I get a virus on my computer.
- He is worried about fraud of his wealth.
- It was a clever con trick that everybody was taken in.
- She conned several banks and,, was sent to prison.
- They knew it was wrong, but they kept the money.

2 Choose the correct words to complete the text.

Han van Meergeren was a painter who forged the work of Jan Vermeer. In the 1930s, when Meergeren began painting, not very much was known about Vermeer.



1) *As a result/Nevertheless*, it was easy for Meergeren to forge Vermeer's paintings and sell them to art experts without being found out. In fact, Meergeren was 2) *so/such* a good artist that the experts were completely taken in. Meergeren intended to own up to his forgery in the end 3) *because/so that* he could prove how easy it was to deceive the art experts. But in the end, he kept on painting 4) *since/in order that* he was making so much money from his fakes. In 1945 he was arrested in Holland for selling a so-called Vermeer to a German. 5) *Due to/In order to* avoid going to court, he told the truth – that he had painted it himself. 6) *However/Due to* his painting was 7) *as/so* good that the authorities did not believe him. The case went to court anyway, where the truth came out. 8) *so/while* the world finally realised how easy it was to con the art world.

3 Rewrite the sentences using the words in capitals. Use between two and five words, including the word given.

- I wished I'd told my mother.
NOT
I regretted my mother.
- I've not had any contact with him recently.
TOUCH
I haven't him recently.
- I went to the court so that I could watch the trial.
ORDER
I went to the court watch the trial.
- They are going to leave early so they don't have to speak to her.
AVOID
They are going to leave early to her.
- I think they are exactly the same.
DIFFERENCE
I think there is
- Her bad attitude was the cause of her problems.
DUE
She had problems
- I'd really like to be able to help them.
WISH
I them.

Time to talk

- What do you think is the worst form of fraud – tricking people on the Internet, forging paintings or writing false cheques? Why?

Get ideas

- 1 Look at these statistics about teenage crime. Which country do you think they are from? Are they similar or different in your country?

Girls aged 14–17 who shoplift:	6%
Boys under 17 who steal cars:	5%
Teenagers who play truant:	35%
People who think there should be a fixed time for teenagers returning home:	49%

- 3 With a partner, discuss the essay question below.

Some people think that young people nowadays get into trouble because they do not have enough respect for adults and they do not have enough discipline in their lives. Would stricter discipline prevent these young people getting into trouble? Discuss your opinion, giving examples.

- 4 Read the first three paragraphs of this essay. Do you agree? Why/Why not?

People often say that nowadays young people get into trouble **because** they do not behave or listen to adults. I believe that this may be the case for some people, but not for everybody.

Sometimes young people get into trouble **as** there is not enough for them to do **because of** their feelings of unhappiness about something. We should talk to them **in order to** find out about their problems. In my view, more discipline would not help these people. Often they regret doing something wrong and are **so** confused **that** they need to talk to an adult who will listen.

On the other hand, there are some young people whose families let them do what they want and, **consequently**, they never learn right from wrong. In my opinion, these people do need to have a strong person to tell them what to do and how to behave.

- 5 Choose the best conclusion. Give reasons.

A I don't agree that young people should have stricter discipline. For example, my father is very strict and this just makes me unhappy.

B Overall, I would say young people are very well behaved and usually only get into trouble for something small or for a short period in their lives, so I do not think most of them need more discipline.

C Every generation thinks that discipline is not strict enough. There are many reasons why discipline is changing and it's important to understand these reasons.

Plan ahead

- 2 Read the newspaper article. What do you think of the new discipline system suggested?

The News Express

Government ministers are getting concerned that young people do not have enough discipline and so are on the streets causing trouble. A tough new discipline system is to be introduced where students will sign in and sign out of every lesson and will have to stay behind at school if they do not complete their work or if their behaviour is bad. Complaints about this have already been raised by parents, who say there is enough pressure on students nowadays and they should be given more freedom.

PAC News Service

Language to use

- 6** Look at the best conclusion you chose in Exercise 5. Does the writer:
- summarise his/her point of view by repeating a reason given in the essay?
 - summarise and give a new reason for his/her point of view?
- 7** Look at the linking words in bold in the essay. What comes after each one?
- a cause a purpose a contrast a result a reason
- 8** Complete the sentences with your own ideas.
- I think young people should have strict discipline, since
 - Children need to know right from wrong in case
 - Some children have no discipline; so
 - While, strict discipline can sometimes make children very unhappy.
 - Some children have such strict discipline that

Time to write an essay

- 9** Read the newspaper article and discuss the essay question below with a partner.

The News Express

Government officials have decided that it is better for young people to do community service if they commit a crime rather than go to prison. This would mean that they would be given jobs like tidying up the streets, painting public buildings and doing repairs on anything they had damaged. They may even have to help the victims of their crime. Police have objected, saying that people should go to prison if they commit a crime.

PAC News Service

In many countries there is now a system where people who have committed a crime are asked to do community service. Some people think this is better for the community as it gets some useful work done, and better for the criminals, as they are working. Do you think this is the best way to deal with criminals?

Discuss your opinion, giving examples.

- 10** Make a plan and write your essay in 120–180 words.

EXAMZONE

Need to write an **essay**? Here are some tips:

- Use **linking words** to express cause, reason, purpose, etc.
- Use semi-formal or formal **language**.
- Make sure your opening and closing paragraphs **link to the question**.
- Give clear **positive and negative ideas** with examples.
- Give a **summary** of your view in the conclusion, using a new reason.

Time to watch Watch Out!

- 11** Watch the DVD and do the activities on page 153.



- 1 Read the text and choose the best answer, A, B, C or D.

Designer fakes

Have you ever bought something by one of your favourite fashion designers from a market or street 1)? A pair of Diesel jeans? A Hilfiger handbag? The 2) Nike trainers? Beware – because many of the fashion items sold on streets are fakes. This kind of selling is 3) and, if you buy these fakes, you can be 4)

If you are found 5) then don't expect to be 6) off – the fashion companies always prosecute. The fashion industry is really trying to stop these copies being sold. They are worried that the fakes are starting to make their 7) look cheap. Many of the big companies know that the 8) of their products is that they are 9) and the fake market is spoiling this. People see the designer 10) and don't care if it is an original or not. They are happy to get a status 11) on the cheap. But beware before you show 12) your new jeans to your friends. The fakes may look good, but they can fall apart after a short time. And they may end up being more expensive than the originals if you have to pay a 13) for buying fake goods!

- | | | | |
|--------------|-------------|------------|------------------|
| 1 A supplier | B agent | C trader | D representative |
| 2 A latest | B recent | C late | D fresh |
| 3 A lawless | B illegal | C outlawed | D wicked |
| 4 A taken | B captured | C trapped | D arrested |
| 5 A wrong | B guilty | C criminal | D charged |
| 6 A called | B made | C let | D allowed |
| 7 A stamps | B signs | C marks | D brands |
| 8 A interest | B attention | C notice | D appeal |
| 9 A complete | B exclusive | C choice | D absolute |
| 10 A label | B token | C badge | D sticker |
| 11 A figure | B symbol | C logo | D image |
| 12 A up | B round | C off | D through |
| 13 A bill | B receipt | C charge | D fine |

- 2 Complete the text with one word that best fits each gap.

You can be a celebrity too!

Would you buy Lindsay Lohan's shoes? Or Justin Timberlake's jeans? Or Shakira's T-shirt? One reason 1) the fashion industry is 2) happy at the moment is that fashion companies know that they only have to produce a copy of something that a celebrity has worn, and that article will sell. In the past we 3) to rely on fashion magazines to tell us what was 'in', but now, more and more, celebrities dictate 4) we wear. Mina Gill, who buys fashion for a London store, has just agreed 5) buy in the latest sandals to hit L.A. She said, 'I know all the celebrities will be wearing these, 6) we have to stock them, too.' 7) she wants to stock these clothes, she also admits she's frustrated that her customers aren't more individual in 8) tastes. 'I wish they 9) try out new styles, but they think a lot of actors and singers look cool and they want to be like them.' Will this trend last? Mina thinks 10) will. She suggested 11) people think they are getting a bit of celebrity lifestyle 12) they buy the same clothes. One thing is certain – the fashion industry is making a fortune 13) of producing cheap versions of celebrity wear.

- 3 Complete the article with the correct form of the words in capitals.

The Graffiti Artist

I started doing graffiti when I was about twelve. I thought it was 1) fantastic FANTASY
A group of us used to do it – we saw it as a way of expressing our 2) INDIVIDUAL
We used to have 3) between us to see who COMPETE
could paint the largest walls. As I got older it got more serious and our gang became 4) with the local police. We FAMOUS
always signed our graffiti with a tag, which is like an 5) for the group; a ADVERTISE
way of showing off. We were so 6); THOUGHT
we didn't see that we were causing damage. Eventually, when I was about 18, three of us were arrested. Because we had been stupid enough to 7) our PERSONAL
graffiti, it was easy to identify us as the artists. We were found guilty and got a 8) CONVICT
and the leader of the gang was actually 9) PRISON
My 10) said I was LAW
lucky just to get a fine. Now I work with kids teaching them art in a centre at weekends. I want to show them how being 11) doesn't have to mean ARTIST
damaging other people's property.

4 Rewrite the sentences using the words in capitals. Use between two and five words, including the word given.

- I should have bought that dress when I saw it.
WISH
I that dress when I saw it.
- 'Did James steal the bike?' he said to me.
STOLEN
He the bike.
- I shouldn't have lent her my expensive jeans!
REGRET
I my expensive jeans.
- 'Shall I help you with your shopping?' he said to me.
OFFERED
He with my shopping.
- He drives me mad when he borrows my clothes.
ONLY
If my clothes.
- 'I'm sorry I lost your bag', he said to her.
APOLOGISED
He bag.
- He stole the mobile so he could speak to her.
ORDER
He stole the mobile to her.
- He played truant because he was bored.
SO
He that he played truant.

5 Choose the word or phrase that best completes the sentence.

- A: Did you see last night's Fashion Blog?
B: Yes, I was surprised when it said that big jewellery is of fashion!
A going off
B going over
C going out
D going away
- When she played truant her parents felt very by her behaviour.
A let off
B let down
C put down
D put off
- I think he behaved badly because he was by his friends.
A influenced
B appealed
C directed
D moved

- A: Do you want to come to town on Saturday?
B: Yes, but I can only afford to go shopping!
A impulse
B bargain
C looking
D window

- The new sports centre has been by a group of youths. We're going to help clean it up.
A destroyed
B harmed
C vandalised
D injured

6 Choose the word or phrase that best completes the sentence.

- I wish I Diesel jeans!
A afforded
B could afford
C had afforded
D would afford
- The police warned her that they her parents.
A will tell
B told
C would tell
D have told
- My friends encouraged me the expensive handbag.
A buy
B buying
C bought
D to buy
- A: Do you miss your school friends?
B: Yes, I still with them.
A wished I was
B wish being
C wish I would be
D wish I was
- The policeman wore plain clothes people spotted him.
A so that
B since
C in case
D due to

Did you remember all the vocabulary and grammar points?

- Vocabulary File, pages 152–153
- Grammar File, pages 164–166

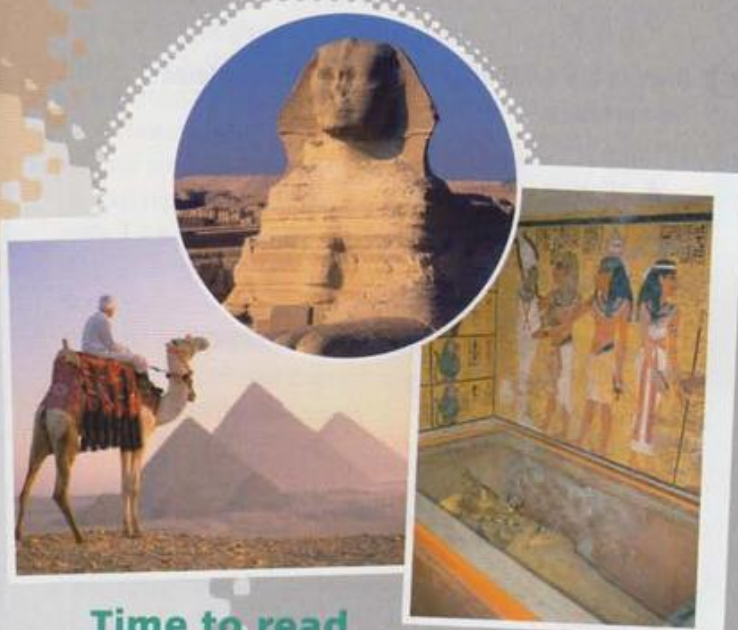


11

A tall story

Get ideas

- 1 What do you know about ancient Egypt?
- 2 Describe the photos. Have you ever been in these places?



Time to read

- 3 Look at the photo on page 119. Who do you think it is? Read the article to find out.
- 4 Read the article and choose the best answer, A, B, C or D.
 - 1 In paragraph 2, the writer states that Carter
 - A was intending to rob a tomb.
 - B wanted to be the first to discover a royal tomb.
 - C had already discovered a number of tombs.
 - D believed he could find a particular tomb.
 - 2 What does *shadowy* mean in line 17?
 - A mysterious
 - B impressive
 - C suspicious
 - D fascinating
 - 3 What does *these* refer to in line 29?
 - A the tombs
 - B the spirits
 - C the objects
 - D the bodies
 - 4 Why did Carter buy the canary in a golden cage?
 - A Because it might bring him luck.
 - B To guard him in the tomb.
 - C So he could keep it at home.
 - D To please his servants.
 - 5 When the burial chamber was finally opened, the people present were
 - A disturbed.
 - B amazed.
 - C scared.
 - D puzzled.

- 6 What does the writer suggest about Carnarvon's death?
 - A It was the result of exhaustion.
 - B It may not have been natural.
 - C It was caused by Carter.
 - D It was due to malaria.
- 7 What is meant by *met untimely ends* in line 66?
 - A had to retire early
 - B became ill for no reason
 - C were unlucky in their lives
 - D had their lives ended early
- 8 What does *it* refer to in line 70?
 - A the excavation
 - B the mummy
 - C the tomb
 - D the tragedy

5 Match words (1–9) from the article with the definitions (a–i).

- | | |
|-------------------------|---|
| 1 peer (line 4) | a continued to live |
| 2 adjoining (line 6) | b look carefully at something which is difficult to see |
| 3 undisturbed (line 15) | c next to and connected to |
| 4 erased (line 18) | d removed |
| 5 threatening (line 34) | e not touched by anyone |
| 6 peril (line 37) | f breathed in suddenly |
| 7 gasped (line 47) | g saying that you will hurt someone |
| 8 wound (line 58) | h great danger |
| 9 survived (line 67) | i an open injury to the body |

EXAMZONE

Want to check you're answering multiple-choice questions correctly?

Make sure you **read the question stem** carefully **before you choose** an option. The options may all be true by themselves, but only one of them will complete the stem correctly.

Summarise

Summarise the main events of the story.

It all began when ... A while later, ...
In the end, ...

THE MUMMY'S CURSE

1 Egypt, Valley of the Kings, November 1922. In a dry, dusty valley, two men discover a sealed stone door that leads to an underground chamber. They make a small hole in the door and peer into the dark room. Priceless treasures lie everywhere – golden chariots, thrones and chests. Two life-sized statues, carved in black, guard the chamber. In an adjoining room, still hidden from their eyes, is the golden shrine of Pharaoh Tutankhamun.

2 This scene is history, not fiction. The men were Howard Carter and Lord Carnarvon, both keen archaeologists. They had come to the valley because it was the burial place of the kings of ancient Egypt, the pharaohs. Many royal tombs had already been found. Sadly, their treasures had been stolen centuries before. But Carter was convinced that one more tomb remained undisturbed – the tomb of Pharaoh Tutankhamun!

3 Tutankhamun is a shadowy figure. When he died, details of his reign were erased from public monuments, and there are few surviving written records. He became king in about 1333 BC, at the age of ten, and was married when he was still a child, perhaps even to his sister. His mother may have been Queen Nefertiti, a queen of great beauty. Tutankhamun died when he was sixteen or seventeen. Archaeologists believe his enemies might have murdered him.

4 The ancient Egyptians believed their pharaohs were gods, whose spirits lived on after death. Their bodies were therefore preserved or 'mummified' and surrounded with objects for the afterlife. These included precious items such as golden chariots, statues and jewellery. Mummies and tombs were thought to be the earthly homes of the dead spirits. Disturbing or robbing a tomb made the spirit homeless. Curses were therefore often inscribed at the entrance to a burial chamber, threatening anyone who entered it with terrible punishments.

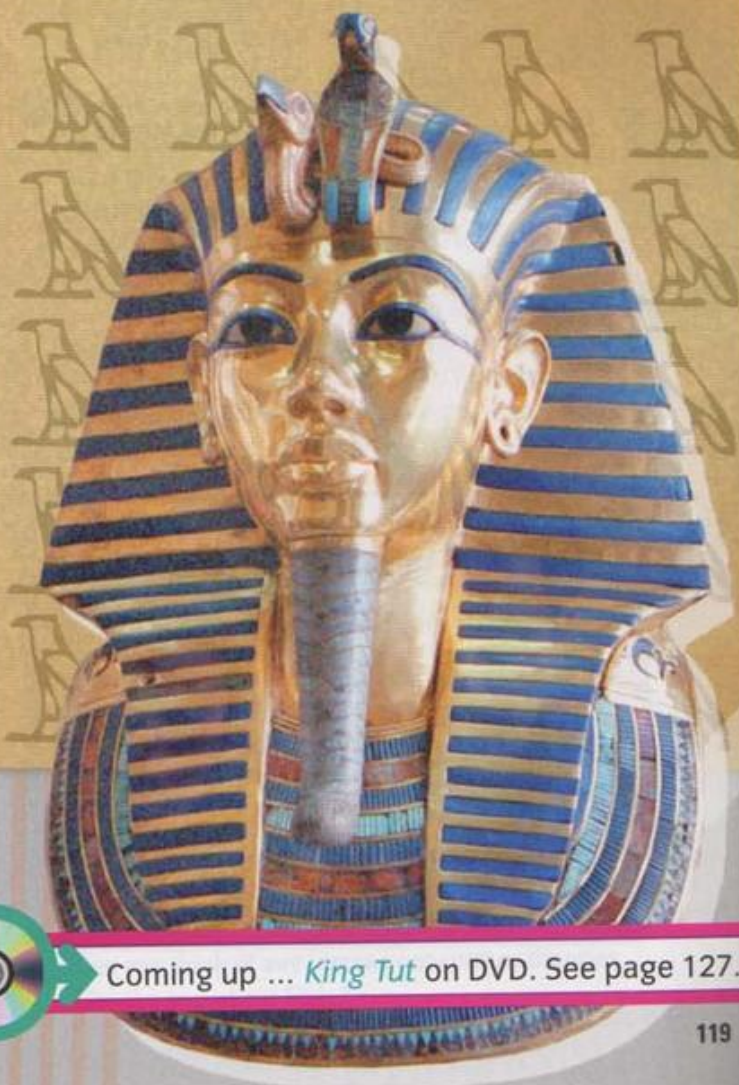
5 Carter and Carnarvon must have known about 'The Mummy's Curse'. They ignored it at their peril! Days before discovering the tomb, Carter had bought a pet canary in a golden cage. His servants considered it a lucky charm. But on the day the tomb was found, a cobra killed the canary. Cobras were royal snakes, worn on the headdress of every pharaoh! Was this the start of the curse?

6 News of the new royal tomb spread quickly. But it was three months before Carter could open the burial chamber. Invited guests gathered around, eager to view the mummy that had been left undisturbed for 3,000 years. When the door was finally opened, everyone gasped in wonder. The mummy lay in a massive golden shrine. Symbols were carved along the sides to guard it from intruders. Did they include a curse? Subsequent events suggested they did.

7 Carter was exhausted. He had been digging for months and was in a highly nervous state. One day he argued with Carnarvon and threw him out of his house. He may have regretted this later, but in just one month, Carnarvon was dead. A mosquito bite on his cheek had become infected and Carnarvon, never a strong man, developed pneumonia and died. The mummy was said to have a wound on its cheek, too! Could the curse have caused Carnarvon's death?

8 Stranger events followed. At the time Carnarvon died, the lights went out all over Cairo. At exactly that moment, over in England, Carnarvon's dog howled and dropped dead. Later that year, his younger brother died unexpectedly. Carter's assistant died suddenly, too. In time, more and more people who had entered the tomb met untimely ends. By now Carter must have been wondering if a similar fate awaited him! In fact, he survived, but his health was ruined and he eventually died a bitter man.

9 The excavation of the mummy's tomb brought nothing but tragedy to the people involved. But was it the result of the mummy's curse? We may never know.



Time to talk

- 6 Which period of history do you find most interesting? Why?
- 7 Do you think everyone should study history at school? Why/Why not?



Coming up ... *King Tut* on DVD. See page 127.

History

1 Find words or phrases in the article on page 119 that match these meanings.

- 1 extremely valuable (para 1)
- 2 a place connected with a holy person/event (para 1)
- 3 people who study objects from ancient societies (para 2)
- 4 stone structures where dead people are buried (para 2)
- 5 words used to ask a magical power to do something bad to a person (para 4)
- 6 pictures or shapes that have a particular meaning (para 6)
- 7 an organised process of digging for historical objects (para 9)
- 8 an extremely sad event, in which something very bad happens (para 9)

2 Find the odd one out in each group. Explain why.

- 1 chariot intruder headdress throne
- 2 historian archaeologist geography biographer
- 3 pharaoh queen intruder statue
- 4 tomb curse shrine burial place
- 5 excavate locate find discover

3 Explain the difference between each pair of words. Give an example of each.

- 1 a a statement b a rumour
- 2 a a story b history
- 3 a fact b fiction

4 Do you think the sentences below are fact or fiction? Why/Why not?

- 1 Cleopatra and Julius Caesar had a child together.
- 2 El Dorado, a country made of gold, was discovered by Spanish explorers in the sixteenth century.
- 3 The very first humans came from Africa.
- 4 Robin Hood definitely existed and his life is fully documented in English history.
- 5 In the seventeenth and eighteenth centuries, pirates often attacked ships in the Caribbean.

WORDZONE

Need to know more about forming words? Fine!

Remember that you can sometimes add a prefix or a suffix? Well, sometimes you need to **make bigger changes to a word** (and watch the spelling!). Look at these examples:

die → death

bury → burial

live → life

5 Complete the tables.

Verb	Noun
believe	
	burial
investigate	
	proof
enter	

Adjective	Noun	Verb
strong		
	breadth	
long		
		widen

6 Complete the text with the correct form of the words in brackets.



History unearthed

I used to hate history classes! Studying documents written by boring old 1) (history) just wasn't my idea of fun. I wasn't interested in ancient 2) (civilise) either! Then a friend persuaded me to go on an 3) (archaeology) dig. The aim was to uncover a medieval 4) (settle). It was amazing! There were about thirty of us on the 5) (excavate), and we had great fun. There were some 6) (profession) archaeologists in the group, but most of us were volunteers. Of course, the work wasn't always 7) (glamour)! When it rained, we got covered in mud! But somehow, that didn't matter. We were uncovering artefacts like 8) (jewel) and bits of costume that would provide valuable 9) (evident) of how people lived long, long ago. It was exciting and 10) (extreme) addictive!

Memorise

When you write a **new word** in your vocabulary book, make a note of any **words you can form from it** (e.g. history, historian).

Write down five new words you have learned on the topic of history. Can you form any other words from them?

More modal verbs

GRAMMARZONE

Degrees of certainty

may/might/could + infinitive for a present or future situation that we believe is possible

We **may never know** whether Lord Carnarvon's death was due to the mummy's curse.

must + infinitive for a present situation that we believe is almost certain

This **must be** the entrance to an underground chamber.

can't + infinitive for a present situation that we believe is impossible

Stories of the mummy's curse **can't be** true because Carter lived to the age of sixty-four.

may/might/could + perfect infinitive for a past situation that we believe is possible

His mother **may have been** Queen Nefertiti.

must + perfect infinitive for a past situation that we believe is almost certain

Carter and Carnarvon **must have known** about the mummy's curse.

must + perfect continuous infinitive for a continuous past event that we believe is almost certain

By now Carter **must have been wondering** what fate had in store for him.

can't + perfect (continuous) infinitive for a past situation that we believe is impossible

They **can't have been expecting** to find such priceless treasures.

He was a shy man and **can't have enjoyed** the publicity.

→ Grammar File, page 166

1 Choose the correct word to complete the sentences.

- 1 We *can/may* learn more about Tutankhamun's life as time goes by, but who knows?
- 2 There are no fingerprints on the documents, so the thief *can't/must* have been wearing gloves.
- 3 The ground is icy, so the temperature *can't/must* have dropped.
- 4 We *can't/may* have left by the time you get back.
- 5 You *can't/mustn't* be tired! You've only been digging for a few minutes!

2 Complete the conversations with a modal verb and the correct form of the verbs in brackets.

- 1 A: Hey! I think I've just seen a ghost!
B: You (see) a ghost because they don't exist.
- 2 A: What's that noise?
B: I don't know. There (be) something wrong with the engine.
- 3 A: Sarah (feel) really sick, or she'd never have missed the trip to the museum.
B: I know. And she's fine again now!
- 4 A: Gregor hates science fiction films.
B: Don't be silly. He (hate) them. He watches them all the time!
- 5 A: Where's my key? It's not in my pocket any more!
B: I don't know. You (drop) it somewhere.

3 Suggest reasons for the situations below. Use *must*, *can't* and *may/might/could*.

- 1 Some priceless jewellery has disappeared from the exhibition.
- 2 There's a robot in the garden!
- 3 The newsreader said the Martians have landed.
- 4 Our History teacher wasn't in school yesterday.
- 5 Hey! The lights have all gone out!
- 6 Paul walked out in the middle of the lecture.

4 Complete the article with one word which best fits each gap.

History books say that Elvis Presley died on 16 August 1977, so it must

1) true. Or is it? Some fans are not convinced. They say Elvis *can't* 2) died that day, because he was spotted later, alive and well! Elvis had offered to inform on a law-breaker, so he *might* have 3) his life was in danger. 4) he have faked his death to hide his identity? After his 'death', a man just like him flew to Buenos Aires under the name John Burrows, a name Elvis often used when travelling. Could it have 5) him? The idea that Elvis *might* be 6) in a house in Argentina right now is one of the most bizarre conspiracy theories of all time!



Time to talk

5 Can you think of any famous conspiracy theories, like the one about Elvis?

Get ideas

- 1 How are the people in the photos finding out about past history? Do you know any other ways?



- 2 Match the words and phrases (1–8) with the definitions (a–h).

- | | |
|-------------------|--|
| 1 dig | a very old |
| 2 ancient | b do something together with other people |
| 3 buried | c formal documents |
| 4 dig out | d pull out of the ground |
| 5 official papers | e TV programme with information about a subject |
| 6 documentary | f performance of a past event as a story or play |
| 7 re-enactment | g put under the ground |
| 8 take part in | h excavation |

Time to listen

- 3 You are going to listen to five people talking about events that have brought history alive to them. Before you listen discuss how the activities might have brought history alive for the speakers.



- 4 Listen and match the activities (A–F) with the speakers (1–5). There is one extra activity.

- | | |
|-------------------------------------|-------|
| A helping out at a museum | ..... |
| B discovering buried treasure | ..... |
| C exploring an ancient civilisation | ..... |
| D joining an excavation | ..... |
| E uncovering important documents | ..... |
| F taking part in a re-enactment | ..... |



- 5 Find the words you think should be stressed in these sentences. Then listen and check your answers. Why are they stressed?

- My history teacher is brilliant! The whole thing was her idea.
- She suggested I apply and I was accepted!
- Seeing the coins exhibited in our local museum was great, too.
- Anyway, we dug out everything we could find and sent it to her.
- It made our project really different and our presentation was voted the best in the class!

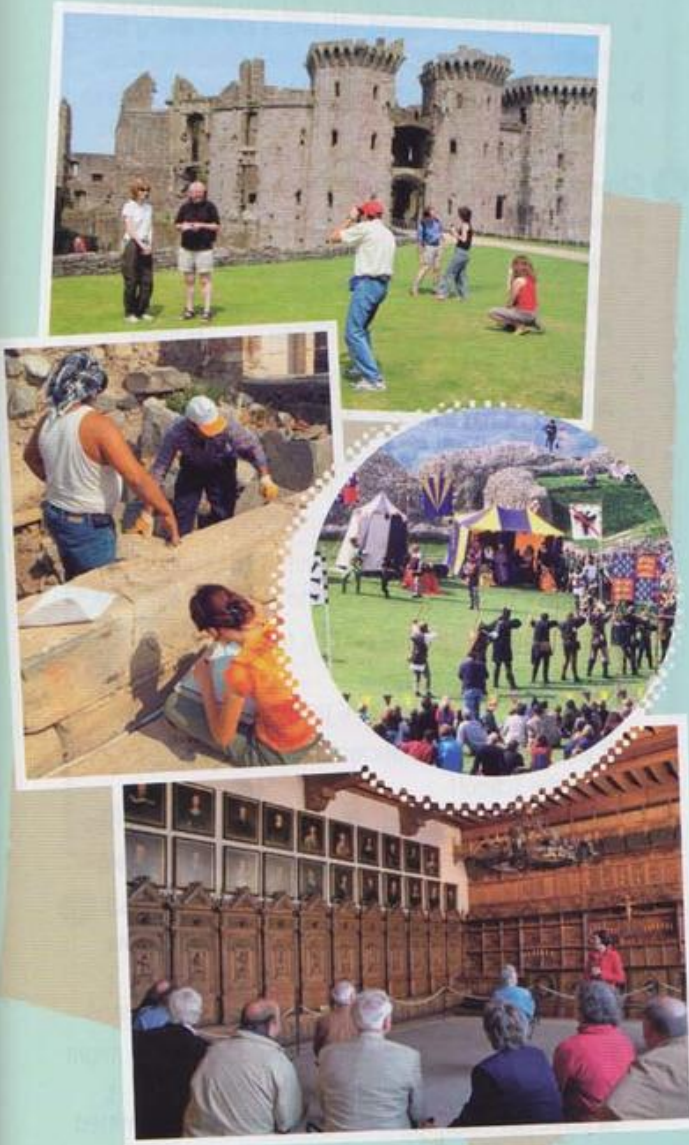
EXAMZONE

Listening for answers? Remember! The speakers might **paraphrase** the words you're listening for. Two speakers may even use identical **synonyms** or **paraphrase** in the same way! Make a note and wait for the second listening before you decide which answer is correct.

Get ideas

1 Choose two of the photos below and describe:

- the people.
- the places.
- what's happening.
- people's reactions.



2.16 **2** Read the teacher's instructions and listen to the students' answers. Then answer the questions below.

Look at the photos. They show people studying history in different ways. Compare the photos. Then say how you think each activity might help someone to understand history better.

- Which student, the boy or the girl:
 - forgets to give some information? Which?
 - is hard to follow? Why?
- What else do the speakers do that is not good?



3 Listen to the boy again and find the language in *Useful phrases* that he uses to compare the photos and to give his opinion.

EXAMZONE

Need a tip?

Don't spend time describing each photograph separately. Look at the photographs **together** and **compare** them.

Time to speak

4 Work with a partner and look at page 143. Student A look at photos A and B. Student B look at photos C and D. Answer these questions for your own photos. Student A should go first.

Student A: Your photos show different ways of finding things that have been lost. Compare the photos. Then say which type of activity you'd like to take part in most. Why? Which is most educational? Why?

Student B: Your photos show people of different ages on educational visits. Compare the photos. Then say what you think the people will learn on their visits. Which would you most like to learn about?

Useful phrases

Both/Each of the photos show ...

In the first photo, ..., while/whereas/but ...

The ... in the first/second photo is/are/look(s) much/a lot ...-er than/more ... than ...

The ... in the first photo isn't/aren't nearly as ... as ...

I suppose/think ...

I don't suppose/don't think ...

For me, ...

Easily confused words

1 Complete the sentences with the correct form of these words.

account legend mystery myth story tale

- 1 My grandmother's really good at telling
- 2 One of the great of maritime history concerns a ship called the *Marie Celeste*.
- 3 My little sister is reading a book of fairy
- 4 Historians wrote detailed of the battle.
- 5 Have you heard the of King Arthur?
- 6 The idea that men are better drivers than women is just a(n)

2 Choose the correct word to complete the sentences.

- 1 John will believe anything. He's so *credible/gullible*!
- 2 To their horror, the Arctic explorers came face to face with a *great/huge* polar bear.
- 3 Reports of a bomb on the plane turned out to be wrong, as it was just a *hoax/trick*.
- 4 People disagree about the *origin/outset* of the universe.
- 5 The octopus is perhaps one of the most fascinating *beasts/creatures* of the ocean.
- 6 He blamed his poor performance on a *lack/scarcity* of sleep.

3 Complete the text with these words.

beasts factual folklore gullible hoax myth
sensationalised terrorising

Urban legends are a type of modern 1) They consist of stories that are usually either highly exaggerated, 2), or completely fictional. However, they're often believed to be 3) by the people circulating them. The stories may be repeated in newspapers or sent by email. In one 4), discarded pet alligators are reported to be living in New York City's sewers. It's claimed that the creatures have grown to a monstrous size. What's more, they're said to have turned white due to lack of sunlight! None of this is actually true, but the story reappears again and again. In another legend, a woman is supposed to have been killed by spiders. The killer 5) are claimed to have been nesting in her elaborate hairdo! The origin of yet another legend is now clear. In the 1970s it was reported that a great white shark was 6) local sailors in the seas around Cape Town, South Africa. The creature was supposed to be huge and to have distinctive markings. Hundreds of callers jammed the switchboards, claiming to have seen the shark. But the story was just a 7), started by journalists who wanted to prove how 8) the public could be!

4 Read the text again and decide whether the statements are (T) or False (F).

- 1 Urban legends have no truth in them.
- 2 The people who spread urban legends often believe they are true.
- 3 Newspapers always refuse to print such stories.
- 4 According to one legend, alligators are roaming the streets of New York.
- 5 The shark story proved that some people will believe anything.

5 Choose the word or phrase that best completes the sentence.

- 1 I've heard lots of stories about the Loch Ness Monster, but I'm not sure if they're fact or
A legend B history C fiction D myth
- 2 It was an accident – he didn't do it purpose!
A in B on C by D for
- 3 Archaeologists are busy the site of an ancient settlement.
A digging B burying C tunnelling D excavating
- 4 We lost our and couldn't find the museum.
A path B way C lane D direction
- 5 In the darkness, the excavation team at the map by the light of their torch.
A gazed B glared C peeped D peered
- 6 If you damage those ancient artefacts, you'll be from the school!
A expelled B refused C banned D discarded
- 7 Our History teacher's got a really bad, so it's no wonder nobody wants to go to his classes.
A mood B temper C humour D rage
- 8 Few soldiers the battle.
A survived B outlived C overcame D outlasted
- 9 If you had a serious crime a century ago, you might have been sent to Australia on a prison ship!
A achieved B enacted C performed D committed
- 10 The king was shot in the chest but fortunately, the was not very deep.
A wound B injury C hurt D damage

EXAMZONE

Can't decide which multiple-choice answer is right? Try **saying the options** out loud to yourself. Sometimes the one that sounds best to you is the correct answer too!



Reporting verbs in the passive

GRAMMARZONE

Reporting verbs in the passive

to be said/believed/reported/thought/claimed + infinitive
*Urban legends **are thought to be** factual by the people who hear them.*

*Alligators **are reported to be** living in New York City's sewers.*

to be said/believed/reported/thought/claimed + perfect infinitive (for situations in the past)

*They **are said to have turned** white due to lack of sunlight!*

*The killer beasts **are claimed to have been** nesting in her elaborate hairdo!*

to be said/believed/reported/thought/claimed + infinitive

*The creature **was supposed to be** huge.*

to be said/believed/reported/thought/claimed + that clause

*It **is claimed that** the creatures have grown to a monstrous size.*

*In the 1970s **it was reported that** a great white shark was terrorising local sailors.*

→ Grammar File, page 166

1 Complete sentences a and b so that they mean the same as the sentence given.

- 1 They say the house is haunted.
 a The house haunted.
 b It is that haunted.
- 2 They believe a thief stole the diamonds.
 a A thief the diamonds.
 b It stole the diamonds.
- 3 They think a puma is running loose in the countryside.
 a A puma loose in the countryside.
 b that a puma is running loose in the countryside.
- 4 Last year they reported that a rocket had landed on Mars.
 a Last year a rocket landed on Mars.
 b Last year, it had landed on Mars.

2 Complete the article with one word which best fits each gap.

Back in 2005 a 12-year-old boy 1) alleged to have stolen a penguin! According to news reports, the boy had got lost while at a zoo and become upset. He was thought 2) have taken the penguin because he was feeling lonely and carried it off in his backpack. When his mother found him, she took him home, not realising what had happened – or so the story goes. She then sent him to have a bath. A while later she is supposed to 3) heard loud splashing noises. When she went into the bathroom, 4) is claimed that she found her son and the penguin playing together. Is the story true? Of course not! Although penguins are often considered to 5) cuddly, they are wild animals with beaks as sharp as razors. But that's not the only reason why the story can't be true. In a press conference held at the zoo the next day, it was confirmed 6) all the zoo's penguins were still safe and sound in their enclosure. The story had been a complete work of fiction – from beginning to end!

3 Choose the word or phrase that best completes the sentence.

- 1 In 1998 aliens were reported in Nebraska, USA.
 A to be landed B had landed
 C to have landed D landing
- 2 It have been John you saw, he's in Spain!
 A won't B mustn't C may not D can't
- 3 The sewer isn't big enough for an alligator
 A to swim in B to swim
 C swimming in D swimming
- 4 Are you looking forward on the dig?
 A went B to going C to go D going
- 5 I'll be with you as soon as ready!
 A I'm going to be B I've been
 C I'll be D I'm
- 6 Superman is supposed from another planet.
 A come B to come
 C that he comes D coming
- 7 It's a shame you can't come on the trip.
 A so B what C such D too

Time to talk

- 4** Why do you think people make up stories like the ones you have just read?



Get ideas

- 1 What kind of things do you look for in a good story? Discuss the ideas below and add yours.

- a bit of humour
- a good plot
- suspense
- interesting characters
- good descriptions

Plan ahead

- 2 Read this writing task and answer the questions below.

You have decided to write a story for a competition in a teen magazine. The story must end with the words: 'And I thought history was boring!' Christopher laughed as he watched himself on TV that night. Write your story.

- 1 What is the purpose of the story?
- A to persuade the reader about something
B to interest and entertain the reader
C to complain to the reader about something
D to give the reader advice about something
- 2 Who is going to read the story?
- A a teacher
B some friends
C magazine readers

- 3 Do you think a story should be written in a very formal style? Why/Why not?

EXAMZONE

Not sure you're answering the question in the right way?

- Look back at the **writing task** as you write, to check you're doing the right thing.
- Remember to **include the sentence** you've been given, in the right position.
- Be sure to write your story from the **point of view** of the person/people mentioned in the writing task.

- 4 Read the middle and end of the story and choose the best introduction, a, b or c.

Of course, his parents didn't care. They hated busy resorts, so this empty beach was their idea of heaven. While they were unpacking the picnic, Christopher wandered down to the beach. There must have been a big storm the night before, because part of the cliff had collapsed. He was clambering over some fallen rocks when he saw something really amazing. Hidden in a rock was the outline of a big dinosaur! 'It must be thousands of years old!' Christopher gasped.

He raced back to his parents, who had been watching him all this time, and got them to contact the police. An expert soon arrived from a local museum, together with a TV crew and several journalists. They were all keen to interview him. His boring day had become one of the most exciting of his life. 'And I thought history was boring!' Christopher laughed as he watched himself on TV that night.

a

When Christopher woke up that morning, the sun was shining and the birds were singing, so he and his parents drove to the seaside. It wasn't very beautiful.

b

'We should have stopped at a proper beach,' Christopher sighed as his father parked the car. Gazing round, he saw there was no sand – just rocks and cliffs. What on earth could he do here?

c

When I got up this morning, my parents told me we were going to the beach. I was really happy until we got to our destination.

- 5 How many paragraphs are there in the story, including the introduction? What is the main topic of each paragraph?

- 6 Look at the tips for writing a good story. Which of these can you find in the story above?

- Use direct speech where appropriate.
- Vary the way you begin sentences.
- Don't use too many short sentences.
- Link sentences where appropriate.
- Link paragraphs where appropriate.

Language to use

- 7 Choose a more exciting adjective to replace the underlined adjectives (1–6) from the story in Exercise 4.

crowded desperate huge thrilling uneventful violent

- 1 busy
- 2 big
- 3 big
- 4 keen
- 5 boring
- 6 exciting

- 8 Find examples of past tenses in the story in Exercise 4. Why are they used?

- 9 Complete the sentences with the correct form of the verbs in brackets.

- 1 The storm (must/destroy) part of the cliff.
- 2 Nobody (can/notice) the dinosaur outline before Christopher found it.
- 3 The outline (must/be there) for thousands of years.
- 4 Christopher's parents (must/wonder) why he was calling them.
- 5 The police (must/tell) the reporters what Christopher had found.
- 6 Christopher (must/enjoy) seeing himself on TV that night.

Time to write a story

- 10 Read the writing task and answer the questions below.

Write a story for a competition in an English-speaking magazine. The story must end with the words: *It had brought history to life for Tina in a really exciting way.*

- 1 Who is/was Tina?
- 2 Where was she? Why was she there? What was she doing?
- 3 Were there any other people involved in the story? If so, who? What were they doing there?
- 4 How did the story begin?
- 5 What happened next? Why was it exciting?
- 6 How did the story end?

- 11 Make a plan and write your story in 120–180 words.

SKILLZONE

Want to **hold your reader's attention**? Make sure that:

- your story has an **interesting introduction**.
- the plot is **easy to follow**.
- you use descriptive **adjectives** and **adverbs**, and a good range of **tenses**.
- you write an **interesting ending** (unexpected, surprising, or funny).

Time to watch *King Tut*

- 12 Watch the DVD and do the exercises on page 154.





Get ideas

- 1 What types of holiday can you see in the photos. What's *your* idea of a perfect holiday? Put these things in order of importance.
- no parents
 - plenty of activities
 - historic and cultural interest
 - holiday companions
 - beaches
 - beautiful surroundings
 - exciting nightlife
- 2 If you could go on a holiday anywhere in the world, where would you go? What would you see and do?

Time to read

- 3 Can you think of activities you might do on an adventure holiday? e.g. scuba-diving, paragliding. Read the web page to see if any appear there.

EXAMZONE

Want to **get quicker** at doing tasks like this? Make it into a competition with a friend. **Time yourselves** and see who finishes first – with the right answers, of course!

- 4 Read the web page again and choose the best answer, A, B, C or D.

- 1 Where can you go for a walk in grassy fields surrounded by mountains?
A Muir Woods B Yosemite Valley
C Zion National Park D San Francisco
- 2 Which objects are essential in Sequoia National Forest?
A food containers B emergency weapons
C bear cages D protective clothes
- 3 Where can you have a hair-raising time paddling down a fast-flowing river?
A Muir Woods B Yosemite National Park
C Santa Cruz D Lower Kern
- 4 Which is the most difficult but exciting of all Bold West's activities?
A hiking B rafting
C rock-climbing D surfing
- 5 Which of the following is not included in the price?
A climbing equipment B the air fare
C food D tents
- 6 Where can you be entertained by people doing tricks, twenty-four hours a day?
A Hotel Circus-Circus B the Bellagio Hotel
C Caesar's Palace D Santa Cruz
- 7 What does the itinerary say you can see at the Bellagio?
A a celebrated shopping mall
B a well-known casino
C a beautiful lake
D a spectacular water feature
- 8 Where can you take part in a relaxing water activity?
A Muir Woods
B Zion National Park
C Sequoia National Forest
D Las Vegas

Home Destinations Plan your trip Book Gap year

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Watch

USA teen summer camps

Bold West

Do you fancy having a go at all those adventure sports you've never tried before? Would you like to spend the summer making great new friends in the USA? If the answer is, 'Yes, you bet,' why not join us at **Bold West** for a summer of fun and adventure? We promise you great activities, awesome scenery and an experience you'll remember for the rest of your life! Read on to find out about the places we visit and the amazing activities on offer.

Zion National Park has deep canyons and huge red cliffs, and is the most incredible place to go rock-climbing. This is the toughest, most exhilarating activity on offer – and it's enormous fun, too! Our instructors teach you how to climb – then you're on your own! After everyone's reached the top of the cliff, we just zip back down again on ropes in a matter of minutes. If you're a thrill-seeker, you'll adore the adrenaline rush! To chill out, we'll then go tubing gently down the river in inflatable donuts.

Las Vegas – the coolest place ever! We'll be staying at the famous Hotel Circus-Circus, where acrobats and trapeze artists perform around the clock! Right beside the hotel, you'll find the Adventuredome, an indoor theme park with the most fantastic roller coaster, guaranteed to make you scream! We take in the bright lights, casinos and shops at Caesar's Palace, and stop by the luxurious Bellagio hotel, featured in many Hollywood films, with its fabulous dancing fountains.

Lower Kern is our next destination and white-water rafting is on the menu! We each take an oar as we shoot the rapids. It's a real white-knuckle ride and a must for anyone who enjoys getting wet!



Sequoia National Forest is a magical place. It's home to the oldest living trees on Earth, the giant sequoias, whose ancestors have been around for 175 million years! Sequoias are mighty tall. In fact, the General Sherman Tree is the largest living organism on Earth. It stands at over 1486.6 metres! You'll see plenty of amazing wildlife in the forest, not all of it friendly! You'll need to use bear boxes to store provisions, as bears are curious and have huge appetites!

Yosemite National Park is one of the greatest wildernesses on Earth. Set on the slopes of the Sierra Nevada mountains, the park has spectacular cliffs, huge waterfalls and clear mountain streams. We visit the fantastic Yosemite Valley, which was carved out by an enormous glacier. After a coach drive through the park, we'll take a hike past awesome waterfalls and through the largest sub-alpine meadow in the Sierra. Prepare for cool mountain air and the most stunning sunsets you've ever seen!

In **Santa Cruz**, our next stop, you can learn the art of surfing. We wake early to hit the best waves of the day. Later, we chill out in this typical California beach town, complete with boardwalk and rides. Then, it's off to **Muir Woods**, where we get a chance to give something back to the National Parks by planting native species or helping maintain trails.

We finish our holiday with a sightseeing trip round **San Francisco**. Then, sadly, it's back to the airport, after the most incredible summer of adventure.

Price includes: two leaders, airport pick-up and drop-off, camping equipment, all activities and gear listed in the itinerary, all meals.

5 Find words or phrases in the web page that match these meanings.

- 1 really impressive (line 8)
- 2 exciting (line 15)
- 3 by yourself (line 18)
- 4 speed (v) (line 19)
- 5 someone who looks for excitement (line 20)
- 6 relax (line 21)
- 7 exciting funfair ride (line 27)
- 8 that makes you feel excited and scared at the same time (line 35)
- 9 go for a walk (line 53)
- 10 equipment (line 69)

Summarise

Tell a partner what you can remember about the summer camp holidays.

You visit ...

Activities include ...

Time to talk

- 6 Which aspects of Bold West would you like most? Which aspects would you not like?



Coming up ... Gap Year on DVD. See page 137.

Holidays

1 Match the words from the web page (1–8) with the definitions (a–h).

- | | |
|-------------------------------|---|
| 1 take in (line 28) | a a list of the places you'll visit on a journey |
| 2 the bright lights (line 29) | b sail down part of river where the water moves fast over the rocks |
| 3 luxurious (line 30) | c visit a place while you are in the area |
| 4 destination (line 33) | d rough paths across countryside or through a forest |
| 5 shoot the rapids (line 35) | e the interesting, exciting places in a city |
| 6 boardwalk (line 60) | f the place someone is going to |
| 7 trails (line 63) | g very expensive and comfortable |
| 8 itinerary (line 69) | h a raised wooden path, usually next to the sea |

2 Complete the sentences with the correct preposition.

- Set the slopes of the Sierra Nevada, Yosemite Park is a huge wilderness.
- Las Vegas is famous its casinos.
- We visit the park, then it's off Santa Cruz.
- At Circus-Circus you can watch circus acts the clock.
- The General Sherman Tree stands over 1486.6 metres.
- Our climbing base is the outskirts of Zion Park.
- After climbing all morning, you can cool in the river.
- You'll meet friends from all the world, so you'll never be your own.

3 Choose the correct word to complete the sentences.

- Hurry up or you'll *lose/miss* the coach!
- We hired a *guide/courier* to show us around the cathedral. *
- If you bring your *luggage/bags* downstairs, I'll put it in the car.
- How long will the train *travel/journey* take?
- How far is the station? Can we get there *by/on* foot?
- Your hostel is *situated/placed* in the centre of the city.
- Because of the fog, we've *had to cancel/postpone* our departure until tomorrow morning.

4 Match the adventure holiday activities (1–5) with the equipment (a–e).

- | | |
|-----------------------|------------------------------|
| 1 hang-gliding | a sail, lifejacket |
| 2 scuba-diving | b paddle, canoe |
| 3 skydiving | c parachute, helmet |
| 4 white-water rafting | d glider, harness, rope |
| 5 yachting | e wetsuit, snorkel, flippers |

5 Choose an activity from Exercise 4 and describe it using the equipment words (a–e). Can a partner guess which one you are describing?

WORDZONE

Want to know about **compound words**? They're groups of two or even three words that function like one word. Sometimes the words are **separate**, sometimes they're written with a **hyphen**, and sometimes they're just written as **one word**. Here are some examples:

noun + noun → *a campsite*

noun + verb → *a windbreak*

-ing form of verb + noun → *a swimming costume*

noun + -ing form of verb → *skateboarding*

verb + preposition + noun → *the check-in desk*

adjective + noun + -ing form of verb → *white-water rafting*

6 Form compound nouns using a word from A and a word from B. Then use them to complete the sentences.

- | | | | | | |
|---|----------|-----------|--------|--------|---|
| A | back | boarding | bag | jam | B |
| | booking | departure | lounge | office | |
| | luggage | one-way | pack | pass | |
| | sleeping | traffic | rack | street | |

- I'd rather carry a than a suitcase, because that way I have both hands free.
- You have to show your to the flight attendant before you get on the plane.
- Don't forget to bring a in case we decide to go camping!
- We missed our flight because we got stuck in a huge on the motorway.
- If it's a , you can only drive along it in one direction.
- Why don't you put your suitcase up there on the so people don't fall over it?
- You can buy a railway ticket in the
- We have to wait in the until our flight is called.

Memorise

Write down the first part of some **compound nouns** from this unit. Then ask a partner to complete them.

Relative clauses

GRAMMARZONE

Defining relative clauses

who/whom/that for people and *which/that* for things

*Rafting is popular with people **who** enjoy getting wet.*

where, when, why to define a place, time or reason

*We're staying at a hotel **where** you can watch jugglers.*

whose to show possession

*We'll see trees **whose** ancestors have been around for 175 million years.*

if a relative pronoun is the object of the relative clause, you can leave it out

*Prepare for the most stunning sunsets **you have ever seen!***

prepositions go at the end of the relative clause

*The hotel **we stay at** has an indoor theme park.*

you can use a present or past participle instead of relative pronoun + full verb

*Tubes are inflatable boats (**which are**) **made** of plastic.*

Non-defining relative clauses

who/which (but not *that*) to give extra information (between commas)

*The General Sherman, **which is a sequoia**, is the tallest tree in the world.*

to refer to the whole previous clause

*We climbed a towering cliff, **which was an awesome experience.***

→ Grammar File, page 167

1 Choose the correct words to complete the sentences.

- The trip *who* I went on/I went on yesterday was rubbish!
- Claire, *whose/who* the dad is a travel agent, gets to go to fantastic places.
- The hotel *where* we were staying at/*where* we were staying had a private beach.
- The yacht *that/whose* I was sailing on won the race.
- Peter, *that/who* hates insects, found a scorpion in his sleeping bag!

2 Join the sentences. Use a relative pronoun where necessary.

- I've found the travel book. I was looking for it.
- That's the yacht. It won the race.
- Do you know the man? I'm talking about him.
- They've cancelled the flight. He was hoping to go on it.
- I've just received the travel brochure. I sent for it.

3 Complete the story with relative pronouns where necessary.

Holiday tales

Something funny happened while we were on holiday last year. A group of us had enrolled for a scuba-diving course 1)we'd found on the Internet. All went well until day two, when the guy 2) was teaching us tripped over a rock and broke his toe! Another instructor took over. He decided to teach us some emergency procedures. The idea was that the instructor would jump into the water, 3) was rather murky. My friend, 4) is rather short-sighted, would then jump in and 'rescue' him. The instructor warned my friend that he would struggle, just like a drowning person, 5) might make life difficult for her. After giving him a minute's start, my friend leapt into the water and found her man, 6) seemed to be admiring a passing fish. She pulled him up to the surface. He struggled furiously, 7) didn't put her off at all. She was rather more surprised when he finally surfaced and removed his mask. The man 8) she had 'rescued' was a total stranger!

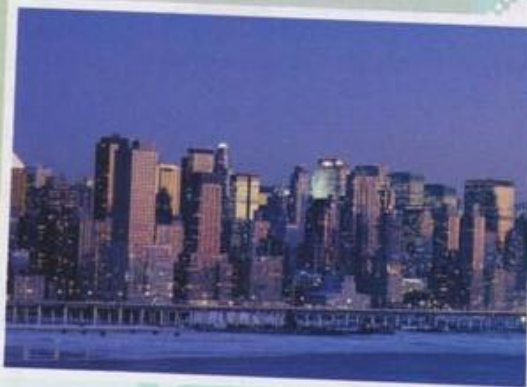
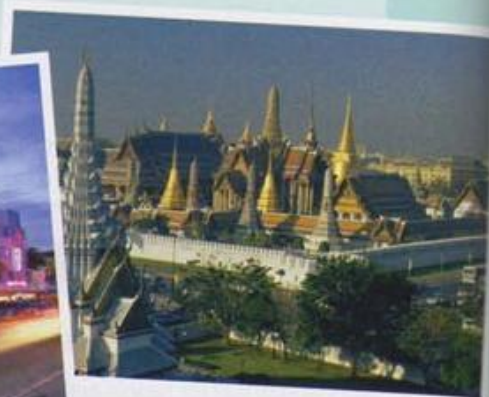


Time to talk

- Tell a partner about the best or worst holiday you've ever had.
- What would your 'dream holiday' be like?

Get ideas

- Which of the cities in the photos would you most like to visit? Why?
- Do you think there are any disadvantages to a city holiday?



- Put these features of cities into the correct column.

city centre leisure centre museum overcrowding
pollution residential area shopping centre
skyscraper town hall traffic congestion

Buildings	Areas	Problems

- With a partner, decide what is important in a city:

a for residents. b for tourists.

- Read questions 1–7 in Exercise 6 and put these topics in the order you expect to hear them.

a the problems cities have
b the future of cities
c a game connected with cities
d the good things about cities

Time to listen

- Listen to an interview about cities as holiday destinations. Choose the correct answer, A, B or C.

- Tim thinks people should visit cities because you can
 - visit them for short periods.
 - enjoy them in any type of weather.
 - find something to do at any time of day.
- Tim says that many young people like visiting cities because of
 - the wide range of activities.
 - the opportunity for shopping.
 - the chance to see a mix of cultures.

- What does Tim enjoy doing when he visits cities?

A eating at a variety of restaurants
B spending time in unusual shops
C looking around the traditional sights

- Why is Miami a popular tourist city?

A It has a relaxed atmosphere.
B It has a very lively nightlife.
C It has a range of unusual hotels.

- What problem does Tim say European cities have?

A The historic buildings need repairing.
B Art treasures are becoming damaged.
C Traffic congestion is causing problems.

- How does Tim think cities should attract more tourists in the future?

A by designing hotels with more facilities
B by building attractions on the edge of the city
C by making it easier to get around the cities

- Why does Tim recommend playing the computer game *Sim City*?

A because it can show you how cities function
B in order to make young people more interested in cities
C so that you can see what a city is like before you visit it

- Listen again and check your answers.

EXAMZONE

Need help with listening? Try this:
Before you listen, **read through the questions** quickly and **think about how the conversation develops**.
This will help you **predict** what you will hear next.

Get ideas

1 Do this quiz and discuss your answers with a partner.

1 How do you think travel can damage the environment? Choose the ways you think are true.

- a by too many people moving around
- b by using oil resources for petrol
- c by polluting the air
- d by increasing greenhouse gases
- e by having to build more roads

2 Do you think we should do something about travel affecting the environment?

- a yes, it could affect our future
- b no, we have to be able to get to places
- c not sure



2 Look at the photos and listen to two students talking about the advantages of the different ways of travelling. Which of these things do they consider?

- enjoyment
- damage to environment
- cost
- convenience
- speed
- comfort



Time to speak

3 Look at the photos in Exercise 2 and discuss the disadvantages of each way of travelling. Then decide which is worst for the environment.

4 Discuss these questions and write down an example or reason for your opinion.

- How do you prefer to travel on holiday?
- Do you enjoy journeys?
- What changes do you think might happen to travel in the future?

EXAMZONE

Giving an **opinion**?

- If you are asked to give a personal opinion, make sure you **justify your opinion** with a reason or example.
- Don't worry if you don't agree with the opinion in the question. Give **your** view.

5 Discuss these questions with a partner.

- If you were going to another country, how would you prefer to travel? Why?
- What do you think is the most annoying thing about travelling? Why?
- What do you think is the best way to get around a city? Why?
- Would you prefer to travel in a large group or a small group? Why?
- Do you think cities and other destinations are becoming damaged by tourism? How?

Useful phrases

We need to consider ...
 Let's think about ...
 The important things are ...
 What we need to think about is ...



Words that go together

1 Complete the lists (1–6) with the correct prepositions. Can you add more words to each list?

- 1 complain, care, argue *about*
- 2 depend, insist, rely ...
- 3 search, blame, apply ...
- 4 deal, cope, be fed up ...
- 5 succeed, have difficulty, be involved ...
- 6 be scared, be ashamed, be afraid ...

2 Choose the correct preposition to complete the sentences.

- 1 I'm really looking forward *at/to/on* the holiday.
- 2 We didn't like the hotel food, but decided not to complain *about/for/on* it.
- 3 Sonya is scared *by/of/on* flying.
- 4 Would you be interested *from/at/in* going on a skiing holiday?
- 5 Could you advise me *in/for/on* the best places to choose for a safari holiday?
- 6 After a great deal of effort, he succeeded *in/at/for* obtaining a visa.
- 7 The hotel guest accused the receptionist *for/on/of* stealing.
- 8 They apologised *for/from/about* delaying our flight.

3 Complete the sentences with these verbs.

board book get go plan see spend take

- 1 We're going to get in a boat and a trip across the lake.
- 2 Let's jump on a tour bus and the sights.
- 3 Should we phone and a room at the hotel in advance?
- 4 Before setting off on holiday, we'd better sit down and our itinerary.
- 5 My friend had a broken leg so we were allowed to the plane first.
- 6 I want to sightseeing tomorrow.
- 7 We didn't much time in the castle.
- 8 If you don't take a map, you're bound to lost.

SKILLZONE

Remember! While **words may seem similar**, sometimes **only one is right** in a particular context:

*He's going on a business **trip**.*

*He's going on a **tour** of Europe.*

*His job involves a lot of **travel**.*

An English-English dictionary will help you to choose the correct word, as it provides clear examples.

4 Read the text and choose the best answer, A, B, C or D.

LONDON

OUR AMAZING DAY



Our weekend 1) to London was fabulous. There was so much to see and do! On our first morning we caught a double-decker tourist bus and 2) sightseeing. Our tour took in all the famous sights, including the Houses of Parliament, Buckingham Palace and Westminster Abbey, 3) many kings and queens are buried. After getting a coffee in one of London's famous pubs, we headed 4) the London Eye. The 5) from the top were just awesome! By the time we'd finished, I was starving, so I insisted 6) stopping for a sandwich in St James's Park. London is actually a very green city and its parks are great places to chill out in. Looking round, I saw loads of young people skateboarding or just hanging out in the sunshine. Later, someone suggested 7) a boat ride down the River Thames. It turned out to be a great idea and we really enjoyed 8) experience! By now it was late and we were hungry again. Having spent most of our cash for the day, we needed to find 9) cheap to eat! In the end, we 10) in finding an inexpensive little Chinese restaurant in Soho. I'd never tried Chinese food before and I wasn't sure I'd like it, 11) it was great! Feeling full and happy, we made our 12) to Covent Garden to watch the street entertainers. It was a fabulous end to an amazing day!



- | | | | |
|---------------|------------|-------------|------------|
| 1 A journey | B voyage | C trip | D travel |
| 2 A went | B made | C did | D had |
| 3 A how | B where | C that | D which |
| 4 A at | B up | C for | D by |
| 5 A scenes | B looks | C outlooks | D views |
| 6 A in | B on | C about | D with |
| 7 A to take | B take | C taken | D taking |
| 8 A the | B an | C a | D such |
| 9 A nowhere | B anywhere | C somewhere | D wherever |
| 10 A although | B despite | C while | D but |
| 11 A path | B way | C road | D route |

Present participles verb-ing

GRAMMAR ZONE

Present participles

after certain time conjunctions and prepositions, such as *before, after, when, while, despite, on*

After getting a coffee, we headed for the London Eye.

to replace clauses beginning with *as, because, since*

Feeling hungry, we stopped for a sandwich.

Having spent most of our cash, we needed to find somewhere cheap to eat.

when two actions happen at the same time, or one immediately after another

Looking round, I saw loads of young people.

Leaving the park, we headed for the Thames.

after nouns in reduced relative clauses

*I saw loads of people **skateboarding** in the park.*

→ Grammar File, page 167

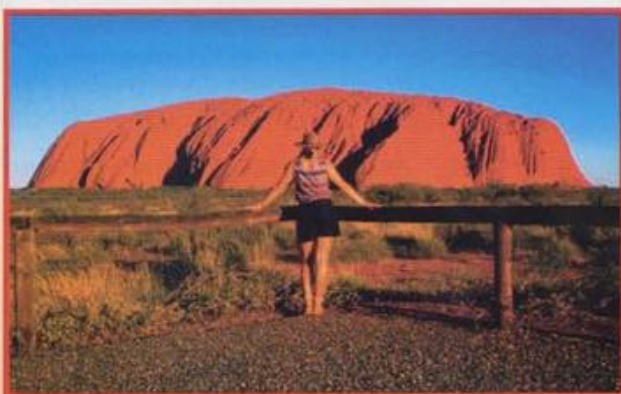
1 Complete the second sentence so that it means the same as the first.

- 1 She sat down at the table and started to eat.
Sitting
- 2 As we knew very little about London, we decided to go on a sightseeing tour.
Knowing
- 3 We had dinner and then we went to the theatre.
After
- 4 We saw Maria as she was getting into a taxi.
We
- 5 First we went for a coffee and then we returned to the hotel.
Before
- 6 We ate our sandwiches and then continued our walk.
Having

2 Complete the web page below with one word which best fits each gap.

Time to talk

- 3 Would you rather have a holiday in your own country or abroad? Why?
- 4 Where in the world would you most like to visit? Why? How much do you know about it already?



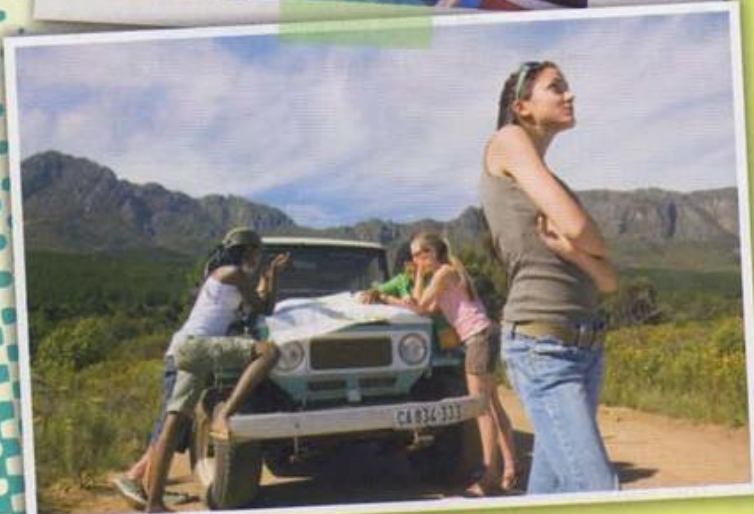
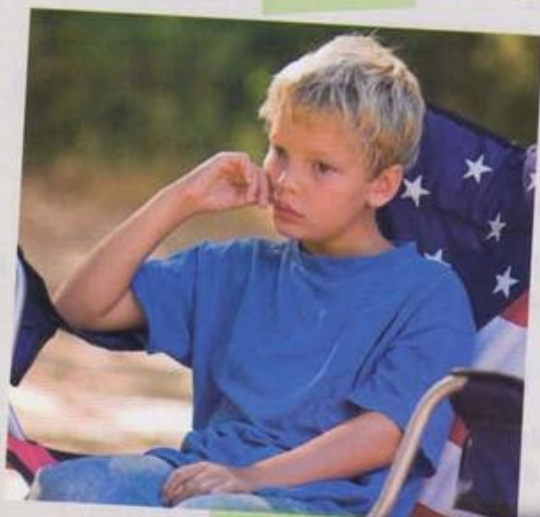
Last year a group of us decided to

- 1) a break from studying and go travelling. We knew exactly
- 2) to go. Our college professor
- 3) recently moved to Australia, so we decided to visit him and do
- 4) sightseeing as well. We landed in Perth, where we stayed in
- 5) youth hostel. It took us some time to get 6) to the different accents, but the Australians were

really friendly. Our first big trip was to Ayers Rock, which the Aborigines call Uluru. It was just as awesome 7) it looks in photos. We wanted to climb to the top of the rock 8) the route is sacred to the Aborigines and they prefer people not to use it. So we just sat there, watching the famous sunset. A few days later, 9) spending time with our old professor, we set off on our travels again. This time we got a ride in the youth hostel minibus and headed for the bush. Australians are proud 10) having a clean and beautiful land. We learned this from the guy who drove 11) into the bush. He worked in ecotourism and he never stopped talking about it! But it's good that money from tourism can 12) used to help conserve the environment. Driving along, we saw kangaroos bouncing through the fields, wombats and other amazing animals. Australia really is a wildlife paradise – and we hope it stays that way!

Get ideas

- 1 Look at the photos. Do you think holidays are always enjoyable? How can they go wrong?
- 2 Do you think you can plan for a good holiday or do you think they only happen by chance?



Plan ahead

- 3 You have decided to write an article for the advertisement below. Which of these topics would you include in the article?

- destination
- friends
- activities
- money
- ways to travel

THE BEST WAY TO ENJOY A HOLIDAY

What do you think is the best way to enjoy a holiday? Write an article for our magazine describing what is important for a good holiday and explaining why.

We will publish the best article next month.

- 4 Read this extract from an article written for the advertisement in Exercise 3. Which topics from Exercise 3 are included? Decide which is the best opening sentence for the article. Why?

- a Some people do not enjoy holidays.
- b Have you ever had a disastrous holiday?
- c I think holidays can be quite boring.

There are lots of things to consider if you want to avoid an awful holiday!

First of all, you need to think about who you want to go with. I think the best thing is to go with friends who have the same interests as you because then you will have fun together.

It's a good idea to think about how you are going to get there. The best way is to go by plane, which can be expensive, but you get there quickly, so you have more holiday to enjoy. Also, when you arrive, you won't be tired.

After deciding on where you're going, the most important thing is to choose what activities you might want to do. Do you want to lie around in the sun, visit theme parks and play games, or go sightseeing? I think the best thing is to lie in the sun and swim in the sea.

All in all, the best way to enjoy a holiday is to think about the things that make you relax. That is the real meaning of holiday!

Language to use

5 Choose the best title for the article.

- Planning your holiday
- The best holiday is the most relaxing
- How to choose a holiday

6 Read the article in Exercise 4 and answer the questions.

- 1 What is the topic of each paragraph?
- 2 Find the topic sentences in paragraphs 2, 3 and 4.
- 3 Find the parts where the writer gives reasons for their view.

7 Complete these sentences so that they become more interesting for the reader.

- 1 The train stopped suddenly, throwing
the standing passengers violently to the floor
- 2 We decided to go by car, which
- 3 Sitting on the bus was a man who
- 4 I spoke to the old woman, whose
- 5 Being late for school because of the bus was
.....

Time to write an article

8 Look at the writing task below. With a partner, think about:

- where you were going.
- who you went with.
- how and why you chose to travel as you did.
- what happened or what you saw.

Do you like travelling?

Write an article for a travel magazine describing the most interesting journey you have ever made and explaining why it was so interesting.

9 Write a title and an opening sentence for your article. Ask your partner if they would want to read your article.

10 Think about who you are writing your article for. What style should you use?

- formal or informal?
- chatty or serious?
- describing feelings, people and events, or giving opinions and reasons why?

SKILLZONE

Making a plan?

- Decide how many **paragraphs** you need.
- Write the **topic** of each paragraph.
- Decide how many **points** to include in each paragraph.

11 Make a plan and write your article in 120–180 words.

EXAMZONE

Want to **improve your writing**? Check:

- Is your writing **focused on the task** or have you included irrelevant information?
- Can you **expand your answer** by giving more reasons or examples?
- Are your **grammar and spelling** accurate?
- Can you use more **variety in your vocabulary and grammar**?

Time to watch Gap Year

13 Watch the DVD and do the activities on page 155.



1 Choose the word or phrase that best completes the sentence.

- Clive was in his office a few minutes ago so he on holiday.
A must have gone
B can't have gone
C might have gone
D could have gone
- Aliens are reported in the USA decades ago.
A to land
B have landed
C land
D to have landed
- When we got off the train, we saw crowds of people their way to the football stadium.
A to make
B making
C made
D have made
- A monster is reported in Loch Ness, and people go there every day to try and find it.
A to be living
B be living
C living
D to have lived
- Despite nervous, I agreed to be interviewed for TV.
A to feel
B of feeling
C felt
D feeling
- The tomb was empty, so grave robbers it many years ago.
A can't have found it
B might find it
C must have found it
D can have found it
- visited all the sights, we went to the beach.
A Having
B Once
C Being
D After
- The tent wasn't very comfortable.
A we slept
B where we slept
C we slept in
D that we slept

2 Complete the text with one word that best fits each gap.

A tall story

Some time 1) , four golfers are supposed to have 2) playing golf in Palm Beach, Florida. One player must 3) been better than the others because he got impatient and disappeared off to the next hole. 4) finishing their game, the other players looked but couldn't find him. Afraid it was possible something bad 5) have happened to him, the friends notified the police, 6) also searched but found nothing. Three days later, 7) American crocodile was spotted on the course. This crocodile 8) said to be a frequent visitor to the golf course. It was thought 9) be harmless because it always ran away when humans appeared. But crocodiles are crocodiles, so 10) it have eaten the man? The police 11) reported to have opened the crocodile's stomach - and found the missing golfer! A photo of a crocodile appeared soon afterwards, with parts of a body inside. So was the story true? No way! This incident could 12) have happened in North Florida. Crocodiles don't live there, 13) alligators do. What's more, the species of crocodile shown in the photo comes from Indonesia, not the USA. The story was just an urban legend!

3 Rewrite the sentences using the words in capitals. Use between two and five words, including the word given.

- People say Robin Hood stole from the rich.
 SUPPOSED
 Robin Hood from the rich.
- It's possible that dinosaurs were living in this region centuries ago.
 MIGHT
 Dinosaurs in this region centuries ago.
- They can't be telling the truth about the discovery.
 MUST
 They about the discovery!
- People say that human-like creatures called 'yeti' live in Tibet.
 IS
 It human-like creatures called 'yeti' live in Tibet.
- The resort where we're staying is famous for watersports.
 WHICH
 The resort is famous for watersports.
- It's rare for a tame elephant to attack a human.
 RARELY
 A tame elephant a human.
- We stayed in the sea for ages, although we were freezing.
 DESPITE
 We stayed in the sea for ages, frozen.
- It's impossible that the archaeologist knew what he would find.
 COULD
 The archaeologist what he would find.

4 Choose the word or phrase that best completes the sentence.

- 1 The men through the small hole in the wall.
A glimpsed
B peered
C glared
D stared
- 2 According to, King Arthur ruled England centuries ago and sent his knights out to do good deeds.
A story
B tale
C fiction
D legend
- 3 We have to wait in the departure for our flight to be called.
A room
B place
C lounge
D chamber
- 4 You can get to the city centre foot.
A by
B on
C with
D under
- 5 Next year I'm planning to go on a of Asia.
A tour
B excursion
C travel
D come about
- 6 The caves were dark and very large, so we couldn't find our out.
A path
B way
C road
D lane
- 7 Someone told me that my teacher was getting married but it was just a
A myth
B legend
C rumour
D fiction
- 8 They succeeded bringing the archaeological treasure back to the city.
A at
B on
C in
D with

5 Complete the article with the correct form of the words in capitals.

THE LAST PHARAOH

Cleopatra was the last Pharaoh of Egypt.

Most of us are familiar with the

1) figure we see in Hollywood films. But what do we really know about her life? 2) tell us she was only

GLAMOUR

HISTORY

seventeen when she became Queen. In earlier times, the Pharaohs had been

EXTREME

3) powerful, but now the Roman Empire threatened to destroy Cleopatra's kingdom. Her guardian, Pompey, lost his

LIVE

4) in a fight against Julius Caesar. Cleopatra was afraid. She had

EVIDENT

5) that her brother/husband wanted her throne. She therefore decided

STRONG

to 6) her position by gaining Caesar's friendship. To 7) her loyalty, Cleopatra, aged 22, sent Caesar a

PROOF

gift of a carpet. Wrapped inside was Cleopatra herself! The two rulers sailed

down the Nile in a fantastic boat. Cleopatra wore her finest 8) and

JEWEL

her beauty was beyond 9) Later, Caesar returned to Rome where he was

BELIEVE

assassinated. After his 10), another Roman general, Mark Anthony,

DIE

came to Egypt and he and Cleopatra became lovers, too. They ruled Egypt

together until Anthony was defeated in battle, and Cleopatra ended her own life.

Did you remember all the vocabulary and grammar points?

→ Vocabulary File, pages 154–155

→ Grammar File, pages 166–167



Describing and comparing photos Unit 2, p. 23

- 1 Compare the photos with a partner.
- 2 How do you think our attitudes to wild animals have changed? Discuss.



Expressing opinions Unit 4, p. 45

- 1 How can each person in the photos have a positive influence on young people?
- 2 Who do you think has the most influence? Discuss.

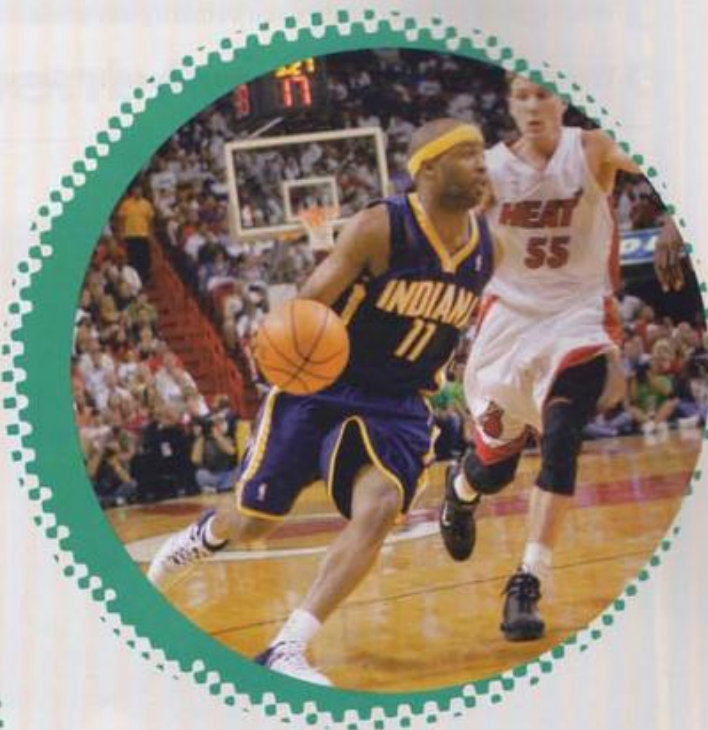


Making choices (role play)

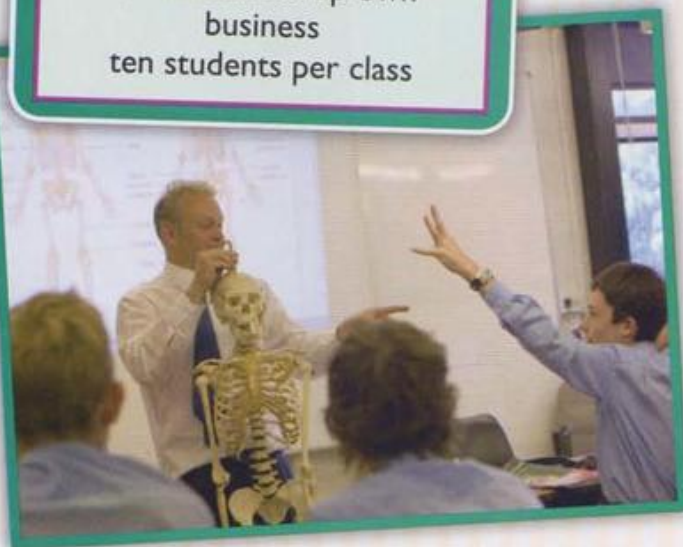
Unit 5, p. 57

Student A

three years
 how to teach young children
 learn about a subject in detail
 interesting
 can work in a school
 twenty students per class
 get a degree
 get a certificate

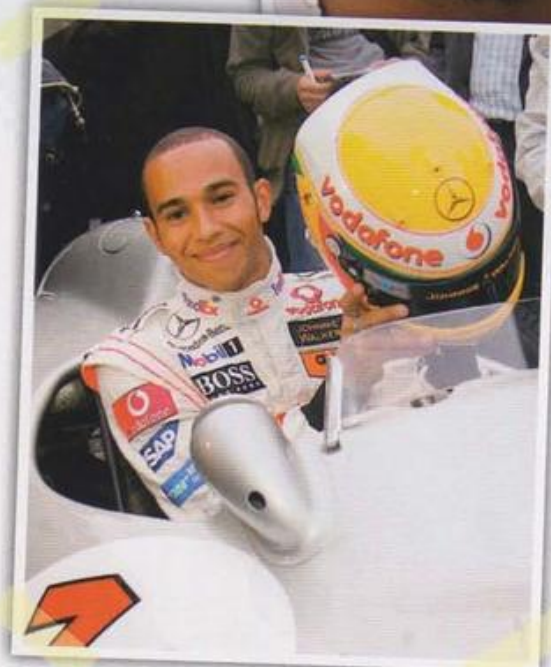
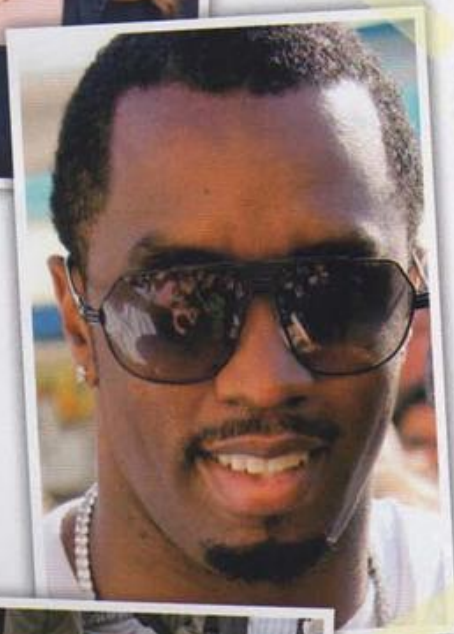
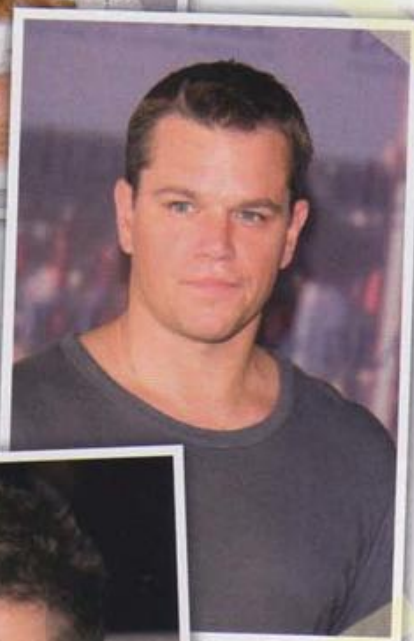
**Making a choice** Unit 8 p.89**Student B**

forty-eight weeks
 learn the parts of the car
 how to repair a car
 work in garages
 could/can set up own
 business
 ten students per class



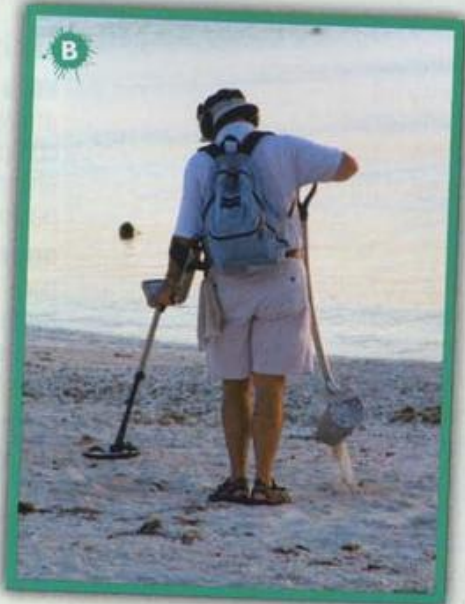
Agreeing/disagreeing Unit 9, p. 101

- 1 What type of product could each celebrity advertise?
- 2 Who do you think would sell the most products? Discuss.



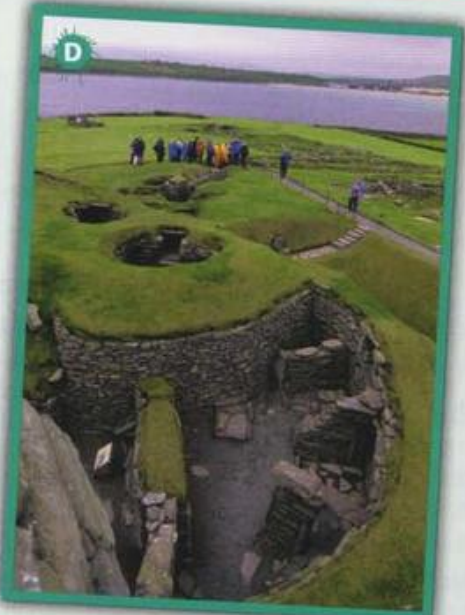
Describing and comparing photos Unit 11, p. 123

Student A



Which type of activity is more educational?

Student B



What will the people learn on their visits?



1 The fame game

Entertainment

album (n)
appearance (n)
audience (n)
audition (n)
backstage (n)
ballet (n)
band (n)
celebrity (n)
CD/DVD (n)
choir (n)
contestant (n)
debut (n)
fan (n)
flop (n)
gig (n)
live (adj)
opera (n)
miss (n)
musical (n)
musical instrument (n)
performance (n)
producer (n)
show (n)
single (n)
stadium (n)
stardom (n)
superstar (n)

TV programmes

cartoon
chat show
documentary
drama
news
quiz show
reality TV
soap opera

Phrasal verbs

come along
end up
get through
go for
set out

Wordzones

Collocations, page 10

verb + noun

enter a contest
have an audition
make a record
release an album

adjective + noun

a pop star/concert
best-selling single
live tour/concert

noun + noun

a film review

a record producer
a recording contract
a talent show

preposition + noun

at work
on holiday

Using affixes page 14

verb

arrive
compete
entertain
perform

noun

care
fame
interest
sensation

adjective

confident
fit
happy
popular
real

adjective

broad
deep
wide

noun

arrival
competition
entertainment
performance

adjective

careful
famous
interesting
sensational

noun

confidence
fitness
happiness
popularity
reality

verb

broaden
depth
width

Making adjectives, verbs and nouns negative

dis- able
approval
approve

en- able

il- illegal

im- possible

in- expensive

ir- irregular

mis- understand

un- acceptable

Other words & phrases

bring the house down
cynical (adj)
episode (n)
get nowhere
middle-of-the-road
number one spot (n)
onlookers (n)
participant (n)
phenomenal (adj)
song-writing (n)
the music industry (n)
trial (n)
unaffected (adj)

DVD Activities

1 Predict:

Why do you think people want to win talent shows such as *Pop Dreams*?

2 While you are watching:

- 1 Listen for three reasons why the contestants say they want to win *Pop Dreams*?
- 2 Who is chosen to go through to the next round of the contest?
- 3 How do the rejected contestant(s) feel?

Time to talk

3 Do you agree with the judges' decision? Why/why not?

2 Living Earth

Nature

avalanche (n)
become extinct (v)
breeze (n)
drought (n)
earthquake (n)
endanger (v)
environment (n)
floods (n)
foggy (adj)
forest (n)
frosty (adj)
gale (n)
habitat (n)
heatwave (n)
jaws (n)
lightening (n)
marsh (n)
nature reserve (n)
parched (adj)
pollute (v)
predator (n)
prey (n)
recycle (v)
reduce (v)
shade (n)
species (n)
thunder (n)
vet (n)
waste (v)

Creatures

bear
cobra
frog
gorilla
leopard
lizard
mosquito
panda
parrot
reptile
salmon
scorpion
seal
shark
turtle

Collocations

become extinct
climate change
endangered animal
forest fire
global warming
go green
greenhouse gas
greenhouse effect
habitat destruction
lightning bolt
nature reserve
ozone layer
recycle waste
tidal wave
volcanic eruption
waste energy
wild animal
wildlife campaigner

Phrasal verbs

come about
come across
come back
come from
come up (to)
cut down
give up
go back
go for
go on
run out of
throw away

Other words

branch (n)
disturb (v)
grab (v)
grip (v)
heatstroke (n)
shadow (n)
struggle (v)
survive (v)
survival (n)
wood (n)
wild (adj)

DVD Activities

Words you might need:

wildebeest a large animal with a tail and curved horns

zebra an animal like a horse with black and white lines on its body

gazelle a small deer which jumps

1 Predict:

Why do you think African animals travel long distances across land?

2 While you are watching:

- 1 Why do the animals need to travel?
- 2 What can be dangerous about the journey?

Time to talk

3 Do you think humans should interfere and help the animals?



3 Just the job!

Work

ambition (n)
 apply (for a job) (v)
 applicant (n)
 contract (n)
 earn (v)
 employee (n)
 employer (n)
 field (n)
 fire (v)
 interview (n)
 job (n)
 motivation (n)
 profession (n)
 promote (v)
 qualification (n)
 reference (n)
 resign (n)
 retire (v)
 salary (n)
 self-employed (adj)
 specialise (v)
 unemployed (adj)
 volunteer work (n)
 work (n, v)
 work experience (n)

Types of job

car mechanic
 charity fundraiser
 computer games designer
 flight attendant
 veterinary surgeon

Job skills

good communication skills
 IT skills
 practical skills
 responsibility
 variety of experience
 working in a team

Collocations

do overtime
 earn a living
 fill in an application form
 get a pension
 get a promotion
 go on strike
 job satisfaction
 ideal location
 generous salary
 holiday allowance
 promotion prospects
 work experience
 write a reference

Phrasal verbs

fill in
 get off
 run out
 start up
 take on
 take over

Wordzones

Prepositions and nouns *page 32*

at home
 at times
 at work
 by car
 by mistake
 in a hurry
 on air
 on foot
 on purpose
 out of work
 under pressure

Making adjectives *page 36*

-ful careful
 hopeful
 thoughtful
-ive attractive
 competitive
 creative
 imaginative
 productive
-less careless
 hopeless
 thoughtless
-y chatty
 happy
 moody

Other words and phrases

behind the scenes
 down sides
 essential
 nerve-racking
 rehearse
 think on your feet

DVD Activities

1 Predict:

Imagine you were auditioning someone to be a TV presenter for children's television. What would you ask them to do to show their skills?

2 While you are watching:

What does Nadia have to do to show her presenting skills?

Time to talk

3 Would you choose Nadia as a TV presenter? Why/why not?

4 Tough love

Family relationships

argue (v)
 bully (v)
 close (adj)
 dispute (n)
 divorced (adj)
 father/mother-in-law (n)
 grandfather/mother (n)
 great-grandfather/mother (noun)
 guardian (n)
 have a bad temper (phrase)
 lose your temper (phrase)
 nag (v)
 niece/nephew (n)
 relationship (n)
 remarry (v)
 respect (v)
 role model (n)
 shout (v)
 stepfather (n)
 widow/widower (n)

Personality adjectives

arrogant
 badly-behaved
 disrespectful
 easy-going
 funny
 generous
 insensitive
 jealous
 kind
 mean
 moody
 patient
 rebellious
 rude
 spoiled
 stubborn
 thoughtful

Phrases

be left out of something
 face up to something
 fit in with something
 keep up with somebody
 stand up to somebody
 talk somebody into something

Collocations

do somebody harm
 one's hair
 the housework
make excuses
 friends
 fun of somebody

Phrasal verbs

be left out of
 break up with
 face up to
 fall out with
 fit in with
 get away with
 get on well with
 go off somebody
 go out with
 hang around with somebody
 let somebody down
 keep up with somebody
 make up with
 take after

Wordzones

Idioms *page 42*

a waste of time
 be good friends with somebody
 be rude to somebody
 behaviour
 call somebody names
 do something as a last resort
 envy
 get away with murder
 get on well
 have a trick up your sleeve
 have something in common with someone
 in the middle of nowhere
 laugh at somebody
 out of control
 mess somebody about
 stay out late
 teenager from hell

Other words

brat (n)
 disruptive (adj)
 ex-cop (n)
 hung around (v)
 mess (n)
 miss (v)
 observe (v)
 swear (v)
 untidy (adj)

DVD Activities

1 Predict:

What kind of rules do you think the kids at a 'Brat Camp' have to obey?

2 While you are watching:

- 1 What rule do the girls break?
- 2 What will happen if they break any more rules?
- 3 What do the kids have to do in their stone circles?

Time to talk

3 Which do you think would be the hardest rule to obey at *Brat Camp*? Why?



5 Use your head!

Education

achieve (v)
 assess (v)
 biology (n)
 boarding (adj)
 calculator (n)
 challenging (adj)
 control (v)
 coursework (n)
 curriculum (n)
 detention (n)
 discipline (n)
 dormitory (n)
 drama (n)
 experiment (n)
 facilities (n)
 fail (v)
 geography (n)
 gown (n)
 grades (n)
 maths (n)
 multiplication (n)
 professor (n)
 punish (v)
 register (v)
 selection process (n)
 sponsor (v)
 sport (n)
 staff (n)
 strict (adj)
 subject (n)
 syllabus (n)
 term (n)
 text book (n)
 timetable (n)
 truant (n)
 vocational (adj)

Collocations

be expelled
 boarding school
 break the rules
 comprehensive school
 exam results
 fail/pass an exam
 get (good/bad) grades
 home-educated
 learn a trade
 learn by heart
 mixed school
 multiplication tables
 punish students
 school teacher
 science experiments
 single sex school
 vocational course
 wear a uniform

Phrasal verbs

catch up with
 fall behind with
 get by
 get on with
 get through
 hand in
 put something off
 work out

Wordzones

words with do, make, have, take page 54

do an experiment
 detention
 homework
 my best

have ages
 breakfast
 lunch

make an effort
 a noise
 a promise
 fun (of)
 progress

take a break
 a message
 a rest
 a taxi
 a test

Other words

endure (v)
 frog (n)
 hands-on (adj)
 memory (n)
 mucking about (v)
 naughtiest (adj)
 neglect (v)
 predicted (v)
 trickier (adj)

DVD Activities

1 Predict:

Do you think exams in the 1950s in the UK used to be harder than today?

2 While you are watching:

- 1 Which subjects did the students have to take exams in?
- 2 What percentage failed the old exams?
- 3 Out of the 28 students, how many passed all their exams?

Time to talk

- 3 What do you think was the worst thing about the school you saw? Why?

6 Face value

Parts of the body

ankle	chest
chin	elbow
eyebrows	forehead
heart	hips
lungs	muscles
shoulder	stomach
thigh	throat
thumb	tongue
vein	wrist

Physical features

blemishes
body piercing
double chin
died hair
freckles
hairstyle
lines
make up
spots
tattoo
tan
wrinkles

Adjectives of appearance

attractive
beautiful
curvy
elegant
fabulous
fit
glamorous
gorgeous
hunky
muscular
plain
plump
shabby
skinny
slim
stick-thin
stocky
stunning
trendy
(un) healthy
well-built

Clothes

blouse	dress
gown	jacket
jeans	pullover
trousers	t-shirt

Expressions with parts of the body

to be a pain in the neck
to be on the tip of one's tongue
to give someone a hand
to have a big head
to have one's head in the clouds
to keep an eye on
to pull someone's leg
to put one's foot in it

Phrasal verbs

call something off
end up
look after
to up to somebody
put somebody up to something

Collocations

go on a diet
look good
make an impression
pump iron
waste time
zap spots

Other words and phrases

appearances can be deceptive
body-building (n)
blame (v)
cashmere (adj)
come in all shapes and sizes
cotton (adj)
denim (adj)
go on a starvation diet
hang-ups (n)
kid oneself (v)
leather (adj)
live up to (v)
make an impression (v)
outfit (n)
outing (n)
relation (n)
relative (n)
retire (v)
ruin your health
silk (adj)
starve yourself (v)
the fashion industry (n)
trick (v)

DVD Activities

1 Predict:

What do you think Hollywood stars have to do to be a size 0?

2 While you are watching:

- 1 What does Dawn do the night before she begins her diet?
- 2 What does Dawn have to do to reach size 0?
- 3 How does Dawn feel about her new life?

Time to talk

- 3 What do you think is the hardest thing about Dawn's new diet? Why?



7 Smart stuff

Science and technology

appliance (n)
astronaut (n)
cursor (n)
delete (v)
demonstrate (v)
discover (v)
experiment (n)
gadget (n)
fix (v)
hand-held device (n)
hands-on (adj)
high-tech (adj)
innovator (n)
invent (v)
invention (n)
laser (n)
measure (v)
phenomena (n)
plug (n)
pollution (n)
repair (v)
research (v)
researcher (n)
robot (n)
space craft (n)
switch (n)
theory (n)
wire (n)

Computer words & phrases

chat room (n)
crash (v)
download (v)
forum (n)
hard drive (n)
interactive (adj)
keyboard (n)
monitor (n)
mouse (n)
online (adj)
screen (n)
software (n)
virtual reality (n)
webpage (n)
website (n)
World Wide Web (www) (n)

Scientific subjects

Astronomy
Biology
Chemistry
Geology
Mathematics
Physics

Science & technology collocations

collect data
conduct research
follow a procedure
investigate a problem
set up an experiment
surf the internet

Phrasal verbs

be fed up with
be to do with
knock somebody out
look for
put on
turn somebody down

Collocations

everyday use
laser beam
piece of technology
sci-fi film
science lab
space travel
special effects

Other words & phrases

cells
chemicals
DNA
exhibits
far-fetched
galaxy
genes
get a window on something
hands-on
illusions
it's down to the fact that ...
it's driving me mad
planets
key
rocks
search
soil
souvenirs
stars
to do with something
trial

DVD Activities

1 Predict:

Do you think it's possible to make a bridge entirely from glass?

2 While you are watching:

- 1 Why is Thomas, the designer in the programme, famous?
- 2 What does Thomas say he can use to make a glass bridge?

Time to talk

- 3 Do you think Thomas's bridge will be successful? Why? / Why not? Would you like to walk on it?

8 Eat right, stay fit!

Food

beans
bread
burgers
cabbage
carrots
cereal
chicken nuggets
cheese
dairy
fast food
fruit juice
junk food
lamb
pasta
peach
pineapple
pork
rice
salmon
tomatoes
tuna
turkey
yoghurt

Eating in restaurants

bill (n)
book (v)
bowl (n)
chef (n)
cook (v)
cooker (n)
cookery (n)
delicious (adj)
diet (n, v)
fizzy (adj)
hard (adj)
host (n)
hygiene (n)
ingredients (n)
nutritious (adj)
menu (n)
order (v)
plate (n)
recipe (n)
savoury (adj)
sip (v)
swallow (v)
tasty (adj)
tough (adj)
tip (n)

Body parts

bones
brain
heart
liver
kidney
muscles

spine
stomach

Phrasal verbs

do up
give up
go off
put on
run out of
wash up

Wordzones

Idioms *page 86*

to get a big break
to go down well with somebody
to have a laugh
to be catapulted into the limelight
to bunk off work
a sob story
to go down well

Prepositional phrases *page 90*

at any rate
first
last
in charge of
good time
touch
on his own
the phone
the whole
out of breath
control
order
the ordinary

Collocations

balanced diet
cookery lessons
fatty foods
food hygiene
fizzy drink
health benefits
leave a tip
pay a bill
processed food
skip meals

Other words

ban
coolest
crash course
down-to-earth
inconceivable
phenomenal
to campaign
trainees

DVD Activities

1 Predict:

Do you think leaving 15 trainees in charge of a top restaurant would be successful or not? Why?

2 While you are watching:

- 1 Were the trainees successful in running the restaurant for the night?
- 2 How did the trainees feel afterwards?

Time to talk

- 3 What do you think would be the worst thing about working in a busy restaurant kitchen? Why?



9 Shop around

Shopping

appeal (n, v)
brand name (n)
demand (n)
designer label (n)
exclusive (adj)
fashion victim (n)
in fashion (adj)
influence (n)
last (adj)
mass-market (adj)
must-have (n)
out of fashion (adj)
personalise (v)
sophisticated (adj)
status symbol (n)
stereotype (n)
trend (n)

Phrasal verbs

be in
be into
be out
be over
come up to somebody
pick up (a bargain)
shop around
show off
try something on

Collocations

bargain price
browsing around (a shop)
carrier bag
chain store
clothes rack
credit card
department store
designer label
fitting room
gift wrap
impulse shopping
sales counter
shopping mall
status symbol
store detective
the fashion world
window shopping

Wordzones

Other words & phrases

attitude (n)
express (v)
get something wrong (phrase)
have a laugh (phrase)
help is at hand (phrase)
individuality (n)
in fashion
issue (n)
lifestyle (n)
ongoing (adj)
opportunity (n)
out of fashion
quiz (v)
research (n)
respect (v)
solution (n)
spot (v)

DVD Activities

1 Predict:

What do you think goes into creating a fashion show?

2 While you are watching:

- 1 What things had to be done before the fashion show?
- 2 Was the designer happy with his show?

Time to talk

3 What do you think would be the most exciting thing about organising a fashion show? Why?

10 Breaking the rules

Crime

be arrested (v)
be caught (v)
be charged (v)
be fined (v)
be found guilty (v)
be found innocent (v)
be imprisoned (v)
be let off (v)
be set free (v)
case (n)
con (v)
conviction (n)
court (n)
deceive (v)
dishonest (adj)
evidence (n)
fake (n)
fraud (n)
forge (v)
gang (n)
guilty (adj)
hack into (v)
illegal (adj)
innocent (adj)
judge (n)
jury (n)
legal (adj)
prison (n)
punishment (n)
ringleader (n)
rebellious (adj)
sentence (n)
trial (n)
vandalise (v)
witness (n)

People and crime

criminal
defendant
forger
gang
judge
jury
lawyer
ring leader
victim
witness

Phrasal verbs

arrest somebody for something
be taken in by somebody
blame somebody for something
boast about something
escape from
face up to
feel let down by
find somebody guilty of something
get away with

get hold of
get up to
let off with
look back on
make off with
pose as somebody
set somebody free
trick somebody into doing something

Antisocial activities

hacking
painting graffiti
playing truant
shoplifting

Collocations

break the law
commit a crime
community service
court case
false documents
get into trouble
go to court
go to prison
go shoplifting
harmless fun
law enforcement agency
pay a fine
spend time in prison

Wordzones

Negative prefixes *dis-* *de-*
anti- *in-* *mis-* page 112

dis- agree
honest
de- fraud
anti- clockwise
social
in- famous
mis- behave
understand

Other words & phrases

learn from your mistakes
learn right from wrong
signature (n)

DVD Activities

1 Predict:

Do you think games you play at the fairground are always fair?

2 While you are watching:

- 1 Why can't people win the darts game at the fair?
- 2 How many people are involved in stealing the man's bag?

Time to talk

- 3 How do you think you could prevent your bag being stolen in the way shown on the DVD?



11 A tall story

History

afterlife (n)
 ancient (n)
 artefact (n)
 archaeologist (n)
 battle (n)
 become king or queen (phrase)
 biographer (n)
 burial place (n)
 century (n)
 chariot (n)
 chest (n)
 costume (n)
 dig (n)
 dig out (v)
 dinosaur (n)
 document (n)
 excavate (v)
 excavation (n)
 headdress (n)
 historian (n)
 legend (n)
 medieval (adj)
 monument (n)
 mummify (v)
 mummy (n)
 mystery (n)
 myth (n)
 origin (n)
 pharaoh (n)
 preserve (v)
 reign (v)
 shrine (n)
 spirit (n)
 statue (n)
 symbols (n)
 tale (n)
 throne (n)
 tomb (n)

Wordzones

Making changes to a word *page 120*

verb

believe
 bury
 die
 enter
 investigate
 live
 prove

noun

belief
 burial
 death
 entrance
 investigation
 life
 proof

adjective

broad
 long
 strong
 wide

noun

breadth
 length
 strength
 width

verb

broaden
 lengthen
 strengthen
 widen

Urban legends

gullible (adj)
 hoax (n)
 rumour (n)
 terrorise (v)
 threaten (v)

Collocations

Ancient Egyptians
 burial chamber
 buried treasure
 conspiracy theory
 lucky charm
 written records

Other words & phrases

account
 adjoining
 beasts
 discover
 documentary
 erased
 explore an ancient civilisation
 fact
 factual
 fiction
 find
 folklore
 gasped
 intruder
 join an excavation
 locate
 official papers
 peer
 peril
 priceless
 sensationalised
 statement
 survived
 tragedy
 undisturbed
 wound

DVD Activities

1 Predict:

At what age do you think Tutankhamen became king?

2 While you are watching:

True or False?

- 1 Tutankhamen had a child with his sister.
- 2 Tutankhamen governed his kingdom until he was 18.
- 3 Tutankhamen died in his teens.

Time to talk

3 What do you think was the best and worst thing about Tutankhamen's life? Why?

12 Get away!

Holidays

airfare (n)
 courier (n)
 destination (n)
 gear (n)
 guide (n)
 eco-tourism (n)
 hike (v)
 itinerary (n)
 journey (n)
 luggage (n)
 nightlife (n)
 passenger (n)
 situated (v)
 tour (n)
 tourism (n)
 trail (n)
 travel (v)

Activities

hang-gliding
 hiking
 paragliding
 rock climbing
 scuba-diving
 skate-boarding
 sky-diving
 surfing
 white-water rafting
 yachting

Cities

city centre (n)
 leisure centre (n)
 museum (n)
 overcrowding (n)
 pollution (n)
 residential area (n)
 shopping centre (n)
 skyscraper (n)
 town hall (n)
 traffic congestion (n)

Natural features

beach	canyon
cliff	forest
glacier	lake
meadow	mountain
rapids	stream
waterfall	wilderness

Collocations

board a plane
 book a room
 camping equipment
 coach drive
 have fun
 national park
 roller coaster
 shoot the rapids
 street entertainment
 take a break
 take a hike
 take in the sights
 the bright lights
 thrillseeking
 wildlife paradise

Wordzones

Compound words *page 130*

Compound words can be written as one word, separate words or with a hyphen (-).

noun + noun

backpack (n)
 campsite (n)
 departure lounge
 luggage rack
 one-way street
 traffic jam

noun + verb

a windbreak

-ing form of verb + noun

boarding pass
 booking office
 sleeping bag
 swimming costume

noun + -ing form of verb

skateboarding

verb + preposition + noun

the check-in desk

adjective + noun + -ing form of verb

white-water rafting

Other words & phrases

awesome (adj)
 exhilarating (adj)
 have a go at (phrase)
 lose (v)
 miss (v)
 placed (v)
 postpone (v)
 white knuckle (adj)
 You bet!
 zip (v)

DVD Activities

1 Predict:

Do you think it would be better to clean rooms or work in the bar in a hotel in a ski resort? Why?

2 While you are watching:

- 1 Who has the best job and why?
- 2 What is included with their jobs?

Time to talk

3 What kind of holiday resort hotel would you like to work in? Why?

Unit 1

Present simple or present continuous?

We use the present simple:

- for habits or repeated actions or events.
*He **drives** to work every day.*
- with adverbs of frequency (*always, usually, never, rarely, sometimes, often, etc.*), to show how often something happens. The adverbs usually go before the main verb or after the modal/auxiliary verb.
*My brother **always sings** in the shower.*
- for facts that are always true.
*It **gets** dark at night.*
- for events/situations that are permanently true, or true at the time of speaking.
** Pop groups **make** records.*
- for fixed timetables.
*Our plane **leaves** in 5 minutes.*
- in time clauses with a future meaning.
*I'll phone you when I **arrive**.*
- in film/book reviews, when summarising a plot.
*The hero **runs** in and **rescues** the girl.*

We use the present continuous

- for actions that are happening at the moment of speaking.
*He's **driving** to work now.*
- with *always*, to show that something which happens often is annoying or surprising.
*My brother's **always complaining**!*
- for situations/states that are changing.
*Our climate **is getting** hotter.*
- for situations that are temporary (true only for a limited time).
*McFly **are making** a record at the moment.*
- for fixed plans and arrangements in the future.
*I'm **meeting** my friends tonight.*
- something that is happening in the present, around now, but not at the exact moment of speaking.
*Mobile phones **are getting** cheaper.*

Notice the spelling changes
*sit > **sitting**; make > **making***

→ Present continuous for future see Unit 3.

State verbs

State verbs describe a state, not an activity. They cannot normally be used in the continuous form. They include:

- verbs of thinking e.g. *agree, believe, disagree, doubt, expect*, forget*, know, remember*, suppose, think*, understand*
- verbs describing attitudes e.g. *dislike, hate, like, love, need, prefer, want, wish*
- verbs of sense/perception e.g. *hear*, see, smell*, taste**
- verbs describing appearance, qualities e.g. *appear, look (=seem), seem, sound*

- verbs of being and possession e.g. *be*, belong to, contain, have*, own, possess*
- other verbs e.g. *cost, fit, mean, owe, weigh*

We use some state verbs in the continuous when we describe actions. These are marked with an asterisk (*).

*I **think** (= believe) you're right. I'm **thinking** about (= considering) it.*

*I **see** (= understand) what you mean. I'm **seeing** (= meeting) him tomorrow.*

We can use *feel* and *look* in the continuous with no change in meaning.

*I **feel/am feeling** ill. You **look/are looking** tired.*

We often use *can* with sense/perception verbs.

*I **can't** hear you. I **can** see something.*

See and hear are stative verbs but look and listen describe actions.

*Can you **see** it? I'm **looking** at the photos.*

*I can **hear** voices next door. I'm **listening** to the music.*

Adverbs of frequency

We use adverbs of frequency:

to say **how often** something happens.



Adverbs of frequency come:

- before** main verbs
*I **always have** English lessons on Monday.*
- after** *be*
*I'm **hardly ever** late for English lessons.*
- after** auxiliary verbs
*I've **never** been to England.*
- after** modal verbs
*I **can usually** understand my English pen friend.*

Past simple

We use the past simple to talk about:

- actions which are completed.
*We all **worked** hard.*
- a sequence of past actions.
*Everyone **sat** down and the lesson **began**. (= everyone sat down, and then the lesson began)*
- a habit in the past.
*We **went** to the cinema **every week**.*

Notice the spelling changes

*try > **tried**, move > **moved**, clap > **clapped***

Present perfect simple

→ Present perfect forms, see Unit 4.

We use the present perfect to talk about:

- recently completed single actions. We don't say when they happened, because we're more interested in the present result.
I've bought a new CD. (I have it now).
- things that have happened in our lives up to now.
I've been to lots of pop concerts.
- an event that started in the past and continues up to the present, especially with *for* and *since*.
She's known Simon for three years. He's lived in London since 2006.
- a period of time that is still continuing, with expressions like *today, this week, this year, etc.*
We've learnt two new songs today (and it's still only 3pm).

Notice the difference between **have/has been** and **have/has gone**

He's been to London. (He went to London in the past but he's back now.)

He's gone to London. (He's in London now.)

Present perfect with adverbs

We use *just* for very recent events.

We've just heard the news.

We use *yet* when we are expecting something to happen. *Yet* is normally used for questions and negatives and goes at the end of the clause.

Have you seen the new James Bond film yet?

We use *already* when something has happened before now.

I've already sent him an email.

We use *since* when we refer to the starting point in time.

since I was twelve/2004/the beginning of term

We use *for* when we refer to the period of time.

for about a year/a long time/three minutes

We use *ever* in questions and statements to talk about whether an event or experience has/hasn't happened at some time in the past.

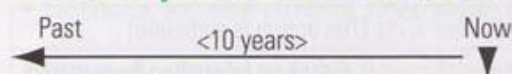
We use *never* for something that hasn't happened, and for a negative answer.

Have you ever played 'The Sims'? No, I've **never** played it.

We can use *ever* and *never* with the comparative and superlative.

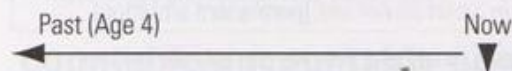
This is the best film I've ever seen. I've never seen a better film.

Present perfect continuous



We've been friends for ten years.

I've known my friend for ten years.



She's been learning English since she was four years old.

She's been working too hard. (= She looks tired.)

We use the present perfect continuous to talk about:

- an action that started in the past and continues up to now.
She's been learning English since she was four years old.
- An action that started in the past and finished recently but the results are evident in the present.
She's been working too hard. (= She looks tired.)

We use these expressions with the present perfect continuous: *since, for, how long?, all day/all night/all morning.*

Present perfect simple or past simple?

We use the present perfect simple:

- for actions that happened at an unspecified time.
He's won a talent show.
- for actions and situations that began in the past and are still continuing.
She's been a dancer for two years.
- to talk about things that have happened in our lives up to now.
Shayne's toured all round the world.

We use the past simple:

- for actions that happened at a definite past time.
He won a talent show when he was just sixteen.
- for actions or situations that finished in the past.
She was a dancer for two years but she doesn't dance any more.
- to give more details about our experiences or ask questions about it.
He gave a concert in London last month and last week he was in Liverpool.
Where did he visit first? Did he enjoy it?

Present perfect simple or continuous?

Compare the present perfect continuous with the present perfect simple.

Present perfect continuous

<i>He's been writing a new song.</i> (The action is not complete)
<i>It's been raining for two hours!</i> (focus on how long)
<i>I'm hot because I've been running.</i> (focus on a recent action)
<i>She's been living in Spain for a while but she's leaving next week.</i> (temporary situation)

Present perfect simple

He's written a new song. (The action is complete)

It's rained twice this week. (focus on how often/how many)

I've run all the way here! Now I'm exhausted! (focus on the present result of a recent action)

She's lived in Spain all her life. (permanent situation)

With *work*, *teach*, *study* and *live*, we can use the present perfect simple or continuous + *for/since* with no change in meaning; *I've worked/ve been working here for years.*

We use the present perfect simple with state verbs *I've known him since 2007.*

Unit 2

Past simple

→ past simple forms, see Unit 1.

Past continuous

We use the past continuous to talk about:

- something which was in progress at a particular time in the past.
I was watching TV at 8 o'clock last night.
- to 'set the scene' in a story.
The sky was grey and it was snowing hard.
- an action in progress in the past which is interrupted by another short action. We use *when* before the action in the past simple and *while/when* before the action in the past continuous.
When I arrived, they were playing my favourite song.
I played the song while/when we were driving into town.
- something we were planning or expected to happen.
We were planning to go to France but went to Spain instead.

Used to/would

We use *used to* or *would* + infinitive to talk about habits or repeated actions in the past.

I used to go jogging every day until I hurt my knee.

He would stay up all night when he was younger.

We use *used to* (not *would*) to talk about past states.

She used to have long hair.

I didn't use to like pop music.

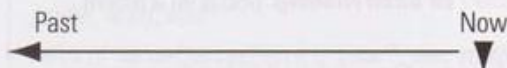
Where did they use to live?

Past perfect simple

We use the past perfect simple to describe an action or event that happened before another action in the past.

The parrot had escaped from its cage when we arrived home.

(= first the parrot escaped, then we arrived home.)



We use many of the same time expressions that we use with the present perfect with the past perfect *when, after, by, by the time, before, as soon as, until, already, just, ever, never, the day/week/month before.*

She didn't come to the zoo with us, because she had already visited it.

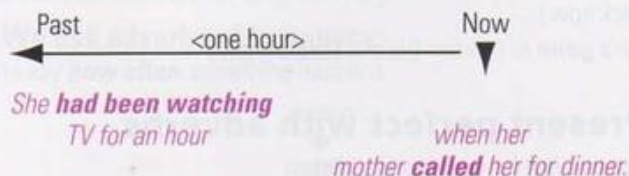
The tourists had just started the safari when they saw a lion. Jim had never been on a wildlife holiday before we went to Africa.

By the time they got home, they had spent all their money.

Past perfect continuous

We use the past perfect continuous for:

- a past action that continued over a period of time until another action interrupted it.
We'd been sailing for a few hours when the storm broke.
- a past action that continued over a period of time but stopped before another action happened or before a specific time.
I'd been looking forward to the trip but it was cancelled at the last minute.



We use these time expressions with the past perfect continuous: *for, since, all day/night/week/year*

She'd been watching for two hours when the elephant appeared.

He'd been studying Biology since he was ten.

They'd been walking through the jungle all day.

Past tenses in narratives

Compare these narrative tenses.

Past simple

- For the main events, to say what happened next.
Paul jumped out of bed, opened the window, and looked out.

Past continuous

- For background actions that continued while the main events happened.
The sun was shining.

Past perfect

- To refer to something that happened earlier.
His father had already left for work.

Articles

We use the definite article *the*:

- when there is only one of something in existence *The Earth is round.*
- when we have mentioned a person or thing before *We saw a tiger and a lion. The tiger was sleeping but the lion was wide awake.*

- when it is clear who or what we are referring to *Look! **The** guide is calling us to go.*
- with superlative-adjectives *The cheetah is **the** fastest animal in the world.*
- with adjectives ***the** poor, **the** elderly*
- with some countries ***the** USA, **the** UK*; before national groups ***the** Italians*; before nationalities ending in -sh, -ch, or -ese or plural groups ***the** Chinese*
- with plural names of countries, rivers, seas, oceans, groups of mountain ranges, deserts, and areas ***the** USA, **the** Pacific, **the** Andes, **the** Seychelles, **the** Sahara, **the** southwest of Spain.*
- with some places of entertainment and important buildings *We went to **the** cinema. **The** Houses of Parliament.*
- with musical instruments *I play **the** guitar.*
- with newspapers ***the** Times*
- with inventions *Bell invented **the** telephone.*
- with parts of the body after preposition *The dog bit him on **the** leg.*

We use the indefinite article *a/an*:

- before single countable nouns when we talk about a thing or person, but we don't say which thing or person we mean *I've just seen **a** snake! She's **a** dentist.*
- when we are referring to people and things in general ***A** lawyer earns more than **a** car mechanic.*
- when we are referring to a person or thing which we are mentioning for the first time *I want to buy **a** car.*
- for singular jobs and other groups that people belong to *He's **a** teacher. She's **a** wildlife enthusiast.*
- to mean 'one', before fractions and large numbers ***a** hundred dollars, two and **a** half cupsfuls.*
- to mean 'each' or 'per' *10 kilometres **a** hour, once **a** day.*
- before some illnesses, especially ones that are not serious *I've got **a** flu. BUT I've got **a** cold/**a** headache.*
- before certain fixed expressions *in **a** hurry, at **a**n alarming rate*
- with expressions of quantity ***a** couple* and of frequency *once **a** month*

We use *no article* when we are talking in general:

- before plural, countable nouns *Gorillas are beautiful animals!*
- before uncountable nouns *Pollution is a problem.*
- before some illnesses, especially serious ones *I've got measles.*
- before sports, games, school subjects and languages *I like football. I love Biology.*
- before meals *I haven't had dinner yet.*
- before certain institutions like hospitals and prisons *I broke my leg and had to go to hospital.*

BUT we use the definite article (**the**) to refer just to the building. *We had a look round **the** new hospital.*

And with these expressions and prepositional phrases:

- to/at from school, university, college, work
- in/to class, church
- to/in/into/out of bed, hospital, prison
- go home
- by car, bus, plane, boat, taxi, ferry, bicycle; by accident/mistake
- on foot/holiday/business/time/TV

We also use *no article* with the names of:

- continents, and most countries, cities/towns, mountains *Asia, Australia, Paris, the Himalayas*
- individual mountains and lakes *Mount Everest, Lake Geneva*
- names of streets/roads, squares and parks *Regent Street, Piccadilly Square*
- most shops and restaurants *McDonald's*

Countable/uncountable nouns

- Countable nouns have singular and plural forms. *a game, games; a child, children; a foot, feet*
- Uncountable nouns have no plural form. We use some before them, not **a/an**. We always use singular verbs with them. *Our teacher gave us some homework. **The** homework is easy.*

The following common nouns are usually uncountable: *accommodation, advice, behaviour, furniture, food, information, knowledge, luggage, money, news, progress, success, traffic, travel, trouble, water, work.*

Some nouns can be either countable or uncountable, depending on the meaning.

*I've got **a** room of my own in our flat. Is there enough room on the sofa for me to sit down?*

Unit 3

The future

will

We use *will*:

- to make general predictions about the future. *It **will** rain tomorrow. In thirty years' time, life won't be the same as now.*
- We often use *I think, I'm sure, probably, definitely*, etc. to show how certain we feel. *I think he'll do well in his exams. I'm sure we'll win.*
- for decisions we make at the time we are speaking. *They're looking for teenage TV presenters. I think I'll apply!*
- for offers and promises. *I'll give you a hand. I'll pay you back soon.*

going to

We use *going to*:

- to make general predictions about the future. ***Be going to** is more informal than **will** It's **going to** be really hot tomorrow.*
- for things we expect to happen because of what we know or can see now. *Look out! You're **going to** drop those books!*
- for intentions and plans, when we've already decided to do something. *I'm **going to** stay in today. I've got to write my application.*

Present simple

We use the present simple for events in the future that are part of a timetable. *Our train leaves at ten o'clock. The library closes at six this evening.*

Present continuous

We use the present continuous (**not** the present simple) to talk about future events that we have planned and arranged. The time reference must be clear or stated from the context. *We're having a party next week. Are you doing anything this evening? I'm meeting Sarah at eight o'clock.*

We use **will** (**not** the present simple) for decisions we make at the time of speaking, or for offers and promises. Wait. *I'll come with you. (not I come with you.) I'll meet you at the cinema. (not I meet you at the cinema.)*

→ *will* in conditional forms see Unit 6.

Future continuous

We use the future continuous:

- to talk about an action that will be in progress at a particular time in the future. *'Can we meet at seven tomorrow?' 'No, I'll be doing my homework then.'* (= I'll start doing homework earlier than seven and continue later than seven.)

Compare the future with *will* and the future continuous. *Come at seven thirty. We'll watch a film at six.* (= We'll start watching at six.) *Don't come at six. We'll be watching a film.* (= We'll be in the middle of watching.)

- to talk about future arrangements which are already planned. *I'll be going into town tomorrow. Do you want me to get you anything?*

Future perfect simple

We use the future perfect simple to talk about an action or situation that will be finished before a particular time in the future. *I can phone you at seven tomorrow. My lesson will have finished by then.* (= it will finish some time before then.)

We often use the future perfect with *by* or *by the time* + present simple. *We'll have finished our breakfast by eight. By the time we arrive, he'll have gone out.*

Compare the future with *will* and the future perfect. *We'll go at nine o'clock.* (= Nine o'clock is the time we'll go.) *We'll have gone by nine o'clock.* (= We'll go before nine o'clock.)

shall

We usually use *shall* to make a suggestion or an offer. In both cases we use the question form. *Shall we go out tonight? Shall I carry your books for you?*

Future in the past

We use **was/were going to** + infinitive to talk about a planned action in the past that didn't happen. *I was going to meet her, but I didn't have time.* (= it was my intention to phone her, but I didn't.)

Future time clauses

Notice the tense forms used to refer to the future after linking words such as *after*, *before*, *when*, *while*, *as soon as*, *until*, *once* and *next time*.

We use the present simple to refer to a future action. *I'll phone him when I get home. (not when I'll get home.)*

We use the present continuous to refer to an action that will be in progress in the future. *I'll dream about this holiday while I'm sitting in a hot, stuffy classroom. (not while I'll be lying.)*

We use the present perfect to refer to an action that will be complete in the future. *Call me after you've seen him. (Not after you will have seen him.)*

We use the future perfect continuous with *for* to emphasise the duration of a state or action which will probably continue after the time mentioned. *We'll have been learning English for six years next September.*

Unit 4

Modal verbs

Ability

can, could

We use *can* to talk about general ability and possibility in the present. *I can play the guitar. Be able to* is more formal and not as common. *We are not able to attend the ceremony.*

We use *could* and *was/were able to* for general ability in the past. *He could swim from the age of four.*

We use *was/were able to* infinitive (not *could*) to talk about the ability to do something on a single occasion in the past. *He was able to swim to the shore.*

We use *will be able to* for a general ability or possibility to do something in the future. *When we get home, we'll be able to tell our friends about what happened.*

Probability

should (be)/ought to (be)

We use *should (be)* and *ought to (be)* to say that we think something is likely now or in the future, but we aren't sure. *They should/ought to be at home by now.* (= I think they are at home.)

Possibility

may (be)/might (be)/could (be)

We use *may (be)/might (be)/could (be)* to say that something is possible now or in the future. The order of certainty from highest to lowest is *may > might > could*.

We use *may (be)/might (be)/could (be)* + infinitive to talk about the present or the future. *It may/might/could be hormone changes that make teenagers sleepy in the morning.*

Obligation

must/have to/needn't

We use *must* and *have to* for present obligation.

We use *must*:

- when the speaker feels that an action is necessary. *I must finish my homework before I go out.*

We use *have to*:

- when an action is necessary because someone else requires it or because of a law or rule. *My parents say I have to finish my homework before I go out. We have to take our shoes off in the gym.*

- to talk about obligation in the past or future. *She **will have to go to the dentist** if she's got toothache.* (Future) *I **didn't go out last night** because I **had to** look after my brother.* (Past simple) *Paula **has had to** walk home because she missed the bus.* (Present perfect)
- with adverbs of frequency *always, often, sometimes*, etc. *I **never have to** clean my own room. She **sometimes has to** work in the evenings.*

We use *don't/doesn't* or *did/didn't have to/need to* or *needn't*:

- when there is no obligation. *You **don't have to go** if you don't want to. It's okay – you **needn't** worry!*

Advice and recommendation

We use *should/shouldn't* or *ought (not)* to give advice or say that something is or isn't a good idea. *You **should** talk to your parents. He **shouldn't** miss school. We **ought to** work harder. I **ought not to** argue with my sister.*

We use *had better (not)* + infinitive to give strong advice or a warning. *You'd **better go home now!** You'd **better not** tell your mum!*

We use *should/shouldn't* or *ought (not)* + *have* + past participle to express criticism of someone's behaviour in the past. *She **shouldn't have** shouted at you.*

Permission and requests

We use:

- can/can't* (present), *could/couldn't* (past) and *(not) be allowed to* (all tenses) to talk about permission or lack of permission. *You **can** go home now. You **can't** talk in exams. My parents were strict and I **wasn't allowed to** stay out late at night.*
- allowed to* (not *could*), to speak about a particular occasion *We were **allowed to** leave school early yesterday.*
- can, could* (more polite) or *may* (formal) to ask for permission and make requests. ***Can** I do it? **Could** I borrow your phone? **May** I sit here?*

Speculating about the past

We use:

- may/might/could* + *have* + past participle when we think it's possible that something happened. *He **may have had** an argument with his dad.*
- may/might not* + *have* + past participle (but not *couldn't*) when we think it's possible that something didn't happen. *They **might not** have seen us.*
- could* + *have* + past participle for a past action which didn't happen, although the opportunity existed. *I **could have** gone for a swim, but I didn't.*

Necessity and lack of necessity

- Need* is a main verb with present, past, future and participle forms, followed by *to*-infinitive *I **need to** see you. She **didn't need to** pay to go in.*
- Need* can also be a modal verb, followed by infinitive without *to*. This form is mainly used in negatives *You **needn't** worry.* (= It isn't necessary.)

- Compare these uses of *need* when talking about the past. *We **didn't need to** run to the station because we had plenty of time.* (= We didn't run because it wasn't necessary). *We **needn't have** run to the station because our train was delayed.* (= We ran, but it turned out wasn't necessary.)

→ *Must/can't/couldn't* + *have* + past participle see Unit 11.

Unit 5

Adjectives and adverbs, comparative structures

We add *-er* and *-est* to form the comparative and superlative of regular one-syllable adjectives, two-syllable adjectives ending in *-y*, and adverbs with the same form as adjectives. Watch out for spelling changes! *Madrid is **hotter** than London in summer. Athens is the **busiest** city I have ever seen.*

We use *more* and *most* to form the comparative and superlative of regular adjectives with two or more syllables. We also use *more* and *most* with most adverbs ending in *-ly*.

Here are some irregular adjectives and adverbs:

Adjective	comparative	superlative
good	better	the best
bad	worse	the worst
far	further	the furthest
little	less	the least
much/many	more	the most

Adverb	comparative	superlative
well	better	the best
badly	worse	the worst
late	later	the last
much/a lot	more	the most
little	less	the least

We use *as* + adjective/adverb + *as* to compare two things that are equal. *John is (not) **as tall as** his father.*

We use *(not) as* + adjective/adverb + *as* to mean 'less ... than' *He's **not as tall as** me.* (= He's less tall than me.)

We use *as (not) as* + *much/many* + noun + *as* to compare quantities *I don't do **nearly as much homework as** him.*

To qualify statements, we use *a bit/a little/even/rather/slightly/rather/far/a lot*. *Exams were **a lot harder** in the past.*

We use + comparative ... + comparative ... to show a trend, or that one situation depends on another. *The **bigger** schools get, the **less friendly** they become.*

We can also use these expressions to compare things

- the same (as)* *Clare's watch is the (nearly/exactly) **same as** mine.*
- similar to* *Your trainers are (quite/very) **similar to** John's.*
- different from* *My jeans are a bit/completely **different from** those.*

too, enough, very

Too means *more than you need*. *Enough* means *as much as you need*. We use them in these patterns:

- *Too* + adjective/adverb *This watch is too old. It stops too often.*
- (not) adjective/adverb + *enough* *Are you comfortable enough? Did she speak slowly enough? These jeans aren't big enough!*
- *too* + adjective/adverb + infinitive *I'm too tired to go to the party.*
- (not) adjective/adverb + *enough* + infinitive *They aren't fast enough to win the race.*
- *too* + adjective/adverb + *for* somebody + *to*-infinitive OR *not* + adjective/adverb + *enough* + *for* somebody + *to*-infinitive. *This box is too heavy for him to lift.* (= The box is very heavy so he can't lift it). *The questions were easy enough for Laura to answer.* (= The questions were very easy so Laura could answer them.)

so ... that, such (a/an) ... that

We use *so/such* to emphasise adjectives, adverbs and quantities.

- *so* + adjective/adverb *My teacher's so kind! John speaks so fast!*
- *such* + adjective + uncountable/plural noun *We had such good fun! We had such interesting lessons!*
- *such a/an* + adjective + singular noun *I had such a shock!*
- *so* + *much/many* *I've got so many friends to tell!*

We use *so ... that/such (a/an) ... that* to describe cause and effect. *I was so happy that I jumped in the air. It was such awful weather that we stayed indoors. There were so many children at the party that the noise was deafening!*

Determiners

+ single countable noun	+ uncountable noun	+ plural countable noun	+ plural countable / uncountable noun
each, every	a little, little, a bit of, a great/good deal of, a large amount of, each of	a few (of), several, many, most, a few, few, a number of, all	some, a lot/ lots of, plenty of, no,

We use *some* in positive sentences and in requests or offers. *I've got some new games. Shall I bring some CDs?*

We use *any* in negative sentences and questions. *They didn't give us any advice. Have they got any mobile phones?* We can use *no* instead of *not any*, with a positive verb. *I've got no time.* (= I haven't got any time.)

We use *much* with uncountable nouns and *many* with countable nouns in negative sentences and questions. *I haven't got much money. How many books do we need?*

A little and *a few* (= some) have a positive meaning, like *some*. *It'll take a little time. I've got a few new CDs.*

Little and *few* have a negative meaning (= almost none). *He had very little time to escape. We've got very few biscuits left.*

Plenty of and *enough* mean 'as much as we need'. *You've got plenty of chips. Have you got enough money?*

Too much and *too many* mean 'more than we need'. *There's too much oil in this food! You've brought too many books.*

We can use *some/any/none* + *of* before pronouns and possessives. *Some of them don't eat meat.*

Unit 6

Conditionals

Zero conditional

We use the zero conditional (*If/When* + present simple, + present simple) to talk about things that are always or generally true. *If I eat too much chocolate, I feel sick.*

First conditional

We use the first conditional (*If* + present simple, + *will/can/could/may/might*):

- to talk about possible actions in the future. We can use an imperative in the main clause instead of *will*. *If I see her, I'll tell her your news. If you need help, tell me!* We can also use the present continuous or the present perfect.
- The *if* clause can come at the beginning of the sentence or after the main clause. When it comes at the beginning, we put a comma after it. *If I see her, I'll tell her. I'll tell her if I see her.*

We use *unless* in first conditional sentences to mean 'if not'. *I'll go for a walk unless it rains. Unless Tina arrives soon, we'll be too late for the cinema.*

We use *provided/providing (that)* or *as long as* to mean 'if' or 'on condition that'. *I'll lend you my bike on condition that/as long as you bring it back tonight.*

We use *in case* when we are thinking about something that might happen. *I'm going to buy a sandwich in case I get hungry later.*

Second conditional

We use the second conditional (*If* + past simple + *would/could/might*):

- to talk about imaginary or impossible situations in the present. *If I were a pop star, I would buy a big house in the country.*
- to talk about unlikely present or future situations. *If I won the lottery, I'd buy a racing car.*
- to give advice or make suggestions. *If I were you, I'd buy those trainers.*

We can use *could* or *might* in the main clause instead of *would*. *If I had lessons, I could play the guitar better.*

We can use *unless* instead of *if*. *I wouldn't lend anyone my phone unless I knew them.*

We can use *Suppose/supposing* to mean *what if?* *Suppose you won a free holiday, where would you go?*

Third conditional

We use the third conditional (*if* + past perfect, + *would have/could have/might have* + past participle) to talk about possible events in the past that didn't happen. *If we'd saved up, we could have bought tickets for the match.*

We can use the continuous tense in the *if* clause or in the main sentence. *If he hadn't been driving fast, he wouldn't have crashed. If Paul hadn't proposed, Jessica wouldn't have been feeling so happy.*

Mixed conditionals

We use a mixed conditional to show a past event has an effect on the present. The *if* clause refers to the past (third conditional) and the main clause refers to the present or future (second conditional). *If I hadn't broken my leg, I'd be able to play football now.*

Unit 7

The passive

We form the passive with the correct tense of *be* + past participle. The object of an active sentence becomes the subject of a passive sentence. *Somebody stole the painting = The painting was stolen.*

We use the passive when:

- we want to focus on the action, not on the person or thing responsible for the action. *The computer's been repaired. Great!*
- we don't know or care who does the action. *The museum was opened in 2005.* (It's not important who opened it.)
- we want to make the important information stand out. *Tickets are being sold over the Internet.*
- When we want to emphasise the importance of the person doing the action, e.g. if someone has done a special or well-known job. In this case we use *by* + person. *Romeo and Juliet was written by Shakespeare.*

If we want to mention the doer of the action, we use *by* + person/thing. *The Earth was hit by a meteor.*

The passive is more common in formal writing than in speech. It is especially used in reports and newspapers.

Some verbs only have a passive form. *Bart Simpson was born in Springfield.*

In signs and notices, the verb *be* may be left out.

If a verb has two objects and one is a person, the person is usually the subject of the passive sentence.

In the passive, *let* becomes *be allowed to*.

In the passive, *make someone do* becomes *be made + to + infinitive*.

We can use *get something done* to say that we do something ourselves. It suggests that there is a lot to be done or that it is difficult but that we manage to finish it. *I got all my homework finished yesterday.*

Forms of the passive

Present simple *Hundreds of mobile phones are sold every week.*

Present continuous *The research is being done in the laboratory.*

Past simple *The first film was shown in Paris. Film isn't used in a digital camera.*

Past continuous *The robots were being programmed to play football.*

Future *One day, human footballers will be beaten by robots.*

Present perfect simple *The game has been tested.*

Past perfect simple *The window had been broken.*

Have/get something done

We use the causative form (subject + *have* + object + past participle) when we don't do something ourselves, but arrange for someone else to do it for us. All tenses are possible.

James had his car cleaned (= He arranged for someone else to do it for her.) *We're having our flat decorated.*

We can use *get something done* in a similar way, especially in informal English. *I must get my eyes tested.* But we don't usually use *get* in the present perfect tense.

We can use *have something done* (but not *get something done*) when something unpleasant happens to us. *I had my wallet stolen on my way home from school.*

Unit 8

Gerunds

We use *-ing* forms:

- as a noun, when the verb is the subject or the object of the sentence. *Learning to be a DJ is hard work. Her favourite sport is sailing.*
- after certain verbs, e.g. *avoid, begin, continue, hate, imagine, keep, like, love, prefer, practise, recommend, remember, start, stop, suggest.*
I enjoy cooking for friends.
- after all prepositions and phrases that end with prepositions, e.g. *interested in, good at, bad at, bored with, fed up with, fond of, tired of.*
He's really good at making decisions.
- after certain expressions *looking forward to, mind, can't stand, it's no good/use, it's not worth, there's no point, it's a waste of time, spend time.*
I don't mind living in the city.
- after verbs of perception e.g. *see, hear, etc.* when the action after the verb is continuous. *I saw him swimming in the pool.*
- after *spend/waste time*
I've spent ages making dinner.

Infinitives

We use **to-infinitives**

- after certain verbs e.g. *advise, agree, allow, appear, ask, begin, choose, continue, decide, expect, force, forget, hate, help, hope, learn, like, manage, offer, order, plan, prefer, prepare, promise, refuse, seem, start, stop, want, would like, would love.*
He's forgotten to bring his books.
The waiter ordered them to leave.
- after adjectives that describe feelings, e.g. *happy, possible, sorry, pleased.*
She was happy to help.
I'm glad to be here.
- after adjectives such as *difficult, easy, exiting, expensive, fun, hard, impossible* and *interesting*, to describe an action or activity. We can also use *it + be + adjective (+ for somebody) + to-infinitive.* *This book is easy to read.*
- after certain verbs and phrases. These include:
agree, afford, appear, arrange, ask, attempt, choose, decide, expect, fail, help, hesitate, hope, intend, learn, manage, offer, plan, prepare, pretend, promise, propose, refuse, seem, threaten, want, wish, would hate, would love/like, would prefer.

Some verbs **must** have an object before the *to-infinitive*. *He advised us to wait.* (Not *He advised to wait.*) These include *allow, ask, encourage, expect, forbid, force, get, help, instruct, intend, invite, leave, like, mean, need, oblige, order, permit, persuade, prefer, recommend, request, remind, teach, tell, tempt, want, warn.*

We use **object + infinitive without to**:

- after *make* and *let*.
He made her cry. Let me help! (BUT in the passive we use **to** after *make*. *He was made to pay back the money.*)
- after certain phrases e.g. *I'd rather ... , You'd better ...*
I'd rather not go. You'd better listen to your mum!

We use **(in order) to + infinitive** to say why we do something. *He went to the shops to buy some sweets.*

-ing form or to-infinitive?

We can use *-ing* forms or infinitives without changing the meaning after some verbs, e.g. *begin, continue, hate, like, love, prefer, start.*

I love going to parties/I love to go to parties.

But using *-ing* forms or infinitives completely changes the meaning of some verbs. Compare:

<i>I remember doing it.</i> (= I did it and I can remember it.)	<i>I must remember to do it.</i> (= I must not forget to do it.)
<i>He stopped drinking.</i> (= He was drinking and then he stopped.)	<i>He stopped to drink a cup of coffee.</i> (= He stopped what he was doing in order to drink.)
<i>I'll never forget meeting him.</i> (= I met him and I won't forget it.)	<i>I forgot to meet him.</i> (= It went out of my mind, so I didn't meet him.)
<i>Try leaving home earlier if you're always late for school.</i> (Leave earlier and see if it helps.)	<i>I'll try to leave home earlier tomorrow because I've got an important exam.</i> (= I'll make an effort to leave earlier.)
<i>Being a professional sportsman means training every day.</i> (= involves)	<i>I didn't mean to kick you!</i> (= It wasn't my intention)
<i>I regret telling him the secret.</i> (= I'm sorry for what I did.)	<i>I regret to tell you that James has had an accident.</i> (= I'm sorry I'm going to have to tell you this)

Unit 9

Reported speech

We use **reported speech** to tell somebody else what a person said earlier. After a past tense reporting verb (e.g. *said, told*) the original verbs usually shift back one tense into the past, and the pronouns and possessive adjectives change.

direct speech (actual words)	reported speech
present simple	past simple
present continuous	past continuous
past simple	past perfect simple
past continuous	past perfect continuous
present perfect simple	past perfect simple
present perfect continuous	past perfect continuous
past perfect simple/ continuous	no change
<i>am/is going to</i>	<i>was/were going to</i>
<i>will</i>	<i>would</i>
<i>can/could</i>	<i>could</i>
<i>may</i>	<i>might</i>
<i>must/have to</i>	<i>had to</i>
<i>should/could/might/ought to/would</i>	no change

When the reporting verb is in the present tense, we don't change any tenses in reported speech. *Sally 'I'm excited.'*
Sally says (that) she's really excited.

Expressions of time and place

These words/phrases often change in reported speech:

Direct speech	Reported speech
now	then
today, tonight	that day, that night
tomorrow	the next day/the following day/ the day after
yesterday	the day before/the previous day
tonight	that night
next week/month/year	the following week/month/year
last week/month/year	the previous week/month/year
a month/week ago	the previous month/week
here	there
this/that	the
these	those

Reporting verbs

The most common reporting verbs for statements are *say* and *tell*.

She said she was leaving.

She told him/her (that) ...

We can also use other reporting verbs like those below. The verbs marked * can be followed by more than one structure.

Verb + *to*-infinitive

Agree, decide*, offer, promise*, propose*, refuse, threaten*

Verb + object + *to*-infinitive

Advise, beg, encourage, invite, order, permit, persuade, remind*, tell, warn**

Verb + *-ing*

Admit, deny*, recommend*, suggest**

Verb + (object) + preposition + *ing*

accuse somebody of, advise somebody against, agree* with somebody on/about, apologise for, blame somebody for, boast about, complain* (to somebody) about, congratulate somebody on, insist on, warn* (somebody) against/about*

Verb + *that* clause

Admit, announce, agree*, believe, complain, decide, demand, deny*, explain, inform, insist, promise*, state, suggest*, threaten*

Verb + object + *that* clause

Inform, persuade, promise*, remind*, warn**

Reported questions

Reported questions have the same tense and word changes as reported statements. The word order is the same as in statements and we don't use a question mark.

When we report a *yes/no* question, we use *if/whether* after the reporting verb.

'Can I buy this jacket?' she asked (= She asked if/whether she could buy the jacket.)

When we report *wh*-questions, we use the same question word. *'Where are you going?' Katy asked.* = *Katy wanted to know where I was going.*

The word order in reported questions is the same as in statements and there is no *do/does/did* auxiliary. *'Where are you going?' = She asked (me) where I was going.*

Reported requests and orders

When we are telling or asking somebody to do something, we use **verb + *to* + infinitive**.

We use *ask/want* to report requests. *'Can you help me please, Simon?' = I asked Simon to help.*

We use *tell* or *order* to report commands. *'Don't shout!' She told him not to shout.*

Indirect questions

In indirect questions, the word order is the same as in statements. *'What's the time?' 'Could you tell me what the time is please?'*

Unit 10

Wishes and regrets

We use *wish/if only* + past simple or past continuous:

- to express dissatisfaction with a present situation. *If only* is more emphatic than *wish* and is less common. We often use *I wish* + *could*. We can use *were* instead of *was*. *I wish I could drive but I can't. He wishes he had a dog. I wish I was/were lying on a beach!*

We use *wish/if only* + *would* + infinitive without *to*:

- express dissatisfaction and annoyance about something that we would like to be different but that probably won't happen or that we can't control. *I wish the bus would come! She wishes somebody would give her a job.*

We use *could*, not *would* after *'I wish I/we would could go swimming!'*

- to show we're annoyed or irritated about something happening in the present. *I wish you would listen to me! I wish you wouldn't shout!*

We use *wish/if only* + past perfect to talk about something in the past that we would like to be different. *If only* is more emphatic than *I wish*.

I wish I had worked harder for my exam.

We use *regret* + *-ing* verb to talk about something we are/were sorry about that happened in the past. *I regret pulling her hair. He regretted having a tattoo.*

We use *should have/shouldn't have* + past participle to express regret about something that happened in the past that can't be changed now. *I shouldn't have shouted at my dad yesterday.*

Linking words and structures

Contrast

These words and phrases have a similar meaning to *but* and link two opposite or contrasting ideas:

- *although, though, even though* (emphatic), introduce a clause. This clause can come before or after the main clause. *Journalists printed the story **even though** it was untrue.*
- *whereas/while* are often used in formal writing. ***While** the company accepted blame for the accident, they refused to pay compensation.*
- We use *on the one hand ... on the other hand* to introduce two contrasting facts or opinions. ***On the one hand**, the bus is cheap. **On the other hand**, you could argue that the train is more comfortable.*
- We can also use *however* and *nevertheless* to show contrast. *However* can come at the beginning, in the middle or at the end of a sentence. *Nevertheless* usually comes at the beginning of a sentence. *I would have loved to come to the party. **However** I'll be on holiday then. The weather was terrible. **Nevertheless**, we set off for the picnic.*
- *In spite of/Despite + noun/pronoun* and *in spite of/despite* this can come at the beginning or in the middle of a sentence. *He went out for a walk **in spite of** the rain.*
- We use expressions like *in addition, more over* and *furthermore* to add information or arguments. These expressions are quite formal and we use them mainly in writing. They are usually followed by a comma. *The price is good. **Moreover**, the location is perfect.*

Reason, cause, purpose, result

To say why something happened we can use *because/since/as + clause*. The clause can come before or after the main clause. *I'm going to bed early **as** I'm a bit tired.*

We can also use *because of, on account of, or due to + noun* to introduce a reason or cause. *The football match was cancelled **due to** the bad weather.*

To introduce a purpose (to say what we want to achieve), we can use *in order (not) to* (formal) or *so as (not) to + infinitive* when the subject is the same in both parts of the sentence. *I phoned the doctor **(in order)** to make an appointment.*

We can use *in order that* (very formal), *so*, or *so that + clause* when the subject of each verb is different. *Dad bought me a racquet **so/so that** I could learn to play tennis.*

To introduce a result or consequence, we use *so + clause*. *I was exhausted **so** I went to bed.*

Therefore, as a result, consequently and *for this reason* have a similar meaning to *so*. *The players were very nervous. **As a result**, they lost the match.*

We use *in case + present simple* to talk about avoiding a possible problem in the future. *Take an umbrella **in case** it rains.*

We use *in case + past simple* to talk about precautions that were taken in the past. *She took her mobile phone **in case** she needed to call someone.*

Unit 11

Modals, speculating about the present

We use *must be/can't be* to say we are sure about something now; *must be* = positive, *can't be* = negative.

*This **must be** John's bike.* (= I'm certain it's John's bike.)

*It **can't be** Jessica's jacket, it's too small.* (= I'm certain it isn't Jessica's jacket.)

We use *could/might/may + infinitive* for a present or future situation that we believe is possible. *We **may never know** the answer.*

Modals, speculating about the past

We use *must* or *can't/couldn't + past participle* when we feel certain about something in the past.

*He **must have won** the race because everyone's cheering.*

*I **must have been playing** music when you rang because I didn't hear the phone.*

*You **can't have seen** her in school because she was ill in bed.*

We use *could/might/may + past participle* when we think it's possible something happened in the past.

*He **might have told** a lie.*

We use *may/might + not + past participle* (but not *couldn't*) when we think it's possible something didn't happen. *He **might not have done** it.*

Reporting verbs in the passive

We can use the passive with verbs like *believe, claim, expect, fear, know, report, say, rumour, suppose, think* and *understand*.

We can use passive reporting verbs in the following ways:

- *It is said/thought/believed* etc. + *that* clause. ***It is feared that** polar bears will become extinct. **It's said that** alligators are living under the streets of New York. **It is reported that** a tornado has hit the coast. **It's believed that** two men robbed the bank.*
- *said/thought/believed* etc. + *to*-infinitive. *The temperature **is expected to rise** next week.*
- *said/thought/believed* etc. + *to be + -ing*. *Alligators **are said to be living** under the streets of New York.*
- *said/thought/believed* etc. + perfect infinitive. *A rocket **is reported to have landed** on Mars. Terrorists **are supposed to have been planning** the attack for months.*

Unit 12

Defining relative clauses

The spy	who	loves me.
The band	which/that	I'm listening to is very good.
The man	whose	son is a doctor.
The place	where	I was born.
The time	when	I had a bad accident.

We use defining relative clauses to give more information about a person or thing and make it clear which one we are talking about. We don't use commas in defining relative clauses.

We use these relative pronouns:

- *who* or *that* for people
- *which/that* for things/animals
- *whose* for possession
- *where* for a place
- *when* for a time
- *why* for a reason

A relative pronoun can be the subject or object of a relative clause.

*The girl **who** loves me lives in this house.* (**The girl** loves me. = subject)

*The girl **who** I love lives in this house.* (I love **the girl**. = object).

We can omit the relative pronoun when it is the object.

*The girl **I** love lives in this house.*

When a verb is followed by a preposition, we usually put the preposition at the end of the relative clause. *Is this the wallet you were looking **for**?*

We can use a present or past participle clause instead of a full relative clause.

*They sell bags (**which are**) **made** of leather. We saw lots of people (**who were**) swimming. The boy (**who is**) sitting over there is famous.*

Non-defining relative clauses

We use non-defining relative clauses to give extra information about something or somebody. We use commas to separate non-defining relative clauses from the rest of the sentence. We don't use *that* in non-defining relative clauses. We can't leave out the relative pronoun.

*The concert, **which** was held last week, was a great success.*

We can use *which* but not *that* to refer back to the whole previous clause.

*We visited Paris, **which** was a wonderful experience.*

Present participles: verb(-ing)

We often use participial phrases instead of clauses in written language. They are quite formal. A participle must have the same subject as the verb in the main clause. We can use present participles:

- instead of clauses of time, after certain time conjunctions including *after*, *before*, *when*, *while*, *despite*, *on*. *She got into college **despite failing** one exam. We had a pizza **before going** to the cinema.*
- instead of clauses of reason in the present simple, present continuous, past simple or past continuous with *as*, *because* and *since*. ***Being** injured, he couldn't continue the match.* (= Because he was injured, he couldn't continue the match).
- we use a perfect participle instead of a clause of reason in the present perfect or past perfect. ***Having lost** her ticket, she couldn't get into the concert.* (= As she had lost her ticket, she couldn't get into the concert.)
- when one action is the result of another, or when two actions by the same subject happen at the same time or just after each other. The action that comes first is written first. ***Parking** the car, he ran into the building. He stayed in the park, **watching** what was happening.*

A formal letter

Example question

You recently visited the UK and went to a Science Museum while you were there. The visit was not as successful as you had hoped. Read the advertisement for the Science Museum and the notes you have made. Then write a letter to the Manager, using **all** your notes.

Give date and reason for visit

Burrow Science Museum

Hundreds of exhibits on transport, space and technology

Special 'recycling plastics' exhibition

Shows: Travelling in space
Museum guides available

Souvenir shop

Restaurant selling meals and drinks.

Interesting, give details

Say why disappointing

Expensive! Suggest alternative.

Write your **letter**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation. Write your answer in 120–150 words.

Example answer

Dear Sir or Madam,

I am writing to you about a recent visit I made to your Museum on 9th July. I was particularly interested to come to the Museum as I am studying Science in school and I know you have some special exhibitions.

The 'recycling plastics' exhibition was very interesting because it showed what happens to plastic after we throw it away and how it is turned into other products.

However, I was very disappointed with the show on travelling in space. It contained very little information and was boring because it had too many technical details in it and not enough on what it is like to travel in space.

Furthermore, I found the restaurant very expensive. I think you should have cheaper café or a small shop selling snacks.

I hope you will consider my points seriously and improve the museum for other visitors.

Yours faithfully,
Daniel

Useful formal language

To complain:

I am writing in order to complain about ...

I was unhappy with ...

In the first place ...

I suggest that you ...

My main criticism is ...

I'm afraid to say ...

To request and give information:

I am writing to inquire ...

I would like to know ...

Do you think you could tell me ...

Would you mind telling me ...

The first thing I would like to inform you of is ...

To suggest:

I am writing to suggest ...

I would like to suggest ...

A further possibility is ...

Exam help: Preparing

- Underline key information.
- Make a plan – make sure you include all the points in the notes.
- Think about who you are writing to and decide how formal or informal your letter should be.
- Use your own words; avoid using the same words as those in the question.
- Make sure you use a variety of language.

Use an appropriate opening and closing

Say why you are writing in the 1st paragraph

Include all the points in the notes on the question

Make sure you describe examples or explain reasons when you develop the points

Don't use contractions in formal writing

Say what you want the result of the letter to be in the final paragraph

An email

Example question

You have received an email from your English-speaking friend, Tim, who is planning to visit your country. Read Tim's email and the notes you have made. Then write an email to Tim, using **all** your notes.

From: timt@seflit.br.com

Subject: My visit!

Hi,

Hope you are well. I'm emailing because I'm coming to your town next month! It's part of a school visit but I'm so excited.

It's part of a big trip round your country. We're staying for two weeks. Can you tell me what clothes to bring – do you think it'll be hot or cold? Also my mum is really excited and wants me to bring her something typical from your country. Do you think I should buy her something like jewellery or would it be better to buy her some typical food?

We'll be spending a lot of time travelling around but we are in your town for two days. What do you think is the best thing to see there? Also I really hope I can get to see you. Do you think this will be possible?

Take care,

Tim

tell him

say which and why

give details

suggest ...

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation. Write your answer in 120–150 words.

Example answer

New Message

Hi, Tim

Great to hear from you and so glad you're coming to my country!

If I were you I'd bring warm clothes, such as jumpers and jackets, as it's quite cold at the moment but you don't need a hat or scarf. You asked about something for your mum. We have lots of typical things but I suggest you get her some biscuits as these are special in our country and something that you cannot buy in other countries.

The best thing to see is the stadium. It is very famous and has just been built and you can go on a guided tour. Ask your teacher to take you! Yes, I hope we can meet too. Tell me the exact dates you are here and then we could try meeting in one of the cafes in town to have a drink together.

Can't wait to see you!

Karin

use first names

use contractions

use informal punctuation such as exclamation marks

give reasons for what you say

use chatty, informal expressions

use a closing expression

Useful informal language

Openings and closings:

Dear Tim,

Tim, hi

Thanks for your email.

It was great to hear from you.

I hope you are well.

To advise & suggest:

Why don't you ...

If I were you ...

I recommend ...

I suggest ...

I think you should ...

You could try ...

You ought to ...

It might be a good idea to ...

To request and give information:

By the way, ...

Let me tell you about ...

Could you let me know ...

I need to know ...

Did I tell you that ...

Closings:

Hope to hear from you soon.

Thanks for everything.

I have to go now.

Write soon.

Bye,

Take care,

Love,

Best wishes,

Yours,

Exam help: Checking

Have you:

- organised your information in a logical order?
- included all the necessary information?
- used clear paragraphs?
- used a consistent style?
- used a variety of language?
- written the right number of words?

A letter of application

Example question

You have seen this advertisement in a sports magazine and have decided to apply.

SPORTS CAMP NEEDS STAFF

We are looking for young people from different countries to help in our summer sports camp for children. We want people who are good at sports, like children and can speak English. Is this you?

Write and tell us why you are the person we are looking for and what you think you will gain from this experience.

Apply to FunCamps now!

Write your **letter of application**. Write your answer in 120–180 words.

Example answer

Dear Sir or Madam,

I am writing in response to your advertisement for a person to work in your summer sports camp for children.

I would be very interested in this job as I am very keen on sports. I play hockey in my school team and I also do cross-country running. I have played sports for many years and have sometimes helped younger children in my school.

In addition, I enjoy working with younger children. I have younger brothers and sisters and often babysit them when my parents are out. I like playing games with them and teaching them new things. I also speak quite good English and would like the opportunity to practise this more.

As well as having these skills, I think I am the ideal person for you as I am outgoing and sociable and would enjoy working with people and children from different countries. It will help me improve my skills and would enable me to be independent and confident.

I hope you will consider me for this position.

Yours faithfully,
Sandra Maddox

use formal language

use appropriate openings and closings

remember to include reasons why the company should employ you

use different structures to describe your experience (usually have + verb), your qualities (usually present tense) and what you would like about the job (usually would)

Useful language

Openings:

Dear Sir or Madam, Dear Mr Austin, Dear Mrs Smith, etc. ...

Giving a reason for writing:

I am writing in response to ...

I am writing in connection with ...

Talking about your skills and experience:

I am an experienced ...

I have worked/helped for many years with ...

I have reached the (x) level of ...

I have passed ...

Talking about your qualities:

I am hard-working and sensible ...

I am outgoing and sociable ...

I like working with people ...

I am calm and efficient ...

Talking about what you would bring to or get out of the job:

I would like the opportunity to ...

I would be delighted to ...

I would be able to improve my ...

I would very much enjoy ...

Closings:

I look forward to hearing from you.

I would be grateful if you would consider me ...

Yours faithfully,

Yours sincerely,

Exam help: Applications

Make sure you:

- organise the order of your information carefully – use the question to help you
- stay on the topic of the application; don't include irrelevant information
- try to use your own words; don't copy words from the question
- don't write less or more than the number of words you are asked for

make sure you divide our letter into paragraphs

An article

Example question

You see this announcement in an international shopping magazine.

THE BEST SHOPPING EXPERIENCE

Do you have a favourite shop or area where you shop?

If so, write an article for our magazine:

- describing your favourite shop
- saying why it is your favourite shop
- explaining why you enjoy shopping.

We will publish the best article next month.

Write your **article**. Write your answer in 120–180 words.

Example answer

MY FAVOURITE SHOP

Can you imagine a shop where you have an amazing variety of absolutely everything? This is my ideal shop and it exists! The shop is called Harrods and it is in the centre of London.

Harrods is an incredible store – it has five floors and is a beautiful old building. Inside it has hundreds of departments selling everything imaginable, such as food, clothes, furniture, electrical goods and even pets. There are also restaurants so you can take a break from shopping!

To begin with, I love it because it has feeling of luxury. The shop assistants are really friendly but the only problem is it is quite expensive. It is a very well-known store so sometimes when I shop there I can see famous people.

Some people think shopping is a silly activity but personally I like it because it is quite social and you can go with your friends and discuss things. At the same time you can find out about lots of new products – and you don't have to buy!

Ask a question to get your readers' attention.

Speak directly to your readers.

Give examples to support what you say.

Give your opinion where you are asked to.

Useful language

Questions to open your article with:

Have you ever ...

Do you ever wonder ...

Do you think that ...

Introducing your ideas:

Firstly,

First of all,

To begin with ...

Secondly, ...

Apart from that, ...

So, ...

In conclusion, ...

To sum up ...

Giving examples:

... such as ...

For example, ...

... like ...

... particularly ...

Endings:

It seems to me ...

What I think is ...

Personally, ...

In my view, ...

Exam help: Articles

- Make sure you give your article a title.
- Don't just write any information on the topic; plan your article according to the points in the question.
- Use a variety of shorter and longer sentences to show you can use a range of structures.

A story

Example question

Your teacher has asked you to write a story for the school's English language magazine. The story must **begin** with the following words:

Anna began to think about why Mark had stopped talking to her.

Write your **story**. Write your answer in 120–180 words.

Example answer

Anna began to think about why Mark had stopped talking to her. It was really strange. He had been perfectly friendly up until the weekend and then, when she had seen him at the party, he had ignored her.

She thought it all started when they were studying together for their exams. He seemed to get very cross with her when she was trying to explain something to him. Then he had suddenly packed his books up and walked out.

The next day in school he laughed behind her back when she answered questions in class. She went up to him afterwards and told him he was rude. He just laughed again and she felt totally miserable. Then she found someone had poured yoghurt into her school bag all over her books. She knew it was Mark so she tried to talk to him at the party but he refused to speak to her.

Maybe it was because he thought Anna was cleverer than him. The question was, what was she going to do now?

Use past perfect for things that happened before the main events of the story.

Use descriptive adjectives and adverbs

Use past continuous for background information.

Show how your story was resolved. Alternatively, you can leave the reader in suspense.

Useful language

Saying when something happened:

*It all started ...
Some time later ...
Shortly after that ...
Soon after ...
Gradually ...
Slowly ...
Minutes later ...
Meanwhile ...
Eventually ...
In the end ...*

Making your story interesting:

*Suddenly ...
At that moment ...
All of a sudden ...*

Using adverbs and adjectives for descriptions:

*It was amazing / incredible / wonderful / so unexpected ...
I felt so scared / worried / nervous / frightened ...
... incredibly scary ...
... absolutely overjoyed ...
... completely miserable ...
... totally overwhelming ...
... fantastically happy ...*

The end of the story:

*When it was over ...
When I looked back ...
After all that happened ...
It had all been ...
At last, ...*

Exam help: Stories

- Read the instructions carefully. Make sure you begin or end with the sentence you are given.
- Don't change the words you are given to start or finish your story.
- Use the names you are given in the sentence as character(s) in your story.
- Use a variety of vocabulary; avoid unnecessary repetition.
- Check your past tenses carefully.
- Use a variety of words and expressions to show sequence.

An essay

Example question

You have had a class discussion on problems with the environment. Your teacher has asked you to write an essay, saying whether you agree or disagree with the following statement:

Every individual should do something, however small, to help the environment.

Write your **essay**. Write your answer in 120–180 words.

Example answer

Nowadays pollution is such a big problem for everybody that people say we should all be doing something to help the situation and not just expect the government to sort out the problems.

Many people think that the government should deal with pollution. In the first place, it is a huge problem affecting whole countries. In addition, factories cause a lot of problems, such as when they put poisonous chemicals into the rivers. Therefore, special laws are the only way to control this.

On the other hand, we each contribute to pollution in some way. For example, we use plastic bags or make too much rubbish. This is something we can all do something about as individuals and, if everybody did something, it would make a difference.

Overall, I agree with the statement because I think it is very easy for us to change small things in our lives. If we managed to make these changes then pollution levels would decrease and our environment would be better.

Give a general introduction in the first paragraph.

Think carefully about the first sentence of each paragraph to help the reader follow what you are saying.

Use formal or semi-formal language.

Give reasons to support your arguments.

Give your personal opinion in the last paragraph.

Useful language

Supporting one point of view:

In the first place ...
Furthermore ...
In addition ...
Moreover ...
A final point ...

Explaining why:

Because of this ...
For this reason ...
As a result ...
Therefore ...
Due to ...

Expressing contrast:

On the other hand ...
In contrast ...
However, ...
Nevertheless, ...
Although ...
While ...

Explaining someone else's opinion:

According to ...
It is said that ...
Some people say that ...
Many people feel ...
Others think that ...

Giving your opinion:

I agree that ...
I think / believe that ...
In my opinion ...
I am in favour of ...
It seems to me that ...

Concluding:

Overall, ...
To sum up ...
On the whole ...
In conclusion, ...

Exam help: Essays

- Remember to stay on the topic of the essay; don't include irrelevant arguments.
- Plan your answer and what to include in each paragraph.
- It is better to have fewer points and expand each point than to list a lot of different points.
- Use a variety of words and expressions to link or show contrast.

A report

Example question

Some students from the UK are coming to visit your town. Their teacher has asked you to write a report about transport in your town. In your report

- describe the types of transport available
- explain what is good about the transport system
- suggest what improvements could be made.

Write your **report**. Write your answer in 120–180 words.

Example answer

Subject: Transport in my town

Introduction

The purpose of this report is to describe the situation with transport in my town. It describes what kind of transport the town offers, explains the good points of the system and makes suggestions for improvements.

Give a subject for your report.

Explain what your report is going to cover.

The transport system

In the town there are buses, local trains and taxis. The buses run in the centre of town and are fairly regular. Tickets can be purchased on the bus. The trains run to the surrounding areas during the main part of the day. Taxis are always available, especially from the main station.

State the purpose of the report in the opening paragraph.

The good points of the system

Transport is reasonably cheap and also there are special weekly tickets which are cheaper. In addition, the buses and the trains offer a good service, usually every ten minutes and there are maps to help visitors.

Use formal words and structures. Don't use contractions.

Suggestions for improvements

The buses and trains are very old and quite often there is not enough space. My suggestion is that the companies should invest in larger, more modern buses and extra carriages on the trains to accommodate all the passengers.

Make any suggestions in the last section.

Useful language

Stating the purpose:

The purpose / aim of this report is to describe / present ...

In this report I will ...

This report gives a description / presentation ...

This report is intended to ...

Formal linking words:

However, ...

In addition ...

Furthermore ...

Moreover ...

As a result, ...

Final suggestions / recommendations:

I would strongly recommend ...

My suggestion is ...

If these changes are introduced ...

I can recommend ...

In conclusion ...

In my opinion ...

Exam help: Reports

- Think carefully about how many sections you need. Use the question to help you.
- Check that the register you have used is consistently formal.
- Use a variety of formal structures.
- Check that you have not repeated points.
- Check you have included all the necessary information and points.

Use headings to help your reader.

A review

Example question

You see this announcement in an international magazine.

Reviews needed!

Have you been to a good restaurant or place to eat recently? If so, could you write us a review of the place where you ate? Include information on the type of food served, the atmosphere and the service and say whether you would recommend the restaurant to other people.

The best reviews will be published next month.

Write your **review**. Write your answer in 120–180 words.

Example answer

The Blue Palace

Do you like British food? Well, the Blue Palace is a new restaurant that has just opened in the centre of town. It is a fairly small restaurant and serves traditional British food.

The restaurant was very busy when I was there and is decorated in dark blue with simple wooden tables and chairs. It has a limited menu of starters, then four meat courses and puddings. My meal cost £25 with my drinks.

I was expecting to enjoy the evening as the atmosphere is really nice and relaxing and the staff are all very helpful. The meat dishes were surprisingly good because they were well-cooked with delicious sauces.

However, overall, it was disappointing compared to other restaurants in the area. The starters were very boring and too cold and the puddings had too much sugar in them. Also the service was very slow.

I don't think I would recommend the Blue Palace as I think you can get better value for your money in other similar restaurants, which also offer more choice.

Use a title as a review is a type of article.

Give some basic information about what you are reviewing.

Give the reader a brief description.

Give reasons for your point of view.

Tell the reader what was good and bad.

Remember to include a recommendation, even if it is negative.

Useful language

Things you liked:

excellent
perfect
wonderful
fabulous

Thing you didn't like:

poor
dreadful
awful
uninteresting

Comparing and contrasting:

... much better than ...
... not nearly as good as ...
It was disappointing compared to ...
It was surprisingly good ...
Although ...
Despite ...

Recommending:

Overall, I think ...
I would certainly recommend
I don't think I would recommend ...
All in all ...
I would strongly advise ...
Go and visit / see / buy ...

Exam help: Reviews

- Make sure you mention the title of what you have seen or read.
- Don't write too much description.
- Show that you can use a range of structures and vocabulary
- Give a clear recommendation.

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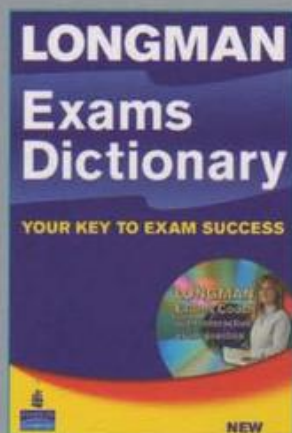
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