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1 Your World

Reading: article, multiple-choice questions
Vocabulary: people-related words, collocations & expressions, prepositions
Grammar: present simple, present continuous, articles
Listening: multiple-choice questions (pictures)
Speaking: talking about personalities, problem solving, recommending
Writing: informal letter, using colourful idioms & phrasal verbs
Reading

A  What do you associate the colours red, yellow and blue with?

A computer-generated image (right) shows what a colour-blind person sees.

Wordwise

synthetic dye: a man-made substance that changes the colour of something

dominance: being more important or powerful than other people or things

stimulant: something that makes the mind or body more active

stability: when something is not likely to change

mourning: sadness that you show and feel when somebody dies

B  Read the article below. What new things did you learn about the colours listed?

The Power of COLOUR

Early humans saw a variety of natural colours around them, from the browns and greens of the soil and plants to the deep blues and red of the sky. They painted their bodies with colours from nature to signal aggression toward an enemy, or to make themselves attractive to a mate.

Over the centuries, the sources of colours such as blue, purple and red were highly valued and they were often worth as much as gold. In the 19th century, a young chemistry student manufactured the first synthetic dye, and suddenly the world became a much more colourful place. In the 20th century, scientists discovered the psychological effects of colours, and people found ways to use this discovery to influence our feelings and behaviour.

Red

Red, the colour of blood, symbolises fire, love and anger. In Eastern cultures, people believe it brings luck, wealth and success. In humans, the colour red can send different messages. Some people reddened, for example, when they are angry or embarrassed. Researchers have discovered that in sports the team that is wearing red is more likely to win. Why? Because red seems to be the colour that signals dominance, giving those dressed in red an advantage.
C Choose the answer (a, b, c or d) which fits best according to the text.

1. The first man-made colours were produced
   a. in the 19th century.
   b. in the 20th century.
   c. only recently.
   d. centuries ago.

2. According to the text, the colour red
   a. symbolises bad luck.
   b. is believed to embarrass people.
   c. makes people less aggressive.
   d. gives an advantage to team members who wear it.

3. Yellow is used to highlight information in a text because
   a. it is an important colour.
   b. it is a highly visible colour.
   c. it can be used to caution people.
   d. people prefer this colour to other colours.

4. What are English speakers referring to when they talk about ‘feeling blue’ (para 5, line 12)?
   a. being sad
   b. being in control
   c. being upset when someone dies
   d. being calm

5. The phrase this idea (para 6, line 5) refers to
   a. stopping hunger.
   b. food.
   c. relaxation.
   d. painting rooms.

6. What is this text mainly about?
   a. how colour has a calming effect
   b. the sources of colour
   c. how views of colour have changed
   d. how colour influences people

---

Blue

Blue, the colour of the sky and sea, is associated in many cultures with water, religious objects, and protection against evil. Its darker shades represent calm, stability and power. Dark blue, for example, is the colour of the business suit or police uniform; it tells others, ‘I am in control,’ or ‘I am trustworthy.’ Blue is also associated with sadness. It’s common in English, for example, when you are feeling sad or depressed, to talk about ‘feeling blue,’ while in Iran, blue is the colour of mourning, worn when a person dies.

Like pink, blue has a calming effect on people. Rooms painted blue help people to relax or sleep. Sleeping pills are often coloured blue to suggest exactly this idea. This colour also seems to reduce feelings of hunger. Blue food is rarely seen in nature, and when it is, such food is usually no longer healthy to consume. It’s just one more example of the power that colour can hold over us.

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Yellow

Yellow, the colour that comes to mind when we think of sunshine, is found throughout nature and the man-made world as a colour that commands attention; indeed, it is one of the easiest colours to see. This highly visible shade is found on everything from school buses to traffic signs and pens that we use to highlight important information in a text. The colour is also used to caution people; football players, for example, are shown a yellow card as a reminder to behave. It can be used as a stimulant as well: in a number of studies, yellow has been found to help children focus on their work and do better at school.

---

A Rainbow Lorikeet sitting at his nesting hole in a tree trunk on Bribie Island, Queensland, Australia
Vocabulary

A Complete the word groups.

athletic belief depression generous gift peaceful pretty skinny

1 anger, sadness, 
2 attractive, handsome, 
3 thoughtful, considerate, 
4 thought, feeling, 
5 skill, talent, 
6 calm, stable, 
7 fit, healthy, 
8 plump, thin, 

B Complete the sentences with these words.

classmate colleague enemy flatmate foreigner idol peers stranger

1 My and I have been living together for six months. We get along really well.
2 Unfortunately, teenagers often give in to pressure from their 
3 A(n) in the office can sometimes also be a good friend.
4 I hate it when a thoughtless misbehaves in class – I’m here to learn!
5 Jane doesn’t like you after you lied to her. I think she’s become your worst 
6 My is the guitarist Tom Morello. He’s super-talented and very cool!
7 We can’t invite that man to the party. He’s a complete 
8 Mr Boyd is an who has been living in our country for years.

C Choose the correct answers.

1 Whenever I’m feeling blue, my friends always ___ me that things will get better.
   a remind  b recall  c remember
2 ___ is nice, but money can’t buy health or happiness.
   a Luck  b Stability  c Wealth
3 The comedian was ___ and went bright red when nobody laughed at his jokes.
   a embarrassed  b entertained  c amused
4 I often ask my parents to ___ me how to do things. They have lots to teach me.
   a signal  b show  c highlight
5 For me, learning something new is an ___ in itself.
   a punishment  b reward  c aggression
6 The ___ I wear say a lot about my personality.
   a uniforms  b objects  c clothes
7 Playing on a baseball ___ has taught me how to work with others to achieve a goal.
   a group  b team  c class
8 Coffee is the most popular ___ for people working or studying. It helps them stay awake.
   a dominance  b stimulant  c stability

D Read the quotes below and explain what they mean. Do you agree with them?

- ‘The only way to make a man trustworthy is to trust him.’ (Henry L. Stimson)
- ‘With money in your pocket you are wise, you are handsome and you sing well too.’ (Proverb)
- ‘Always forgive your enemies; nothing annoys them so much.’ (Oscar Wilde)
- ‘The person who knows how to laugh at himself will never cease to be amused.’ (Shirley MacLaine)
**Grammar**

**Present Simple & Present Continuous**

**A** Discuss which present tense we use when we talk about the following situations:

- a general truths and scientific facts
- annoying habits (with always, continually, forever, etc)
- actions happening now and temporary situations
- habits, repeated actions and permanent situations
- future plans
- future actions based on timetabled and scheduled events
- narratives (eg a story, a joke, a plot and sports commentaries)
- changing and developing situations in the present
- what is happening in a picture

**B** Match these sentences with one use of the Present Simple or the Present Continuous in A.

1. The earth **goes** round the sun in about 365 days.
2. **Are** you visiting your parents at Christmas?
3. A man **goes** to visit his friend and **finds** him playing chess with his cat.
4. The customer is **shouting** because she’s angry.
5. My friend **lives** in the UK.
6. The meeting **starts** at 3 pm tomorrow.
7. The town I was born in is **attracting** more and more tourists these days.
8. The boy and girl in the photo are **playing** in their garden.
9. That man is **forever trying** to control everybody!

**Be careful!**

Stative verbs are not used in continuous tenses. The most common stative verbs refer to emotions, senses, states of mind and possession. However, some verbs can be both stative and action verbs, but with a different meaning. How does the meaning of think change in the sentences below?

- a. Scientists think that colours affect our emotions.
- b. The scientists are thinking of publishing an article about their experiment.

**Read 1.1-1.3 of the Grammar Reference on pages 161-162 before you do the tasks.**

**C** Complete the sentences using the Present Simple or the Present Continuous of the verbs in brackets.

1. This quiz on personality you’re doing **(sound)** interesting.
2. He **(take) a short nap in the afternoons to reduce stress.**
3. He **(often / not catch) the 12 o’clock bus to the city.**
4. The students **(seem) tired at the moment.**
5. My dad **(always / forget) my mum’s birthday! It really annoys her.**
6. **(colours / influence) our emotions?**
7. The number of people studying psychology **(increase) these days.**
8. This year I **(focus) on my university studies.**
9. We **(not have) a meeting with the school director next week.**
10. I think James **(behave) quite calmly, even though he is under pressure at the moment.**

**D** Circle the correct words.

According to many psychologists, your favourite colour (1) is showing / shows something about your personality. Look at what these colours say about someone’s character. (2) Do you agree / Are you agreeing with the conclusions they came to?

**Black:** People who (3) like / are liking black want everything to be perfect all the time. (4) Have you / Are you having difficulties with something? Then these are the people to help you. They are also good at finding mistakes and they love puzzles!

**Blue:** People who like blue are emotional. These people (5) do not usually / do usually not trust other people very much. They are calm and (6) aren’t expressing / don’t express their feelings.

**Yellow:** (7) Are you needing / Do you need a good friend to share your secrets? Then a person who likes yellow is best. They are also imaginative and like helping people.

**Green:** People who like green are easy-going, understanding and friendly. They (8) often bring / bring often peace during arguments. They also like shopping and owning expensive things.

**Red:** (9) Do you want / Are you wanting to have fun? These are the people to go out with. They (10) are / are being very sociable and energetic people. They are also good leaders and like taking risks.
A. Listen to this dialogue and answer the three questions below. The answers are shown as pictures. Write a, b or c.

1. What was the original price of the kitchen?
2. What price did the woman suggest for the kitchen?
3. What price did they finally agree on?

![Price Tags](a) €9,000  (b) €9,900  (c) €10,000

B. Read the conversation below and then come up with three possible questions that could follow this dialogue.

Man: So did you manage to find a nice jacket at the shops?
Woman: Well, I found lots of nice jackets, but it took me a long time to decide which colour to get. First, I wanted a blue one because blue is my favourite colour. Then, I thought I’d get something brighter, so I chose a pink one, but finally I decided on this brown one, which will go with most things in my wardrobe.

C. You will hear eight short conversations. After each conversation, you will be asked a question about what you heard. The answer choices are shown as pictures (a, b and c). Circle the letter of the correct answer. You will hear each conversation only once.
Speaking

A Work with a partner and answer these questions.

• What kind of a personality have you got?
• What do you like best about your personality?
• Do you prefer to be in big or small groups?

B Look at the following words which describe people’s personalities and match them to the descriptions.

1. caring  2. artistic  3. adventurous  4. ambitious  5. sporty  6. amusing

a. If you want to get fit, I recommend playing a lot of sport. I play tennis and basketball every day, and I love it. I'd advise you to do something you think is fun though.
b. She paints beautiful pictures and takes amazing photographs. Perhaps she should consider organising her own exhibition at the local community centre.
c. I'm not very fit really, but I do enjoy a challenge. I try to avoid sport. My friend suggested that I hike through Pembrokeshire in Wales. I'm going next year and I'm really excited.
d. He really wants to succeed in life! The first option for him is to go to university and study marketing and economics. The second option is to get a job with a good company and work his way up.
e. My recommendation is that you volunteer at an animal shelter. They always need help and they've never got enough money to pay for staff. You'd enjoy it and you'd be helping animals in need.
f. I think you should meet my friend Marian. She's the funniest person I know. She does some stand-up comedy and her stories are really entertaining. We should go and watch her one evening soon.

C Work in pairs. Student A should look at the pictures and use the information below. Student B should look at the pictures below and use the information on page 190. Remember to use the Useful Expressions.

Close-Up

When recommending something to your partner, make sure you do it in a polite way. What you have to say is just your opinion. Your partner may agree or he/she may not. That is the natural course of any conversation.

Student A: Ask these questions to find out what your partner’s problem is and then give your partner some good advice.

• What is the problem?
• What are the options?
• What are the disadvantages of each option?

Useful Expressions

Recommending
I think the first/second option is best because...
It’s better to ... than...
I’d advise you to...
My recommendation/suggestion is that ...

Speak Up!

Discuss this question with a partner.

• Is it ever a good idea to lie to a friend or should you always tell the truth? Why?/Why not?
**Your World**

**Vocabulary**

**Collocations & Expressions**

**A** Circle the correct words.

1. You can really save / make time if you take the bus. The tram is so slow!
2. I think we should all try to do / make a difference by helping others.
3. Make sure you keep / lose in touch by sending postcards and emails while you’re travelling.
4. A good way to break / smash the ice is to tell a joke.
5. Try to save / use your strength. You’ve got a long day ahead of you tomorrow.
6. I didn’t want to make / get trouble for Phil, but I had to tell the teacher he was cheating.
7. You have to try hard to break / make a bad habit—it isn’t easy.
8. You must always keep / save a promise that you’ve made to someone and do what you’ve said you’ll do.

**B** Choose the correct answers.

1. If you see red, you are ___.
   a. very angry
   b. very calm
2. When you are feeling blue, you are ___.
   a. cheerful
   b. sad or depressed
3. If you are green with envy, you are ___.
   a. jealous
   b. suspicious
4. When a person is tickled pink about something, they are ___.
   a. very pleased
   b. very tired
5. The black sheep of the family is the person who is ___.
   a. unlike the others
   b. the same as the others
6. If you say someone is as good as gold, you mean they are ___.
   a. naughty
   b. well-behaved

**Prepositions**

**C** Complete the sentences with these prepositions. Some prepositions can be used more than once.

```
  at  in  of  on  to  with

1. You really shouldn’t shout __________ your mother.
2. My boss said he has great confidence __________ me.
3. I hope my new diet and daily exercise will have a positive effect __________ me.
4. I don’t want to be associated __________ John any more. He’s a nasty person.
5. Gary is getting engaged __________ Lucy even though they have very little __________ common.
6. James is old-fashioned. He doesn’t approve __________ women paying their share of the bill.
```

**D** Discuss these questions with a partner.

- What makes you see red? What makes you feel blue?
- When did you last feel green with envy? Why?
- What’s a good way to break the ice when you meet someone new?
- How important is it to make a difference in the world? Why?
- How do you keep in touch with your friends?
**Grammar**

**Articles**

**A** Read the sentences and underline the articles. Then answer the questions.

a. Red is a colour.
   b. Red is the colour of blood.
   1. Which sentence talks about something in general? □
   2. Which sentence talks about something specific? □

**B** Read the sentences and look at which articles (if any) are used with the nouns in bold. Then, answer the questions.

a. What are your favourite colours?
   b. The education I got at school didn’t really prepare me for real life.
   c. A child should grow up in a loving family.
   d. The teachers at this school are very supportive.
   e. Depression can lead to very serious health problems.
   f. A famous psychologist has come up with a new personality test. The psychologist thinks it will help us understand ourselves better.

Which example shows us
1. a noun that has been used for the first time and then mentioned again with a different article? □
2. a specific plural noun? □
3. a specific uncountable noun? □
4. a plural noun without an article and used with a general meaning? □
5. a singular countable noun with a general meaning? □
6. an uncountable noun used with a general meaning? □

Circle the correct words to complete the rules.
The definite / indefinite article is used before singular countable nouns to refer to them in a general sense or to mention them for the first time.
The definite / indefinite article is used before singular and plural countable and uncountable nouns to refer to them in a specific sense. It is also used when something has already been mentioned.

Read 1.4-1.5 of the Grammar Reference on page 162 before you do the tasks.

**C** Circle the correct words.

1. A / The / An university education is a great start in life.
2. A / - / The British prefer green apples to red ones.
3. I knew that man would end up in the / a / - prison one day.
4. My friend works as the / a / - scientist.
5. Relaxing for an / a / - the hour in a green room can help you relax.
6. Wearing the / a / - red clothes makes you stand out in a crowd.
7. She has a / the / - special place in her house where she relaxes.
8. Nowadays, nearly all the / a / - people have got a computer at home.
9. Paint your kitchen yellow to increase an / a / - the appetite of your family.
10. We went to that new restaurant and the / a / - dinner we had was great.

**D** These sentences each contain a mistake. Find the mistakes and then write the correct sentences in your notebook.

1. This is a very good advice.
   1. This is a very good advice.
2. Today is very hot day.
   2. Today is very hot.
3. I’m tired, so I think I will go to the bed.
   3. I’m tired, so I think I will go to bed.
4. Some people don’t have the breakfast in the mornings.
   4. Some people don’t have the breakfast.
5. The maths is my favourite subject at school.
   5. The maths is my favourite subject.
6. Gobi Desert is in Asia.
   6. Gobi Desert is Asia.
7. Mount Olympus is highest mountain in Greece.
   7. Mount Olympus is the highest mountain in Greece.
8. I want to go to an university in London next year.
   8. I want to go to a university in London next year.
9. The Chinese is a very difficult language.
   9. The Chinese is a very difficult language.
10. Nile is the longest river in Africa.
Using colourful idioms & phrasal verbs
When you write an informal letter to someone, use a few colourful idioms and phrasal verbs to make your writing sound more natural, more informal and more interesting. When you learn new idioms and phrasal verbs, make sure you make a note of the structure that follows them, so that you use them properly. For example, check to see if they are followed by a noun, an infinitive, a gerund or a preposition.

A Match the idioms and phrasal verbs with their meanings.

1. get on well with  
2. have loads in common with  
3. get on somebody's nerves  
4. be into  
5. be dying to/for  
6. be a natural at  
7. hang out with  
8. be someone's number one  
   a. look forward to something happening  
   b. have the same tastes and interests as  
   c. really like, be a fan of  
   d. have a good relationship with  
   e. be someone's favourite person or thing  
   f. annoy someone  
   g. be extremely good at  
   h. spend leisure time with

B Read the writing task and answer the questions below.
Your English teacher at school has arranged penpals for all the students in your class, so that you can practise writing in English. Write a letter to your new penpal introducing yourself and your family and talking about the things you like.

1. What kind of task do you have to write?
2. How many things are you asked to include in your letter?
3. What are they?
4. What details could you give about yourself and your family?
5. What things would a penpal be interested in knowing that you like?

C Complete the model letter with on, in, with, to or into.

Hi Nuria,
How are you? I'm Lyndsay - your new penpal. My English teacher gave me your profile.
Guess what? We've got loads (1) _______ common. For a start, we were born on the same day - 17th October! Isn't that amazing? Also, just like you I've got two older sisters! They are great in general, but sometimes we get (2) _______ each other's nerves - especially when we 'borrow' each others' clothes! Do you get on well (3) _______ yours?
My mum and dad are cool. Dad's got a clothes shop which sells all the latest fashions. Mum's a lawyer, so she's always very busy. What do your parents do?
The things that I like doing most are gymnastics and listening to music. I do gymnastics three times a week and I train really hard, but I love it. I'm hoping to win a medal at the district championship this year. As for music, I'm really (4) _______ Justin Beiber. Are you a fan?
Well, that's all for the moment. Write soon. I'm dying (5) _______ find out more about you!
Take care,
Lyndsay
Look again!

D Read the model letter again and tick the things the writer has done.
1 explained who she is
2 written about similarities between her and Nuria
3 given information about her immediate family
4 mentioned only one thing she likes
5 written in a cheerful tone
6 included addresses

E Write the correct paragraph number from the model letter next to these descriptions.
   a Discuss the things you like. □
   b Talk about the things you have in common with the reader. □
   c Ask about the reader and introduce yourself briefly. □
   d Talk about other members of your family. □
   e Bring the letter to an end and sign off. □

F Look at the Useful Expressions and complete these questions. Sometimes more than one answer is possible.
1 ____________ rock or pop music?
2 ____________ the other kids in your class?
3 ____________ in computer games?
4 ____________ band of all time?
5 What does your mum do ____________________?
6 ____________ at drawing?
7 ____________ are you taking this year?
8 What is your brother ____________________?

Over to you!

G Read the writing task and make a paragraph plan for your letter. Remember to include some colourful idioms and some phrasal verbs to make your letter more friendly and interesting.

Your English teacher at school has arranged pen pals for all the students in your class so that you can practise writing in English. Write a letter to your new pen pal introducing yourself, your friends and telling your pen pal about your favourite school subjects. (120-180 words)

Useful Expressions

 Asking generally about the reader
 How are you?
 What have you been up to lately?
 How are things in ...?

 Asking about family and friends
 What are your brothers/sisters/mum and dad/best friends like?
 How many people are there in your family?
 What’s it like being an only child?
 Where does your best friend live?
 Do you get on well with ...?
 Have you got a lot in common with ...?
 How old is/are ...?
 How long have you been best friends?
 What does ... do for a living?
 What is ... job?

 Asking about likes/dislikes
 Are you a fan of ...?
 Are you into ...?
 Are you interested in ...?
 What gets on your nerves?
 What’s your number one ...?

 Asking about school
 Who’s your favourite teacher?
 What’s your best/favourite subject?
 Which subjects are you taking this year?
 Are you good/a natural at ...?
Before you watch

A Match the words to the meanings.

1. outback  a. picture
2. Aboriginal b. becoming worse
3. civilisation c. cold-blooded animal that lays eggs (snake, crocodile, turtle, etc)
4. image d. area of Australia, far away from the coast and towns, especially the deserts in central Australia
5. reptile e. the way of life and culture of a society from a particular part of the world
6. deterioration f. relating to the first people of Australia

While you watch

B Watch the DVD and decide if these statements are true or false. Write T for true and F for false.

1. A lot of *Dreamtime* paintings at Kakadu National Park are over 30,000 years old.  
2. Ian Morris thinks that Aboriginal paintings are similar to ancient rock paintings from other continents.  
3. The Aborigines have lived in the land we now call Australia for between 40,000 and 100,000 years.  
4. Ancient Aboriginal art describes everyday life, tells stories about animals and sometimes even about wars.  
5. If an Aboriginal group painted kangaroos, they also painted turtles and birds.  
6. There haven’t been any Aboriginal rock artists since the 1960s.

After you watch

C Complete the summary of the DVD below using these words.

<table>
<thead>
<tr>
<th>bark</th>
<th>due</th>
<th>human</th>
<th>landscape</th>
<th>loss</th>
<th>memories</th>
<th>original</th>
<th>rapidly</th>
<th>records</th>
<th>specific</th>
</tr>
</thead>
</table>

Australia is a very large country with a varied
(1) ____________ . It has rainforests, the outback desert and the
seaside. Australia has also got a very long history that goes back to an
ancient people. They lived there many thousands of years ago and still live
there now. In fact, they are the oldest continuous (2) ____________
culture on Earth. They are the *Aborigines* of Australia. Long before there
were towns in Australia, Aboriginal artists painted the *Dreamtime*, the
Aboriginal story of the beginning of the world. The ancient Aboriginal
artists thought that their paintings had special powers. If they wanted to
catch a lot of fish, they painted a lot of fish. They also had special rules. For
example, they painted certain types of pictures at (3) ____________ times of the year. Today, many of the (4) ____________ rock paintings
are losing their colour. This is (5) ____________ to bad weather as
well as insects and reptiles walking over them. Naturalists like Ian Morris are
trying to fight these agents of deterioration in order to prevent the
(6) ____________ of these wonderful paintings. They are the oldest art
(7) ____________ of human civilisation in the world and they must be
protected. Hopefully, these paintings will help save the
(8) ____________ of the ancient world of the Aborigines in a modern
world that is (9) ____________ changing. Modern Aboriginal artists are
also trying to help keep their traditions by painting pictures on (10) ____________ , paper and wood.
Contemporary Aboriginal art is getting more and more famous, and very expensive.

D Discuss these questions with a partner.

- Aboriginal art is a tradition in Australia. What are some of the traditional types of art in your country?
- Are traditional arts in danger of disappearing? What are the problems they might face in the future?
- Which ancient civilisation would you like to find out more about? Explain why.
An unusual fountain at Ieper, Ypres, Belgium - a solitary tap suspended in mid-air and running continuously
A monolith statue, Easter Island, Polynesia

Wordwise

- rainforest: a forest in a tropical area where there is a lot of rain
- Native Americans: people who have been living in North and South America since well before Europeans arrived
- embrace: to surround or enclose something
- wipe out: destroy something completely
- overpopulated: having too many people for the amount of food and space available
- epidemic: a large number of people suffering from the same disease at the same time

The Mystery of the Maya

By Guy Gugliotta

Journey to Central America to explore one of history's great puzzles

A lost world lies hidden deep within the rainforests of Central America. Hundreds of cities and towns stand among the trees. These used to be home to millions of Native Americans known as the Maya, who lived in the Central American jungle for approximately 3,000 years. They built an incredible civilisation which was at its peak for about 750 years. For many of the settlements in the southern lowlands, this peak ended about 1,000 years ago. 1 Trees and vines embrace the once proud temples and palaces, which are now in ruins.

So what happened to these people? Their disappearance is considered one of the biggest mysteries in archaeology. Did they abandon their beautiful cities, or did some disaster wipe them out? For decades, archaeologists have been trying to discover what happened, and there is still no agreement. Theories range from the invasion of foreign forces and migration to disease and the collapse of an overpopulated society. 2 Others think that an epidemic caused thousands of deaths. New evidence has recently been brought to light by an investigation into the layers of mud at the bottom of a lake in the region. This suggests that a long-lasting drought was an important factor in their disappearance. However, there are so many possibilities that many researchers now believe that it was a combination of two or more of these things that caused the downfall.

To examine some of the theories about what happened to the Maya, I went to Central America. I visited Mayan cities and talked to the archaeologists who were studying them. One very hot day, I stood on a riverbank near the ruins of Cancun, which was once a thriving city. Thousands of Maya
Close-Up

When you do a missing-sentences task, you should look for linking words and phrases that connect the missing sentences with the sentences that come before and after the gap. These might be determiners like personal pronouns, the words this and that; expressions which add something to what has just been said; or expressions that show contrast, agreement or sequence.

C Five sentences have been removed from the text. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence which you do not need to use.

A There just wasn't enough food for the residents.
B It was decorated with red tiles and had once held drinking water for the city.
C For example, some think a natural disaster like an earthquake or a volcanic eruption occurred.
D Today the Maya's cities are empty.
E This drought and warfare probably shook the people's faith in their king.
F During my visit, it certainly captured mine.

Get the meaning!

D Complete the sentences with these verbs in the correct form.

<table>
<thead>
<tr>
<th>verb</th>
<th>sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>abandon</td>
<td>1 A bad diet will seriously ______ your body.</td>
</tr>
<tr>
<td>boast</td>
<td>2 The robbers ______ to the mountains to escape the police.</td>
</tr>
<tr>
<td>bring</td>
<td>3 Did the archaeologist ______ new evidence to light?</td>
</tr>
<tr>
<td>flee</td>
<td>4 The king's men ______ a defeat in battle.</td>
</tr>
<tr>
<td>suffer</td>
<td>5 The villagers ______ their homes and ran into the forest.</td>
</tr>
<tr>
<td>weaken</td>
<td>6 The castle ______ sixteen bedrooms and ten bathrooms.</td>
</tr>
</tbody>
</table>

What do you think?

- Can you think of any mysteries in your country? What are they?
- Why are people so fascinated by mysteries?

The Temple of Inscriptions at the Maya site of Palenque, Mexico

I learnt a different story in another place that I visited, the great city of Tikal. About 55,000 people lived there once, and the city boasted roughly 3,000 major buildings. Tikal remained a lively city for decades after Cancuen fell, but eventually it was also abandoned. Why? Archaeologists think the city suffered a drought that made it hard to grow corn, beans, squash and the other foods which were important in the diet of the Maya. Warfare may also have weakened the society as the people of Tikal battled with neighbouring cities. The Maya thought of their rulers as gods. When the king couldn’t bring rain or victory, though, people may have stopped listening to him, and their community then fell apart.

Whatever the cause of the Maya's disappearance, their downfall will continue to capture people's imagination for many years to come. While I was wandering among the pyramids and temples at Tikal, I imagined the people living there in the city's last days. I could picture them hungry, tired and scared, fleeing from their homes. Like the Maya in many places in the rainforests of Central America, they left behind a great city and a great mystery.
A Match these words 1-8 with their definitions a-h.

1 occurrence a something we see that seems to be real but actually isn't
2 phenomenon b something that helps you to solve a mystery
3 hoax c something made of stone where a dead body is placed
4 clue d something that happens
5 illusion e a news story about something that has happened
6 report f a fact or event in nature or society, usually one not fully understood
7 tomb g a person who solves mysteries or crimes
8 detective h a trick someone uses to fool others

B Complete the sentences using both words.

1 cemetery disappearance
Experts are still confused by the disappearance of the body from a grave in the cemetery.

2 odd abandoned
That's an odd abandoned house. There's a light shining in the window of that old abandoned house.

3 trick magician
Don't let the magician fool you; when he cuts the lady in the box in half, it's only a trick.

4 cave legend
An ancient Native American cave legend says that the cave is haunted by spirits.

5 theories myths
Your theories about the Mayan civilization are good ones, but you have to support them with something more than myths.

6 evidence archaeologist
Does the evidence have any real value that the Egyptian pyramids were built by creatures from outer space?

C Complete the text with these words.

aliens incidences investigated mysterious practical jokes researchers solved witnesses

One of earth's little mysteries
We all know that the earth can be a(n) (1) mysterious place at times. All over the world, strange things happen and often even experts cannot explain why or how they occur. Take crop circles for example. Although some people believe that these circles are created by aliens, most feel that there is something more 'earthy' about the circles' creators. In most cases, they believe that it is humans playing practical jokes that are responsible for the patterns, not green men travelling in UFOs.

In one case that experts (6) investigated, it was discovered that two men from Southampton, England had designed the 12-metre circle which suddenly appeared in a local farmer's field one day. When questioned by police, they denied being involved, but several witnesses came forward and that particular crop circle mystery was quickly (8) solved.

D Do you agree with these statements? Compare your answers with a partner's.

- Most bizarre phenomena can be explained by scientific evidence.
- People who play practical jokes and waste the time of the emergency services should be punished.
- There have been incidences of aliens visiting our planet.
- Researchers shouldn't waste their time investigating reports of ghosts and spirits.
Grammar

Past Simple

A Match each sentence with one use of the Past Simple.

1. We watched a documentary on the Pyramids and wrote a report about it.
2. James woke up at four o'clock every morning.
3. Agatha Christie wrote over 80 detective stories in her lifetime.

We can use the Past Simple for:
- an action or situation which started and finished in the past.
- actions which happened one after the other in the past.
- past routines and habits.

Past Continuous

B Match each sentence with one use of the Past Continuous.

1. While the policeman was collecting the evidence, a reporter arrived to ask some questions.
2. I was reading about the crop circles while my brother was watching a DVD.
3. The detective was investigating the crime scene at ten o'clock this morning.

We can use the Past Continuous for:
- an action that was in progress at a specific time in the past.
- two or more actions that were in progress at the same time in the past.
- an action that was in progress in the past that was interrupted by another action.

Be careful!
Remember that we don't use stative verbs in continuous tenses.

Read 2.1-2.2 of the Grammar Reference on page 163 before you do the tasks.

C Complete the text with the correct form of the Past Simple or the Past Continuous of the verbs in brackets.

Coral Castle

The amazing Coral Castle in Florida was the creation of a very clever man named Edward Leedskalnin. Leedskalnin came to America in the early twentieth century and spent most of his life building Coral Castle. To build the castle, he moved huge stone blocks all by himself. How he did this is a mystery because he didn't allow anyone to watch while he worked.

One of Leedskalnin's most spectacular creations was a nine-ton revolving door. The door was so well-balanced that it opened with the push of a finger. Nobody could understand how this worked until the door broke in 1986. While engineers repaired it, they found that Leedskalnin had put a part of a truck called a bearing in the centre. The engineers replaced the bearing, but the door no longer opens as easily as it did originally.

In December 1951, Leedskalnin realised that he suffered from an illness and he put a notice on the gate of Coral Castle which said 'Going to the hospital'. Unfortunately, he died there three days later, but his memory lives on in his creation, which tourists can still visit.

D Complete the sentences with the correct form of the Past Simple or the Past Continuous of the verbs in brackets.

1. The archaeologists found some gold coins? (excavate, find)
2. The children didn't understand what the historian said. (not understand, say)
3. I travelled to South America last month, but I didn't have the opportunity to see the Nazca Lines. (travel, not have)
4. The famous writer mysteriously disappeared before he finished his latest novel? (disappear, finish)
5. It rained when the bizarre accident happened. (rain, happen)
2 Mysteries of the World

Listening

A Match the words to the meanings.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>mystery</td>
<td>a facts or objects which make you think something is true</td>
</tr>
<tr>
<td>2</td>
<td>disappearance</td>
<td>b something we don’t fully know or understand</td>
</tr>
<tr>
<td>3</td>
<td>evidence</td>
<td>c a decision about something after having taken into account all facts</td>
</tr>
<tr>
<td>4</td>
<td>theory</td>
<td>d an idea you have that tries to explain something</td>
</tr>
<tr>
<td>5</td>
<td>conclusion</td>
<td>e the act of leaving secretly or without explanation</td>
</tr>
</tbody>
</table>

B Listen to these speakers and decide whether the sentences below are true or false. Write T (true) or F (false).

1 The woman knows for certain what happened. ____
2 We know what happened to the two men. ____
3 The scientist’s theory was correct. ____
4 The experts know what happened in this case. ____

C You will hear a radio interview about a mystery on Mount Everest. For questions 1-6 choose the best answer (a, b or c).

1 Mallory and Irvine made the climb up Everest in
   a 1924.
   b 1929.
   c 1953.

2 We know that Mallory and Irvine
   a climbed at least 8,000 metres up Everest.
   b reached the summit of Everest.
   c were on the way back down when they died.

3 Some people think Mallory reached the summit because
   a they found photos of the summit on his body.
   b his wife’s photo was found at the summit.
   c his wife’s photo was not on his body.

4 The discovery of Mallory’s goggles
   a tells us that it must have been dark when he died.
   b tells us what the weather must have been like when he died.
   c doesn’t tell us enough to solve the mystery.

5 Matt Stevens thinks Mallory and Irvine
   a definitely reached the summit.
   b probably reached the summit.
   c probably didn’t reach the summit.

6 Matt thinks that Mallory probably fell because
   a his body had a rope attached to it.
   b his body was covered in snow.
   c his camera was found with his body.

Close-Up
The answers appear in the same order as the questions. If you can’t answer a question, leave it so that you don’t miss the information for the next questions. Then go back and try to answer the question(s) you missed. Never leave a question unanswered and if you need to, just guess.

In 1999 an avalanche in the Himalayas killed climber Alex Lowe, pictured above in Antarctica, and badly hurt Conrad Anker, the discoverer of Mallory’s body.
Speaking

Work with a partner and answer these questions.

- When you think of mysteries, what comes to mind?
- Do you like mysteries? Why?/Why not?
- What is your favourite mystery novel, film or TV programme? Why do you like it?

Read the sentences below and decide which you would use to agree (A), disagree (D) or partly agree (P) with an opinion.

1. You’re absolutely right.  
2. I don’t think that’s entirely true.  
3. How can you say that?  
4. That’s exactly what I think.  
5. I agree with you up to a point.  
6. I’m afraid I don’t agree.  
7. I agree entirely.

Imagine that you and your friends want to solve a mystery. Someone keeps spraying graffiti on the outside of your school at night and you want to find out who it is without being seen. First, talk together about the different items you can use to solve the mystery. Then, decide which two objects would be the most useful. Remember to use the Useful Expressions.

1. Notepad and pen  
2. Magnifying glass  
3. Camera  
4. Umbrella  
5. Mobile phone  
6. Flashlight

Discuss these questions with a partner.

- Why do you think people are interested in mysteries?
- What qualities does a good detective need?
- Is a good mystery one where you can’t predict the ending? Why?/Why not?
- How are mystery books different from history books?
- If you were to write a mystery novel, what would it be about?

Useful Expressions

Persuading and convincing

But don’t you think that … is a really good idea?  
Surely, using … won’t make that much of a difference. … Is a good idea, isn’t it?  
I’m sure you’d agree that … would help solve the mystery.
Vocabulary

Phrasal verbs
A Match the phrasal verbs to their meanings.

1. make out
2. look into
3. stick to
4. take in
5. let out
6. believe in

- a. make a certain sound
- b. examine facts and information
- c. only talk about one subject
- d. manage to see something
- e. trick, deceive
- f. be sure that something exists

B Complete the sentences with the correct form of the phrasal verbs from A.

1. It was so dark in the room that I couldn’t __________________ where anything was.
2. Carrie __________________ a loud scream when she thought she saw the Yeti!
3. Do you __________________ UFOs? I certainly do because I’ve seen one!
4. I wasn’t __________________ by his pretending to be a ghost.
5. Tell me exactly what happened and please try to __________________ the facts.
6. The detective __________________ the case, but he couldn’t find any clues to help him.

Word formation
C Complete the text with the correct form of the words.

It’s raining cats and frogs!

When it is pouring with rain, we often say, ‘it’s raining cats and dogs’ which sounds totally (1) __________________, but sometimes it’s not too far from the truth! (2) __________________ rain is a very bizarre phenomenon, but it’s been reported from all corners of the globe. Scientists have come up with some interesting (3) __________________ for the strange rain, but haven’t been able to prove any of them so far. Let’s have a look at a few of the strangest occurrences.

In 1981, the citizens of Nafplio in Greece woke up to a (4) __________________ sight. Hundreds of small green frogs were falling from the sky! There was another strange (5) __________________ that added to the mystery.

The frogs were not ones usually found in Greece. They were native to North Africa (6) __________________, a town in southern Tasmania experienced something rather strange one night in 1996. After a thunderstorm, the people of the town found everything outside covered in a (7) __________________ white substance. Scientists quickly came to the (8) __________________ that it had been raining fish eggs or jellyfish!

Reports of strange rain don’t always involve animals though. In 1857, in Lake County, California, the (9) __________________ had a sweet treat! For two nights in a row, it rained sugar crystals!

The locals made the best of the (10) __________________ by making syrup from the sugar!

D Do you agree with these statements? Discuss with a partner.

- I don’t believe in ghosts! They just don’t exist.
- There must be a logical explanation for every mystery. We just haven’t found them all yet.
- Scientists shouldn’t waste their time looking into strange phenomena.
A Look at the sentences and answer the questions below.

a) My dad used to be an archaeologist when he lived in Egypt.

b) Brian would read mystery novels when he was on holiday.

c) The detective is used to investigating mysteries.

d) The new police officer is getting used to his duties.

Which sentence refers to

1. something that is usual or familiar?

2. an action in the past?

3. a state in the past?

4. the process of something becoming familiar?

Complete the rule with used to or would.

__________ can be used to talk about states or repeated actions in the past, but ____________ can only be used to talk about repeated actions in the past. It can't be used to talk about states.

Complete the rules with be used to or get used to.

We use ____________ to talk about actions or states that are becoming familiar to us. We use ____________ to talk about actions or states that are usual or familiar.

Read 2.3-2.4 of the Grammar Reference on page 163 before you do the tasks.

B Tick the correct sentences and correct the wrong ones in your notebooks.

1. My neighbour used to disappear for days at a time.

2. Did your dad use to watch Dr Who when he was a young boy?

3. Would they live in that haunted house before moving to our street?

4. Penelope would to look into every strange occurrence that she heard about.

5. I didn't used to pay attention when my great-aunt told me about her adventures.

6. Michael wouldn't like reading about unexplained mysteries when he was a teenager.

C Choose the correct answers.

1. It was difficult, but I slowly got used ___ in the sun at archaeological sites.
   
   a) to work
   
   b) to working
   
   c) working

2. My history teacher ___ go on and on about the Mayan civilization.
   
   a) was getting used to
   
   b) was used to
   
   c) would

3. Were ___ answering questions about the exhibits when you worked at the museum?
   
   a) you used to
   
   b) you get used to
   
   c) you use to

4. I ___ archaeology before I became a teacher.
   
   a) used to studying
   
   b) used to study
   
   c) use to study

5. John ___ hearing about amazing places because his father is an explorer.
   
   a) is used to
   
   b) would
   
   c) used to

6. ___ live in Cairo when you were doing your research?
   
   a) Did you get used to
   
   b) Did you use to
   
   c) Would you

D Complete the second sentences so they have a similar meaning to the first sentences. Use the words in bold.

1. Tom used to read anything about the Bermuda Triangle. would
   
   Tom __________ anything about the Bermuda Triangle.

2. The children quickly adjusted to their new school. got
   
   The children quickly __________ their new school.

3. Jenny is worried that she won't be able to adapt to the Peruvian lifestyle. used
   
   Jenny is worried that she won't be able __________ the Peruvian lifestyle.

4. At first it was difficult to use the Internet to find information, but now it's much easier. am
   
   Now, I __________ the Internet to find information.

5. Would your lecturer analyse the possible reasons for the disappearance of the dinosaur? to
   
   Did your lecturer __________ analyse the possible reasons for the disappearance of the dinosaur?
Using adjectives and adverbs

Improve your stories by using descriptive adjectives and adverbs of time, place, manner and degree. They help the reader to build up a clearer picture of the people, places and events in the story, as well as to add drama and suspense. Remember:

- when we use two or more adjectives together, they usually come in this order: opinion, size, age, shape, colour, origin, material.
- when we use adjectives ending in -ed we describe how someone is affected by something, whereas adjectives ending in -ing describe how someone or something affects others.
- when we use more than one adverb in a sentence, they usually come in this order: manner, place, time. But when there is a verb of movement (e.g. go, run, walk) they come in this order: place, manner, time.

A Circle the correct words.
1. He ran outside quickly / quickly outside.
2. It had been the most thrilling / thrilled day of their lives.
3. She wrapped the present using a long red silk / silk red long ribbon.
4. They sat opposite silently / silently opposite the odd statue.
5. Inside the box was a(n) unusual orange metallic / orange unusual metallic toy.
6. Everyone was embarrassing / embarrassed when the story was leaked to the press.

B Read the writing task below and underline the key words. What will you write? Who will be the main character?

Write a story which begins with this sentence: it was the scariest thing she had ever seen.

C Read the model story and complete it with these adjectives and adverbs.

carefully certain enthusiastically green nervously suddenly weird young

It was the scariest thing she had ever seen. As a photographer, Jodie was used to seeing (1) _______________________
and wonderful things, but she had never seen anything like this.

She was working on a story about mysteries and had heard that a local forest was haunted. Her colleague Robert was keen to go there and he (2) ______________________ agreed to camp there with her. But after camping out for three nights, they had seen nothing extraordinary.

Then, at midnight on the last night, moving green lights (3) ______________________ appeared among the trees. Jodie took out her camera and started taking photos. She didn't know what the lights were, but they looked very strange. 'I have to get them on film,' she thought.

When Jodie arrived home, she headed for the dark room. She hung up the first photo (4) ______________________ and stared at it in astonishment. Bright (5) ______________________ lights formed a circle round the trees. But the most bizarre thing was the (6) ______________________ boy who stood in the middle. Jodie was (7) ______________________ he hadn't been there.

Picking up the phone, she tried to stop herself from trembling. 'He-hello, Robert,' she stammered (8) ______________________. 'I think you'd better come over here right now.'
Look again

D Read the model story again and answer these questions.
1. What was the scary thing that Jodie saw?
2. Do we find this out immediately after the first sentence?
3. Where was she when she saw the thing that scared her?
4. How does Jodie feel about what she saw?
5. Why do you think she wants Robert to go to her house?

E Write the correct paragraph number from the model story next to these descriptions.
1. Bring the story to an end.
2. Describe the background to the story.
3. Describe the scary thing in detail.
4. Introduce an event that adds suspense to the story.
5. Start with the sentence given and introduce the main character.

F Look at the Useful Expressions and circle the correct answers.
1. Is this real or is it _____?
   a. an optical illusion  b. out of the ordinary  c. bizarre
2. I stared at him in ____.
   a. mystery           b. disbelief       c. sight
3. I can't understand this. It's absolutely ____.
   a. odd               b. unusual         c. inexplicable
4. I'm really ____ by this experience.
   a. chilled           b. eerie           c. thrilling
5. The story is strange, but ____.
   a. mysterious        b. true           c. curious

Over to you!

G Read the writing task below and make a paragraph plan for your story. Remember to include adjectives and adverbs to add suspense and to help the reader build up a clear picture.

Write a story which begins with this sentence: As soon as they opened the door, they knew something was wrong.
(120-180 words)

Useful Expressions

Describing mysteries
be out of the ordinary/unusual
bizarre/strange/extraordinary sight/sound
chilled/chilling
curious
eerie
fascinating
in astonishment/disbelief
incredible
inexplicable
mysterious
mistress
odd
optical illusion
out of this world
strange, but true
strange phenomena/occurrence
thrilling/thrilled
weird and wonderful
Before you watch

A How much do you know about some of the famous mysteries of the world? Complete the sentences using these words.

**Bigfoot**  **Devil's**  **Nessie**  **Yeti**

1. ___________ is an affectionate nickname given to the Loch Ness Monster.
2. The ___________ Triangle is the name some people give to the Bermuda Triangle.
3. The Abominable Snowman, or ___________, is said to live in the Himalayan region.
4. Has anybody ever really photographed Sasquatch, otherwise known as ___________?

While you watch

B Watch the DVD again and circle the words you hear.

1. The best place to see this mystery is at the viewing / watching site, just east of Marfa.
2. What do the lights look like? Well, it changes / depends on who you talk to.
3. The appearance and disappearance / vanishing of the lights was seen by pilots flying here.
4. ‘We discovered these by mistake / chance off in the distance, close to the ground.’
5. But who can explain where the lights come from? Where are they actually located / situated?
6. If the mystery is unanswered, people will keep searching / investigating.

After you watch

C Complete the summary of the DVD below using these words.

divide  head off  investigate  phenomenon  proof  ranch  reported  response  section  shining

The Chihuahuan Desert in West Texas is the largest desert in North America. Winters are cool and summers are extremely hot. This area is also home to a mysterious (1) ___________ called the 'Marfa Lights'. These are bright lights that appear suddenly in the night sky and then, just as quickly, they (2) ___________ into the distance and disappear. Sometimes they (3) ___________ into more than two lights. They appear in the same (4) ___________ of the desert – near a town called Marfa. The lights sometimes even get close to people's houses. One woman who lived on a remote (5) ___________ tells the story of what she experienced one night. She got in bed and suddenly she saw the lights (6) ___________ through her bedroom window. She watched them change colour for a few minutes. Eventually they went away. Apparently, pilots who used to train in the desert in the 1940s also (7) ___________ that they used to see these mysterious lights.

What causes the lights? Fritz Kahl, who was one of those pilots, thinks he has a(n) (8) ___________ to this question. He believes that the lights are a natural occurrence and that they exist all over the world. However, as long as the Marfa mystery remains unanswered, people will continue to (9) ___________ the lights to find out where they come from and how long they have existed. People want (10) ___________ not opinions and theories. Whatever these lights really are, they are as mysterious today as when they first appeared and it is doubtful that the mystery behind them will ever be solved.

D Discuss these questions with a partner.

- What else do you know about the mysteries mentioned in A?
- Would you like to visit a place where a famous mystery exists? Why?/Why not?
- Are there any famous mysteries in your country?
Vocabulary

A Complete the sentences with both words.

1. embarrassed amused
   a) Don't feel___________________ about your appearance. You look fine.
   b) Why are you so___________________? I don't think it's at all funny.

2. remarkable generous
   a) Neil Armstrong's achievement was absolutely___________________.
   b) Dad is both kind and___________________ with others.

3. belief legend
   a) It is my___________________ that everyone needs friends.
   b) Have you heard the___________________ of the ghost rider?

4. ridiculous aggressive
   a) Please calm down. You shouldn't be so___________________.
   b) It's absolutely___________________ to believe that the house is haunted.

5. explanation illusion
   a) I know it looks like a pool of water, but it's only an___________________.
   b) If there is an___________________ for this mystery, I'd like to know what it is.

B Complete the text using these words.

There have been many cases of strange (1) __________________ in the world, but one of the strangest is the case of David Lang. The story goes that on 23rd September 1880, while walking through a field in Tennessee near his home and being watched by several (2) __________________, David Lang disappeared in mid-step. His wife and the others present ran to see what had happened to him, but they didn't find even one (3) __________________. They point out that, despite lengthy investigations, no (4) __________________ has been found that Lang even existed. Many believe that the story was made up by a journalist in the 1880s. It could be that the truth of the matter will never be known.

C Complete the table with break, keep, make and save.

<table>
<thead>
<tr>
<th>a promise</th>
<th>a difference</th>
<th>a habit</th>
<th>your strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>in touch</td>
<td>trouble</td>
<td>the ice</td>
<td>time</td>
</tr>
</tbody>
</table>

D Circle the correct words.

1) This is a real mystery. We have to look into / stick to it.
2) Don't you realise he's letting you out / taking you in with his silly stories?
3) Can you make out / believe in that strange house ahead?
4) Do you approve of / on your brother's behaviour?
5) Don't worry, I have plenty of confidence in / at you.
6) I've got nothing on / in common with you.
A Complete the sentences with the Present Simple or the Present Continuous of the verbs in brackets.

1. I __________________ (play) tennis three times a week.
2. Mum, why __________________ you forever __________________ (shout) at me?
3. __________________ you __________________ (believe) in the Loch Ness Monster?
4. We __________________ (go) on the mystery tour tomorrow.
5. The meeting __________________ (not be) at 9 am today.
6. Grandma __________________ (come) to visit again on Sunday?
7. In this picture, the boy __________________ (not cry).
8. Light __________________ (travel) at almost 300,000 km per second.

B Complete the sentences with a, an, the or -.

1. Is __________ girl next door very pretty?
2. There's __________ free table here. Or shall we sit at __________ one over there?
3. Is __________ physics __________ only subject you ever found difficult?
4. I want to buy __________ umbrella and other things, but I only have __________ hour to shop.
5. Nowadays, __________ children mostly do their homework on computers.
6. I enjoy learning __________ English, but I don’t like __________ German language.
7. Is Kelly __________ British citizen or is she from __________ Canada?
8. ‘Is there __________ cinema near here?’ ‘Yes, __________ Rex Cinema is across the road.’

C Tick the sentences which are correct and correct the wrong ones.

1. I was wearing my red dress only twice last year.
   __________________

2. Mum cooked lunch, put it on the table and went to sleep.
   __________________

3. Helen was talking on the phone while Julie was being in bed.
   __________________

4. I would like the colour red when I was young.
   __________________

5. I can’t get used to living in this spooky house.
   __________________

6. Jason is used to wear jeans when he was at university.
   __________________

D Circle the correct words.

1. It started / was starting raining frogs while I was walking.
2. You aren’t used / use to studying in a library.
3. Napoleon died / was dying mysteriously in 1821.
4. Detectives got used to / are used to solving mysteries these days.
5. I didn’t use to go / wasn’t going fishing last year.
6. Would your cousin visit / visiting you often when you lived in Yorkshire?
7. They would love / loved swimming in the lake when they were young.
8. Did / Are you use to live in a cottage?
reading: article, multiple matching
vocabulary: health- & fitness-related words, prepositions, collocations & expressions
grammar: present perfect simple & present perfect continuous, for, since, lately, already, yet & still, countable & uncountable nouns, quantifiers
listening: note-taking
speaking: talking about stress, comparing photographs, sequencing ideas
writing: article, giving advice

Frank Shearer, at 100 years old, still enjoys waterskiing near his home in Washington State, USA.
**Reading**

A How much do you know about long life? Do the quiz and find out! Your teacher will tell you the answers.

1. What is another word for ‘long life’?
   a. longing
   b. longevity
   c. longitude

2. How long did the world’s oldest person live?
   a. 122 years
   b. 112 years
   c. 117 years

3. Which countries have the best diets for long life?
   a. China, USA, Germany
   b. Japan, Greece, Italy
   c. Canada, Brazil, France

B What do you think contributes to long life? Make a list. You have one minute!

C Read the text quickly. In which places do people eat a lot of locally-grown food?

---

**The Secrets of Long Life!**

A long, healthy life is no accident. It depends on good genes and good habits. Scientists who are interested in investigating what contributes to long life have been focusing on groups living in several regions where longevity is the norm.

**A Sardinians**

In a group of villages on the island of Sardinia, 91 of the 17,865 people born between 1880 and 1900 lived to their 100th birthday – a rate more than twice as high as the average for Italy.

Why do they live so long? Lifestyle is part of the answer. The people work hard on their farms and place great importance on family. Take 75-year-old Sardinian Tonino Tola for example. It’s 11 am and Tonino has already milked four cows, chopped wood and walked 6 km with his sheep. Taking a break, he sits down with his family to eat. Nutrition is a factor in Sardinians’ longevity – their diets are rich in fruits and vegetables, milk and dairy products, fish and some red wine, most of which are produced on their own farms. Their genetic history also helps. Many of them are related to the first Sardinians, who arrived in the area 11,000 years ago. Genetic traits have become stronger over the years and favour longevity.

**B Residents of Loma Linda, California**

Marge Jetton is speeding down the motorway in her purple car. Marge, who recently turned 101, is late for one of several volunteer commitments she has today. Already this morning, she’s eaten breakfast, walked 1.6 km, and lifted weights.

Like many other residents of Loma Linda, California, Marge is a member of a religious community that has always supported healthy living. It forbids smoking and drinking alcohol, and discourages consumption of most meat, rich foods and caffeinated drinks as well as most spices. Instead, they enjoy beans, nuts, whole wheat bread, soy milk, tomatoes and other fruits as well as five glasses of water a day. All of these lower the risk of developing certain diseases. In addition, every Saturday, they get together and socialise with each other to relieve stress.

A study has revealed that members of this community live four to ten years longer than other Californians.

**C Okinawans**

Ushi Okushima has just started a new job. Not long ago she began wearing perfume. Predictable behaviour for a young woman, perhaps, but Ushi is 103.

With a life expectancy of 78 years for men and 86 years for women, Okinawans are among the world’s longest-living people. They enjoy years free from illness, have very low rates of cancer and heart disease, and are less likely to develop dementia. Their habit of consuming food grown on the islands and eating in moderation – ‘eat until your stomach is 80 percent full’ – may also contribute to their longevity. Furthermore, many belong to a moi or a support network that provides help. *Ikigai* may be another factor. The word...
D Read the article again to find the following information.

Which paragraph(s) mention
women who live longer than men?
people whose religion doesn’t allow them to eat some things?
the role of genes?
a special drink that fights disease?
weekly meetings?
the people in the text who are the oldest?
people who sleep in the daytime?
people born in a specific twenty-year period?
people getting together to help or support each other?
people who mainly work outdoors?

Get the meaning!
E Find words in the article which complete sentences 1-5 correctly.

1 Your __________________ is the food you eat and how it affects your health. (para A)
2 Food products made from milk are described as __________________. (para A)
3 To __________________ means to order somebody not to do something. (para B)
4 To __________________ means to spend free time with other people. (para B)
5 __________________ are plants used to give flavour to food or to make medicine. (para D)

D Ikarians
Socrates Xerolas parties hard and stays up past 2 every night. The amazing thing isn’t that he does this in a remote mountain village, but that he does it at 103 years old.

On the Greek island of Ikaria, more than a third of the residents reach age 90. They suffer less cancer and heart disease and, most surprisingly, none of the dementia that afflicts other cultures. Long-living Ikarians observe about 150 days of religious fasts a year, sleep late and nap daily. They eat mostly leafy greens, potatoes and beans. But there is one unique factor that is not seen in other areas where people live for a long time: the key ingredient to living longer is growing right in their gardens. It’s a selection of herbs used to make tea and they all have one thing in common – they lower blood pressure, a major cause of heart disease and dementia.

The oldest person in the world was Jeanne Calment of France. She died in 1997 at the age of 122. Why do you think she lived so long? Tick the things you think she did.

- She ate a kilo of chocolate a week.
- She rode a bike until she was 100.
- Her diet was rich in olive oil.
- She loved music and recorded a rap CD.
- At the age of 85, she took up fencing.

Your teacher will tell you the answers.
Vocabulary

A Circle the odd ones out.

1 nurse  ward  surgeon
2 yoga  meditation  cycling
3 proteins  additives  minerals
4 trainer  optician  dietician
5 vaccination  operation  injection
6 prescription  weights  treadmill
7 bandage  tablet  crutch
8 poison  diagnose  examine

B Match each sentence 1-6 with the sentence that logically follows it a-f.

1 I cut my hand badly while I was preparing dinner.  
   a The doctor thinks the wound is infected.
2 Susie broke her arm while doing gymnastics.  
   b I will have to have an X-ray.
3 I’ve been going to an aerobics class for a month now.  
   c It doesn’t contain any preservatives.
4 You should try and eat organic food.  
   d She’ll have to have it in plaster for a few weeks until it heals.
5 I’ve twisted my ankle, but I don’t know if it’s broken.  
   e It’s great. I’ve lost weight and I feel much fitter!
6 Ben was in a terrible skiing accident.  
   f It will take him months to recover.

C Circle the correct words.

Myth or medical advice?

‘An apple a day keeps the doctor away’ is a saying that some people reject as simply an old wives’ tale. But does it, and other sayings like it, actually contain any truth?

Old wives’ tales, or at least some of them, do indeed have words of wisdom to offer! Take the ‘apple a day’ saying. Apples are full of (1) additives / vitamins that keep us healthy and in good (2) shape / figure physically. If we are healthy, we have no need for a doctor. Another saying is: ‘Starve a fever, feed a cold’. Many researchers say that a person with a high (3) illness / temperature should limit what they eat, and only drink water. On the other hand, they (4) diagnose / advise patients who are suffering from a cold to do the opposite – to eat (5) well-balanced / nourishing food. Speaking of colds, another old wives’ tale (6) prescribes / treats dear old mum’s homemade chicken soup as a quick and simple (7) remedy / medication for runny noses, sniffles and even (8) sore / tender throats. Try it, doctors agree it works!

D Which of these ideas for staying healthy and in good shape do you agree with? Discuss your answers with a partner.

- join a gym or an aerobics class
- eat nourishing food that has lots of proteins and minerals
- take vitamins if I have the flu or an infection
- drink herbal tea if I have a sore throat
- take medication when a doctor advises me to
Perfect Simple & Present Perfect Continuous

A We use the Present Perfect Simple for actions and situations that happened at an indefinite time in the past. We use the Present Perfect Continuous for actions and situations that started in the past and are still in progress or have happened repeatedly up until now. Look at the sentences below and answer the questions that follow.

1. Which sentence emphasises how long an action has been in progress? _____
2. Which sentence tells us the number of times something has happened? _____
3. Which sentence tells us that the students' project is finished? _____
4. In the other sentence, do we know whether the students have finished the project? _____

C Complete the sentences with the correct form of the Present Perfect Simple or the Present Perfect Continuous of the verbs in brackets.

1. Her aunt ___________________________ (use) natural remedies for many years.
2. ___________________________ (you / book) an appointment with the doctor?
3. The old man ___________________________ (not catch) a cold since he was young.
4. Why ___________________________ (you / sneeze) for the last hour? Do you have an allergy?
5. The Mediterranean diet ___________________________ (become) very popular in the last decade.
6. The doctors at this hospital ___________________________ (develop) new treatments for cancer since 2004.
7. Tess ___________________________ (break) her arm and she needs to go to hospital!
8. How many times ___________________________ on your mobile?

D Complete the sentences with these words.

already for lately since still yet

1. He's been walking on crutches _________ the accident.
2. She's been training with weights _________ a month.
3. Tom's _________ had his operation.
4. I haven't been cycling as much as usual _________.
5. Has the doctor examined the patient _________?
6. He _________ hasn't made an appointment with the optician.
3 Fit as a Fiddle

Listening

A Practise saying these words aloud.
1 fifth
2 fiftieth
3 sixth
4 sixtieth
5 eighth
6 eightieth
7 twelfth
8 twentieth

B Now listen to see if you were correct.

C Listen and circle the numbers you hear.

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a 1/5</td>
<td>b 1/50</td>
<td>c 1/15</td>
</tr>
<tr>
<td>2</td>
<td>a 13%</td>
<td>b 30%</td>
<td>c 3%</td>
</tr>
<tr>
<td>3</td>
<td>a 5,000,000</td>
<td>b 50,000,000</td>
<td>c 500,000,000</td>
</tr>
<tr>
<td>4</td>
<td>a 3,500</td>
<td>b 35,000</td>
<td>c 3,050</td>
</tr>
<tr>
<td>5</td>
<td>a 1798</td>
<td>b 1978</td>
<td>c 1878</td>
</tr>
</tbody>
</table>

D You will hear someone talking about sleep and sleep problems. For questions 1-7, complete the sentences.

1 People driving when they are tired are at least partly to blame for almost __________ of serious road accidents.
2 Our brains are designed to get ready for sleep when they sense __________
3 Our modern lifestyles mean our sleep patterns are very different from our bodies' natural biological __________
4 Young children need to sleep for about __________ every night.
5 Teenagers naturally tend to wake up __________ in the morning than adults.
6 Difficulties with sleeping are reported by approximately one __________ of Americans.
7 The speaker is disappointed that most sleep research is carried out by private companies rather than by government health __________

Close-Up

Listen carefully to any numbers you hear on the recording, so that you can write them down correctly.
Speaking

A Work with a partner and answer these questions.
- How often do you feel stressed at work/school?
- What do you do to deal with your stress?
- Do you think stress affects your health or the health of members of your family? How?

B Listen to Peter describing a photograph. Which photo is he describing? What piece of information helped you to choose?

C Look at this list of activities which someone could do to reduce stress. Put them in order of how helpful they are (1 = most helpful; 8 = least helpful). Then, discuss your answers with a partner, giving reasons for your choices.

- walking
- yoga/Pilates
- dancing
- reading
- sleeping
- chatting with friends
- shopping
- doing a team sport

D Work with a partner and answer the questions about the photographs. One of you should be Student A and the other should be Student B. Remember to use the *Useful Expressions.*

**Student A**

Compare photos 1 and 2 and say how you think the people are feeling.

Student B: What advice would you give the people in the first photo?

**Student B**

Compare photos 3 and 4 and say how you think the people are feeling.

Student A: What advice would you give the person in the first photo?

**Useful Expressions**

Sequencing your ideas

To begin with, ... Firstly, ... / Secondly, ... Well, for one thing, ... Another thing is that ... I also believe that ... What is more, ... Finally, ... Last, but not least, ...
Prepositions

A Complete the sentences with the correct prepositions. Some prepositions can be used more than once.

1. If you consume too many calories, you are at risk ________ becoming overweight.
2. Penny needs to work ________ her fitness if she wants to run a marathon.
3. Food that is high in cholesterol can contribute ________ heart disease.
4. Eve’s personal trainer told her to focus ________ strength-building exercises for now.
5. If you want to get in shape, why not become ________ a gym?
6. All children should be vaccinated ________ diseases.
7. If you eat well and look after yourself, you could live to be ________ 100 years old!
8. Your chances of success in the race depend ________ how hard you train.

Collocations & Expressions

B Match the idioms in bold 1-5 to their meanings a-e.

1. I feel as fresh as a daisy after my holiday!  a. unwell
2. I’m really under the weather today. I think I’ll go back to bed.  b. regain energy
3. Let’s go for a walk in the fresh air. It’ll do you the world of good.  c. ask for detailed information
4. Why don’t you go to a spa for the weekend to recharge your batteries?  d. be lively and energetic
5. I’m meeting a famous chef tomorrow, so I’ll pick her brains about vegetarian food. e. make you feel better

C Complete the letters with the idioms from B in the correct form.

Dear Tina,

Can I (1) ___________ about a problem I have? I really need some help! I’m studying hard for my exams and last week I started to feel (2) ___________. I’m tired all the time and don’t have any energy. I’m scared I’ll be ill and might miss my exams. What should I do?

Tina, 17

Dear Tina,

It’s natural to feel stressed at exam time and this can make you feel unwell. So, when you want a break from studying, why not go and sit in the garden? The fresh air will (3) ___________ and help to clear your head. Once the exams are over, make sure you take some time to (4) ___________. Get lots of sleep, see your friends and relax! Do all this and you’ll be feeling (5) ___________ in no time!

Good luck!

D Do you agree with these statements? Compare your answers with a partner’s.

- It’s better to be rich than it is to be healthy.
- If you eat healthily, you don’t need to exercise.
- It’ll be fantastic if we live to be over 200 one day!
Countable & Uncountable Nouns

A Countable nouns refer to separate items. They can be singular and plural. Uncountable nouns refer to abstract ideas or things that cannot be counted. They do not have a plural form. Which of the nouns below are countable and which are uncountable? Write C (countable) or U (uncountable).

- injection
- knowledge
- holiday
- biology
- recreation

B Some nouns can be both countable and uncountable depending on their meaning. How is the meaning of room different in these sentences?

1. There isn’t room for all of us in the car.
2. This is the most expensive room in the hotel.

C Tick the nouns which can be both countable and uncountable.

- glass
- light
- water
- hair

- 5 medicine
- 6 experience
- 7 darkness
- 8 economics

Quantifiers

D Some quantifiers like a lot of and lots of can be used with both countable and uncountable nouns, but others cannot. Look at the words in bold in these sentences and then answer the questions.

- There aren’t many people in the park.
- She had only a little energy left after the match.

Which words are used with

1. countable nouns? _________ and _________
2. uncountable nouns? _________ and _________

Be careful!
Much and many can usually only be used in questions and negative sentences.

Read 3.4-3.6 of the Grammar Reference on pages 164-165 before you do the tasks.

E Circle the correct words.

1. You should drink plenty of waters / water every day.
2. The news is / are very encouraging.
3. If you’re feeling dizzy, go outside for some / a few fresh air.
4. We had some memorable experience / experiences during our trip.
5. Children and old people should stay inside in a / a cold weather.
6. People of all ages should take regular exercises / exercise to keep fit.
7. I think a box of chocolate / chocolates is a great present.
8. Containers made of plastics / plastic shouldn’t be used for food.

F Complete the sentences with these words.

- a bar of
- a few
- a little
- an
- a slice of
- many
- much
- piece of

1. There are only _________ people in the gym tonight. It’s nearly empty.
2. You don’t need _________ money to stay healthy and fit.
3. The patient was given _________ injection for the pain.
4. _________ sugar won’t harm you, but a lot can cause dental problems.
5. I’d like _________ cheese in my sandwich.
6. There aren’t _________ calories in this cereal bar.
7. We need _________ soap in the bathroom.
8. My grandma gave me a very good _________ advice that I have followed all my life.
**Writing**

**Giving advice**

When you want to give others advice in your writing, try to keep a light-hearted and encouraging tone. This will make the reader feel that he or she can trust you. If you are too critical, the reader will probably not follow your advice.

Introduce pieces of advice by using these structures and expressions: *Don’t worry if you …, Make sure you …, Try (not) + full infinitive or noun …, Why don’t you/not + bare infinitive …?*, *You could always + bare infinitive …* and *You shouldn’t + bare infinitive …*.

A Imagine your friend has asked you for some advice. Look at these problems and write a piece of advice in your notebook for each one. Use the structures and expressions above.

1. I find it really hard to get out of bed in the morning.
2. I want to get into shape, but I hate sports.
3. I always feel hungry as soon as I get to school.
4. My head hurts when I play computer games.
5. I’m addicted to chocolate and crisps.
6. I want to take up a hobby that will help me get fit.

B Read the writing task and write T (true) or F (false) for each of the sentences below.

You have seen this announcement in your school’s student magazine.

Do you have any advice for fellow students who want to avoid getting colds and flu this winter?

Then write us an article!

We will publish the best ones next month.

1. Your article may appear in the school magazine. □
2. You will give general health advice. □
3. You will give tips for preventing illnesses. □
4. The advice will be read by people your age. □
5. You will write an announcement. □

C Read the model article and complete it with these words.

**Common sense fights the common cold**

Are you one of those people who come down with colds and flu every autumn? (1) ___________; here are some handy tips to prevent nasty colds.

First of all, a healthy diet can help to prevent you getting sick. However, you (2) ___________ wait to get a cold and then start to take action. (3) ___________ give yourself a head start by regularly eating and drinking foods and drinks high in important vitamins? Even if you do become ill, the road to recovery will be much easier.

Secondly, sleeping well is very important to good health. Lack of sleep lowers your body’s resistance to illnesses and makes it harder to fight off colds. So, (4) ___________ you get around eight hours sleep a night to stay on form.

Last, but not least, you must ensure that you are hygienic. Colds can easily be caught by touching surfaces which have germs on them. (5) ___________ wash your hands in warm soapy water after touching door handles, telephones, buttons and doorbells.

As the old saying goes: prevention is better than cure. So (6) ___________ these simple tips and stay germ-free this winter!
Look again!

D Read the model article again and answer these questions.
1. Has the writer copied word for word from the task?
2. Why does the writer begin with a question?
3. Is the tone of the article angry, encouraging or critical?
4. Is it written in a formal, informal or semi-formal way?

E Circle the correct words to complete the plan for the model article.

Title: Common sense fights the common cold

Paragraph 1: Introduce the theme / first tip and state what the article will be about.
Paragraph 2: Tip 1: discuss the benefits / drawbacks of a healthy diet.
Paragraph 3: Tip 2: discuss the importance of colds / sleep.
Paragraph 4: Tip 3: discuss why people should wash their hands / touch clean things.
Paragraph 5: Conclude by making a general statement and referring back to the tips / adding an extra tip.

F Complete the sentences with words from the Useful Expressions.
1. Jogging is a great way to ________ up calories.
2. Drink some herbal tea and you’ll soon be on the road to ________.
3. My sister is ________ to earache.
4. I try to ________ up my metabolism by working out.
5. You look great. How do you manage to stay in ________?
6. My grandma always says ________ is better than cure.
7. Claire’s come ________ with a nasty bug.
8. Build up ________ by doing these exercises.

Over to you!

G Read the writing task below and make a paragraph plan for your article. Remember to use the right expressions for giving advice.

You have seen this announcement in your school’s student magazine. Write your article. (120-180 words)

It’s never been so important for teenagers to keep fit.

Do you have any good advice to help your fellow students get in shape?

Then write us an article!

We will publish the best ones next month.
The Science of Stress

Before you watch

A Match the words to the meanings.

1. physiological
2. treadmill
3. sample
4. release
5. psychological
6. lean

a. a small quantity of something to show what it is like
b. having to do with the mind and thoughts
c. having to do with how the body works physically
d. let out, free
e. slim, but strong and healthy
f. an exercise machine on which you run

While you watch

B Watch the DVD and decide if these statements are true or false. Write T for true and F for false.

1. Kathy Matt and her research team are proving that stress is just in our mind. [False]
2. Stress from rush hour traffic shows up as a chemical in the blood. [True]
3. Adrenaline helps our body react quickly and with more force. [True]
4. Cortisol gives us the energy for that quick physical push. [False]
5. Fortunately, the body can tell the difference between the two types of stress. [False]
6. All stress is bad. [False]

After you watch

C Complete the summary of the DVD below using these words.

Without at least a(n) (1) ___________________ amount of stress to give us energy, we could not get through the day. However, a very stressful (2) ___________________ can have a negative (3) ___________________ on our bodies. Dr Kath Matt and her colleagues are investigating what stress does to a body, and proving that stress is not just psychological but also physiological.

When our body experiences (4) ___________________ stress, it produces two hormones that give us energy: adrenaline and cortisol. It also produces them in cases of psychological (5) ___________________. Dr Matt and her team have put together a(n) (6) ___________________ of tests to show the effects of stress on the body.

While running on a treadmill, the woman’s body releases a lot of stress hormones, but she’s also using up every bit of energy they create. However, when she is stressed psychologically instead of physically, the same hormones are created, but no physical energy is used.

Too much cortisol weakens the bones and makes them more likely to break. This could create problems that have an impact on (7) ___________________, perhaps taking years off a person’s life.

Therefore, it is important to exercise regularly. Putting the body through the stress of exercise is one way to get rid of psychological stress and in that way preventing its (8) ___________________ effects.

D Discuss these questions with a partner.

- What causes you physical stress?
- What causes you psychological stress?
- What do you do to help relieve stress?
NAO is a humanoid robot used in classes to help students learn robotics, and other subjects such as science, physics, mathematics, computer science and engineering.
4 Technological Marvels

Reading

A Read the following statements about the history of flight and decide whether they are true (T) or false (F).

1. The fastest jet-powered aircraft travelled at more than 11,000 kilometres per hour, 9.6 times the speed of sound. ☐
2. The first aeroplane crash occurred in 1928. ☐
3. Leonardo Da Vinci designed the first hot air balloon around 1485. ☐
4. The average person would take around 3,500 years to walk to the sun. ☐

B Quickly read the text to find out how many people Virgin Galactic’s spaceships will carry.

To the Edge of Space

Throughout history, mankind has been fascinated with flying. From the myth of Icarus, who flew too close to the sun, to the invention of the most advanced fighter plane, man’s fascination with flight has driven us to create bigger and better flying machines.

In 1903, man’s dream of flying like a bird came true with the Wright Flyer, the first machine to achieve controlled flight. Over sixty years later in 1969, the Boeing 747 took to the skies. Manufactured in the world’s largest factory building in Seattle, USA, its wide-body design was able to carry more passengers than any other aircraft, reducing the cost of airline travel. In 1976, Concorde was introduced. This was the first and only passenger plane to travel faster than the speed of sound. Space travel, too, has had its own amazing developments. In 1981, the Space Shuttle grabbed the world’s attention when it became the first reusable spacecraft.

Space travel has captured the imagination of thousands of youngsters. One such young person was Burt Rutan. At the 1967 launch of Sputnik 1, the first man-made object to orbit the Earth, Rutan was just 14 years old. He believed that government

research into space travel would someday mean he too would be able to journey into space. By the mid-1990s, however, Rutan had realised that waiting for the government wasn’t going to work. It was then that he resolved to build his own spaceship. ‘If my dream was going to come true – of floating weightless in the black sky and being thrilled by the sight of Earth from outside our atmosphere – I’d have to get things started myself,’ said Rutan.

Rutan was encouraged to build his own spaceship by the slow development of aeroplane design. Five years after the Wright brothers’ first flight in 1903, the aeroplane was still just a dangerous curiosity. Only a dozen or so people had tried flying in one. Yet by 1912 hundreds of pilots had flown aeroplanes of different designs that were developed through private enterprise. The bad designs crashed; the good ones flew. Soon factories in France, England and Germany were producing hundreds, then thousands, of aeroplanes a year. Why did this happen? Burt Rutan believes the answer lies in two observations: ‘That has to be fun’ and ‘Maybe I can do that’.

On October 4, 2004, SpaceShipOne dropped from its mother ship White Knight and flew to the edge of space – more than 100 km above the Earth’s surface.

Wordwise

Icarus: in Greek mythology, he died when he wore wings made of feathers and wax that melted when he flew too close to the sun.
weightless: having no weight, or appearing to have no weight
private enterprise: businesses owned by people, not by the government
Choose the answer (a, b, c or d) which fits best according to the text.

1. What does the word its refer to in para 2, line 5?
   a. the Wright Flyer
   b. airline travel
   c. the Boeing 747
   d. the world's largest factory

2. Rutan realised he needed to build his own spaceship
   a. when Sputnik 1 was launched.
   b. because the government space programme was too slow.
   c. when he was only 14 years old.
   d. while he was studying the history of flight.

3. What were the requirements to win the Ansari X Prize?
   a. to design a spaceship for private use
   b. to encourage private space travel
   c. to enter space and return twice in two weeks
   d. to make ten million dollars for space travel

4. In paragraph 5, what does the word commercialise mean?
   a. sell something to another business
   b. develop an idea by advertising
   c. make something well known in the business world
   d. turn something into a business

5. What prediction about the future does the writer NOT mention?
   a. that we will travel on spacecrafts
   b. that we will stop visiting foreign countries
   c. that we will go on space holidays
   d. that humans will always be interested in flying

6. What is this text mainly about?
   a. Sir Richard Branson's business
   b. famous aircraft
   c. private schemes to build a successful spacecraft
   d. government research into space flight

Rutan's optimism finally paid off. In 2004 his specially designed spaceship, SpaceShipOne, successfully entered space and made it back to Earth twice in two weeks. Those were the requirements to win the ten-million-dollar Ansari X Prize, a prize designed to encourage the development of private space travel. Rutan's success got the world's attention, and various schemes to commercialise private space travel began to appear.

In one such scheme, Sir Richard Branson has licensed the technology of SpaceShipOne for his company, Virgin Galactic, which hopes to offer ordinary people the opportunity to visit space. Branson unveiled his follow-up craft, SpaceShipTwo, in December 2008. Virgin's first spaceships will have two pilots and six passengers aboard. Passengers, who will pay $200,000 for a ticket, will float weightless for six thrilling minutes as they gaze out of space through a large window. 'Of all the things we've done,' Branson says, 'Virgin Galactic is the one I'm most excited about. Every time I look up in the sky at night, I think about how incredible the opportunity is. People have been waiting for this moment for thousands of years.'

Many people think that one day we will be visiting space as easily as we now visit foreign countries. Perhaps by then we will also have created space holidays or galactic weekend breaks. One thing is for sure: whatever happens in the future, man is going to continue trying to fly faster, higher and further away than ever before.
Vocabulary

A Label the pictures using these words.

headset keyboard mouse printer scanner screen speakers tower

B Choose the correct answers.

1 Cloning is a process in biology used to ___
   a produce better and faster forms of space travel
   b create a living thing that is exactly like another

2 If a gadget is portable, ___
   a it is lightweight and easy to carry
   b it is cheap and efficient

3 When you demonstrate a new product or invention, ___
   a you sell it to a manufacturer
   b you show it to a possible buyer

4 If your computer is touch-screen, ___
   a you don't have to press any buttons or keys to operate
   b you shouldn't touch the screen when you are using it

5 A device is something that ___
   a is necessary to make machines and engines run
   b has been invented for a certain purpose

6 Electrical appliances are things like ___
   a robots and spacecraft
   b vacuum cleaners and dishwashers

C Complete the text using these words.

brochure improvements innovation manufacture process stage

An inventor's guide

So, you think you've finally come up with the invention that will change the world! Do you think that all those hours spent making (1) __________ to your original design and testing, re-testing and testing yet again are about to pay off? Well, before you start counting all that money you think you're going to receive for your fabulous (2) __________, you'd better think again. You see, it's a sad, but true, fact that the (3) __________ of getting something new on the market is a long one. Inventors must travel a rough and rocky road to get from the early development (4) __________ to the all-important commercial licence of their invention. So, before you're left with a cellar full of worthless gadgets that you simply cannot get rid of, consider the following carefully.

- Make a list of possible companies which might want to (5) __________ your product.
- Send a letter, or even better, a(n) (6) __________ describing your product to the companies on your list.

Finally, be patient, stay calm and never stop inventing. Even Alexander Graham Bell had his bad days!

D Do you agree with these quotes? Compare your answers with a partner's.

- 'One machine can do the work of fifty ordinary men, but no machine can do the work of one extraordinary man.' Elbert Hubbard
- 'Man is still the most extraordinary computer of all.' John F. Kennedy
- 'Computers are useless. They can only give you answers.' Pablo Picasso
B Complete these sentences using a correct future tense.

1. Tomorrow morning I'm ____________________________.
2. Shall I ____________________________?
3. I think I ____________________________ in a few years.
4. This time next week I ____________________________.
5. I feel tired at the moment so I ____________________________.
6. Look out! Your laptop is too near the edge of the table. It ____________________________.

C Choose the correct answers.

1. Most teachers ___ whiteboard technology in the classroom from now on.
   a. shall use
   b. will have used
   c. are going to use

2. A new science museum has just opened in the city centre. ___?
   a. We are going
   b. Shall we go
   c. Will we have gone

3. ___ the report by 5 o'clock, Jane?
   a. Will you be doing
   b. Will you have done
   c. Shall you do

4. The education minister has confirmed that from next year, students ___ their own computer at school.
   a. will be having
   b. will have had
   c. are going to have

5. ___ tourist space travel in the near future?
   a. Will there be
   b. Shall there be
   c. Will there have been

D Circle the correct words.

Robotics - way to go!

Visionary thinkers believe that robotics (1) shall be / will soon be just as important as computers are now. Most probably, robotics (2) will have become / will be becoming part of the learning environment before long too.

Educational robotics isn't just a revolutionary idea any more; it has become reality. This reality is a humanoid robot called NAO developed by a French company. NAO listens, speaks, sees and reacts to touch. NAO is a tool for the teaching of science and technology.

Students (3) will be using / will have used NAO as a tool to learn about robotics and other subjects such as mathematics and computer programming instead of only using traditional methods. It (4) will be / will have been wonderful for students to do hands-on experiments and experience how much fun robotics can be.

Presently, NAO (Academics Edition) is being used in major universities and laboratories around the world, but it (5) will soon have been / is soon going to be available to the general public too. Without a doubt, NAO (6) is going to make / shall make classes more fun for both teachers and students!
4 Technological Marvels

Listening

A Listen to this conversation between Jim and Valerie and decide who each question is about. Write J (Jim) or V (Valerie).

1 Who didn't know that there was a problem? [ ]
2 Who likes to have long telephone conversations? [ ]
3 Who suggests that the other changes his/her telephone habits? [ ]
4 Who feels that the other is not being very sympathetic? [ ]
5 Who points out that long conversations are not more expensive? [ ]

B Now listen again and complete the phrases that the speakers use to express these meanings.

1 annoying me ________________ on my nerves
2 functions correctly ________________ perfectly
3 disconnects us ________________ us off
4 begins to make noises starts ________________
5 talk for shorter lengths of time have shorter ________________

C You will hear people talking in six situations. For questions 1-6, choose the best answer, a, b or c.

1 You hear someone talking about a household device. Which item is he talking about?
   a a dishwasher
   b a washing machine
   c a vacuum cleaner

2 You hear two teenagers talking in an electrical appliance shop. What does the girl decide to buy?
   a a laptop
   b an MP3 player
   c a mobile phone with radio

3 You hear a man talking. What does he say is the best thing about the product he's bought?
   a It controls lots of things.
   b It's useful for travellers.
   c It's easy to use.

4 You hear part of a news report. What does the presenter say is in doubt?
   a that suppliers will want to design the seats
   b that anyone will buy the tickets
   c that European regulations will allow the new design

5 You hear a woman talking. What do she and her husband both want to buy?
   a a cooker
   b a home cinema system
   c a computer

6 You hear a girl talking. How does she feel about her brother?
   a She thinks he's going to be very successful.
   b She thinks he's wasting his time.
   c She doesn't care whether he's successful or not.

Close-Up

You may not hear the exact words that you read in the answer choices, so think carefully about what each answer choice means.

A climbing robot with the structure and movement of a gecko (a kind of lizard)
**Speaking**

A Work with a partner and answer these questions.
- What do you think is the greatest invention? Why?
- Do you have an email account? What do you use it for? How often do you use it?
- If you had the opportunity to learn at home using a computer instead of going to school, would you? Why? Why not?
- If you had to choose one electronic device to take with you on holiday, what would it be?

B The following electronic devices have become part of many people's daily lives. How often do you use each of them? Which ones could you not live without and why?
- laptop
- mobile phone
- MP3 player
- digital camera
- video game console
- GPS navigator

C Work with a partner and answer the questions about the photographs. One of you should be Student A and the other should be Student B. Remember to use the Useful Expressions.

1. **Speak Up!**
   Discuss these questions with a partner.
   - Do you think technology has simplified our lives or made them more difficult? Why?
   - Do you prefer face-to-face communication or communication via telephone or email? Why?
   - Do you think using mobile phones is bad for our health? Why?
   - What are the benefits and drawbacks of shopping on the Internet?

2. **Close-Up**
   When you don't know a word or can't remember it, don't waste time trying to bring it to mind. Think of another way to express the same idea.
   - **Student A:** Compare photos 1 and 2 and say what the advantages of each situation are.
   - **Student B:** Which situation do you think is best to work in?

3. **Useful Expressions**
   - Paraphrasing
     Will robots ever replace humans? / Will robots ever do the job of humans?
     Technology has simplified our lives. / Technology has made our lives easier.
     Can you think of any benefits / drawbacks of mobile phones? / Are there any advantages / disadvantages of mobile phones that you can think of?
Vocabulary

Word formation

A Complete the table.

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
<th>adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>react</td>
<td>explosion</td>
<td>explosive</td>
</tr>
<tr>
<td>empower</td>
<td>power</td>
<td>reactive</td>
</tr>
<tr>
<td>revolutionise</td>
<td>industry</td>
<td>revolutionary</td>
</tr>
<tr>
<td>industrialise</td>
<td>inspiration</td>
<td>inspirational</td>
</tr>
<tr>
<td>imagine</td>
<td>excellence</td>
<td>excellent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>imaginative</td>
</tr>
</tbody>
</table>

B Complete the sentences with words from A.

1. No one was hurt during the explosion, but a building was damaged.
2. Neil Armstrong, the first man on the moon, is an eyewitness to many young astronauts.
3. I can't imagine what it must be like to walk on the moon!
4. The initial response to the iPad has been very positive; they've sold millions.
5. Mark wants to work in the computer industry when he's older.
6. Did the Internet revolutionise communication?
7. The man gave them an imaginative talk about the space programme.
8. Pete didn't do very well when I told him I'd broken his new digital camera.
9. He isn't very good at art but he is excellent at science.
10. A spacecraft needs very powerful engines in order to be able to go to the moon.

Phrasal verbs

C Rewrite the sentences below in your notebook, replacing the words in bold with these phrasal verbs.

1. I'll get the technician to connect your computer to the power supply right away, so you can use the Net.
2. I'll give you my password, so you can gain access to a computer and begin your work.
3. Inventors think of, suggest and make new and helpful gadgets all the time - they're amazing.
4. The rocket is going to leave the ground and head for space in half an hour.
5. Remember to make a copy of your work on your computer at the end of the day. You don't want to lose anything.
6. How long will it take Pete to get the experiment ready for later?

D Discuss these questions with a partner.

- Who has been an inspiration to you? Why?
- How do you think the home computer has revolutionised the way we work today?
- What is more important for a scientist - imagination or intelligence?
- If you were an inventor, what kind of gadget would you invent?
**Grammar**

**Temporals**

A Underline the temporals in each sentence and notice the tenses which follow them.

- Will you check that you have switched off the printer before you leave?
- I'll save the file as soon as I finish updating it.
- Please text me the moment you have any news.
- When I get my own computer, I'll be able to chat with my friends.
- I'll wait until the technician fixes the hardware.

Complete the rules.

Temporals are time expressions. Even though we often use them to talk about the future, they are not followed by a future tense. We use a _______________ tense. When we want to emphasise that one action finishes before another starts, we use the Present Perfect Simple. When we don't need to emphasise the order of events, we use the _______________ tense.

Read 4.5 of the Grammar Reference on page 166 before you do the tasks.

B Circle the correct words.

1. I won't change my password until / by the time I get a reminder.
2. I'll buy an iPAD when / before I save up enough money.
3. The doctor will examine the astronaut before / until she gets on board the spaceship.
4. Dr. Jones will call you the moment / until he receives the results.
5. The exhibition will be over by the time / after David arrives.
6. Until / As soon as the systems programmer has fixed the problem, we'll get back to work.

C Complete the sentences with the correct form of the verbs in brackets. Use one future tense and one present tense.

1. The technician _____________ the security alarm before we _____________ into our new house. (install, move)
2. I _____________ my favourite TV programmes when I _____________ a DVD recorder. (record, get)
3. We _____________ the most up-to-date information until we _____________ the Internet. (not find, use)
4. I _____________ the file by the time you _____________ to access it. (download, need)
5. The students _____________ a robotics demonstration as soon as they _____________ from their lunch break. (watch, come back)
6. Jennifer _____________ the online application form after she _____________ the necessary information. (complete, gather)

D Complete the sentences about the future so that they are true about you.

1. I'll buy a new mobile phone when ______________________________.
2. After I have finished my studies, my parents ______________________________.
3. My classmate and I will have completed our science project before ______________________________.
4. I'll activate the alarm as soon as ______________________________.
5. I'll have finished studying English by the time ______________________________.
6. I'll lend you my spare mobile until ______________________________.
Writing

Clauses of reason & contrast

When you write, you will often need to justify your opinion. You can use clauses of reason to explain the reason for something and clauses of contrast to express an opposite idea or opinion.

Clauses of reason are introduced with these words:
- as/since/because/the reason why + subject + verb
- because of/due to + noun/the fact that
- the reason for + noun

Clauses of contrast are introduced with these words:
- although/even though/but/while/whereas/yet + subject + verb
- however/nevertheless, + subject + verb
- in spite of/ despite + noun/the fact that/-ing

A Tick the correct sentences and correct the wrong ones in your notebooks.
1. The reason for I was impressed was the centre's organisation.
2. The astronaut gave an interesting lecture, because some people couldn't hear him.
3. The space shuttle launch was postponed due for bad weather.
4. The technology fair was excellent. However, the opening hours should have been extended.
5. I would definitely recommend the product despite its cost.
6. In my opinion, young people prefer interactive game consoles since they are more challenging than traditional games.

B Read the writing task and the notes you have made and tick the things you must do in the task below.

You have received an email from the manager of a visitor centre you went to recently. Read the manager's email and the notes you have made. Then, write an email to the manager, using all your notes.

Dear Visitor,

As you recently visited the Oran Space Exploration Visitor Centre as part of a school group, we would like your feedback on your experience and the facilities at our centre. We would be very grateful if you could take the time to reply.

Firstly, we would like to know if you found the spacecraft exhibitions interesting and informative. Is there any way they could be made more appealing to visitors? more interactive, perhaps?

Secondly, please tell us what your favourite part of the visitor centre was. We are very interested in your opinion and any suggestions you might have. the rocket exhibition because...

Furthermore, we are considering including expert talks by former astronauts as part of our attractions. Do you think teenagers would be interested in such talks? not really, because...

Please do not hesitate to let us know if you have any other suggestions or comments.

Yours faithfully,
Clark Ryan
Quality Control Manager

1. express your opinion  2. apologise for something  3. make some suggestions  4. write an informal email
C Read the model email and circle the correct words.

Dear Mr Ryan,

I am writing in response to your email asking for feedback on the Space Exploration Visitor Centre.

Firstly, regarding the spacecraft exhibitions, I found them extremely informative (1) as / the reason for I learnt a great deal about the history of the spacecraft. (2) While / However, the exhibitions would be much more interesting if they were more interactive.

For this reason, the rocket exhibition made the biggest impression on me (3) the reason why / since it is the only thing that is interactive. I now understand better how spacecraft work (4) due to the fact that / because of I experienced a 'flight' on a real rocket.

In fact, I feel that such exhibitions give students a better idea of life in space than talks by former astronauts would. Consequently, I doubt that the talks suggested would be very popular with young people (5) because / yet they usually prefer to take an active part in some way.

Overall, I really enjoyed my visit to the centre. I have recommended it to all my friends and plan to visit again soon. (6) Despite / Nevertheless, I believe that reducing the price of a ticket would ensure that more young people could visit.

Yours sincerely,
Laura Hunter

Look again!

D Read the model email and write T (true) or F (false).

1. The writer greets the reader and signs off properly. ☐
2. The writer has covered all her notes. ☐
3. The writer justifies her opinions. ☐
4. The writer presents feedback in a constructive way. ☐
5. The writer's tone is very negative. ☐
6. The ideas aren't clearly linked in the email. ☐

E Write the correct paragraph number next to each description.
   a. Suggest how spacecraft exhibition could be improved. ☐
   b. Sum up impression of the visitor centre and comment on one thing that could be improved. ☐
   c. Comment on manager's suggestion for future event. ☐
   d. Discuss favourite part and say why. ☐
   e. State the reason for writing. ☐

F Look at the Useful Expressions and complete the sentences with appropriate words. Sometimes more than one answer is possible.

1. The CD-ROM is extremely _______________ and I learnt a lot from it.
2. In my _______________, science lessons should be less theoretical.
3. Since the equipment is _______________, it is easy to carry.
4. To my _______________, it would be better if there was a wider range of colours to choose from.
Before you watch
A Work with a partner and answer these questions.
- How many different ways of generating electricity can you think of? What are they?
- Which of these are renewable energy sources?
- Choose one renewable and one non-renewable energy source and discuss the advantages and disadvantages of each.

While you watch
B Watch the DVD and circle the words you hear.
1 It's been difficult to turn that energy / sunlight into electricity.
2 A major supporter / advocate for solar energy can be found in California.
3 Many new homes in Sacramento are equipped / provided with solar cells.
4 If they use less power than they produce, the utility company sends them back a cheque for the difference / similarity.
5 Unlike photosensitive / photovoltaic systems, which capture the energy in sunlight directly, these mirrors reflect the sunlight onto a tube filled with a special oil.
6 So long as the sun rises, solar power will continue to offer hope for a dependable / reliable – and cleaner – solution to the world's energy needs.

After you watch
C Complete the summary of the DVD below using these words.

Earth's most (1) affordable source of energy is actually out in space. It's our sun. Many people already use some solar energy, but for solar power to be used instead of other limited and disappearing energy (2 huge), it has to be both (3) powerful and dependable.

Sacramento, the capital of California, is a major (4) resource of solar energy. Its (5) residents can save or even make money using solar power through 'net metering'. This (6) system allows people who produce extra power to sell it back to the utility company at the same price as they would normally pay for it.

In California's Mojave Desert there is a(n) (7) system solar plant that generates solar energy. When the Kramer Junction solar power facility is working at full capacity, it creates a total of 150 megawatts. This is enough power for about half a million houses. Furthermore, it can do all this while producing very little carbon dioxide or (8) pollution.

D Discuss these questions with a partner.
- Do you think California's solar energy policies could work in your country? Why? / Why not?
- What do you think can be done to help solve the world's energy problems?
A

1. **stage process**
   a. The development of a new product is a long ____________
   b. The first ____________ of development is the longest.

2. **additives vaccinations**
   a. Children are given ____________ to protect them against various diseases.
   b. I prefer eating food that doesn’t contain any ____________.

3. **portable touch-screen**
   a. We have got a ____________ CD player which we take outside when the weather is nice.
   b. If you aren’t familiar with using computers, I recommend a ____________ one.

4. **sore tender**
   a. I have a ____________ throat and when I swallow food it hurts a lot.
   b. The part of my hand where I cut myself is still ____________ and painful.

---

B

**Complete the word groups with these words.**

- appliance
diagnose
ingection
manufacture
minerals
remedy
surgeon
treadmill

1. prescription, medication, ____________
2. protein, vitamins, ____________
3. device, gadget, ____________
4. build, produce, ____________
5. test, examine, ____________
6. gym, weights, ____________
7. optician, dietician, ____________
8. temperature, flu, ____________

---

C

**Circle the correct prepositions.**

1. How healthy you are depends at / on how you treat your body.
2. All young children are vaccinated about / against some diseases.
3. Branson’s company, Virgin Galactic, is focusing at / on building spaceships for ordinary people.
4. Fair people shouldn’t stay out in the sun for too long because they are on / at risk of getting sunburnt.
5. Inventors have contributed for / to progress in technology.
6. I can’t log at / in because my computer has broken down.
7. We all need to work on / for our health and try to eat healthy foods.
8. Susan was feeling under / over the weather last weekend and took it easy.

---

D

**Complete the sentences with the correct form of the words in bold.**

1. This computer software can be changed to suit your ____________. REQUIRE
2. There is no ____________ in his health and he is still in hospital. IMPROVE
3. That famous doctor’s book on health is truly _____________. INSPIRE
4. That architect became famous because of his ____________ designs. IMAGINE
5. My doctor gave me a ____________ for antibiotics when my cold became worse. PRESCRIBE
6. This new robot is a ____________ development in technology. REVOLUTION
A Complete the sentences with the Present Perfect Simple or the Present Perfect Continuous using these verbs.

capture  develop  eat  lose  reach  simplify  sleep  travel

1. We __________________________ a lot of weight just by walking for an hour every day.
2. The baby __________________________ for less than an hour, so please be quiet.
3. Jane __________________________ nourishing food to improve her health for the past year.
4. Space travel __________________________ people’s imagination for a long time.
5. Technology __________________________ our lives since the late 60s.
6. The couple __________________________ to India five times in the last two years.
7. __________________________ Tom __________________________ his destination yet?
8. This computer company __________________________ new types of software since 1990.

B Choose the correct answers.

1. Danny will ___ his new video game console by the end of the week.
   a. received
   b. have received
   c. receiving

2. This time next year, we will ___ new more powerful telescopes to explore space.
   a. building
   b. be building
   c. have built

3. When ___ buy a new mobile?
   a. you are going to
   b. you will
   c. are you going to

4. This company ___ a new robot for the home by the end of the year.
   a. will have built
   b. will build
   c. is going to build

5. ___ I take your computer to be repaired?
   a. Will
   b. Am
   c. Shall

6. The technician will have fixed her laptop ___ she comes back from the UK.
   a. as soon as
   b. until
   c. by the time

7. Be careful! Your phone ___ fall into the water.
   a. is going to
   b. will be
   c. will

8. Please don’t leave ___ you have finished the work.
   a. by the time
   b. until
   c. as soon

9. I think you will ___ this book on health and fitness.
   a. enjoy
   b. be enjoying
   c. have enjoyed

10. This time next month you ___ relaxing on an island in Greece.
    a. will be
    b. will
    c. will have

C Circle the correct words.

Eat less, live longer!

Could eating only (1) a few / a little food every day help slow the aging process? We know that food is necessary to keep all living things alive. But why is it that (2) some / a little animals like laboratory rats, can live twice their normal life spans when they are fed fewer calories? Scientists have known for (3) a few / a lot of years, about 70, that animals such as dogs and mice show increased longevity when they eat less food.

Dean Pomerleau began eating 2000 calories a day at the age of 35. His weight has dropped by about 20 kilos and he calculates that every calorie he avoids is worth about 30 seconds of extra life. ‘I am willing to give up (4) a piece of / a few pizza to live another three hours!’ he says. Many people avoid foods that contain (5) a lot of / lots sugar and fat in the hope of living longer. But is it worth it and more importantly is it true? Scientists have not yet found (6) much / many proof, but what they do know is that the key to eating right is balance. So, is it worth living a little longer, but not enjoying a (7) few / bar of chocolate once in a while?
5 High-Flyers

Reading: article, missing sentences
Vocabulary: success- and ambition-related words, prepositions, collocations & expressions
Grammar: modals, semi-modal, modals perfect
Listening: multiple matching
Speaking: talking about ambition and success, decision making, expressing certainty & uncertainty
Writing: essay, presenting arguments

Brodie Stewart is doing the Sky Walk on Auckland’s Sky Tower in New Zealand and he is 197 metres above the ground.
A What does success mean to you? Put the following in order of how important they are in defining success (1 = most important; 5 = least important).

- wealth
- high status
- personal happiness
- good friends
- making a difference

Do a class survey to find out what the most popular choice is!

B Read the article to find out approximately how many cataract operations the HCP does every year.

---

**Reading**

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---

**The Vision**

Dr Sanduk Ruit and Dr Geoff Tabin have an unusual personal goal: to cure as much unnecessary blindness in their lifetime as possible. **Cataracts** are by far the most common cause of treatable blindness in the developing world, and Dr Ruit developed a technique that allows safe, low-cost cataract operations. Over the years, Dr Ruit and Dr Tabin have proved that hospital quality standards can be applied successfully even in remote areas of the developing world. Together, through the work of the HCP, they have made the impossible, possible.

The World Health Organisation defines a person as functionally blind when that person cannot perform the daily tasks in life that are necessary to survive.

---

*Wordwise*

- **cataract**: a medical condition which causes gradual loss of sight
- **remote**: far from places where other people live
- **death sentence**: a condition or problem that leads to death
- **eliminate**: to get rid of something
- **tirelessly**: not getting tired of doing something
- **restoration**: bringing something back to its original condition

---

*A woman in Kalimpong, India, recovers from cataract surgery.*

---

*Dr Sanduk Ruit and Dr Geoff Tabin await results at an eye camp.*
Close-Up

Make sure that the sentence you choose to fill a gap fits in logically with the sentence that comes after it as well as with the sentence that comes before it.

C Five sentences have been removed from the text. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence which you do not need to use.

A It was then that he understood his life's mission.
B To fulfill this goal, they started the Himalayan Cataract Project (HCP) in 1995.
C Nevertheless, Dr Tabin refuses to give up.
D Each operation takes only six or seven minutes to perform.
E Situations like these can have a serious effect on the quality of life for the blind person, their family and even his or her community.
F There are also Tilganga medical teams who travel to remote areas, sometimes on foot, to treat people.

Get the meaning!

D Complete the sentences with the correct words.

expedition miracle passion

1 I can't believe this! It must be a(n) _____________.
2 I've never been on a(n) _____________.
3 I have a(n) _____________ for music.
4 This is the most _____________ mission I've ever taken part in.
5 Be careful not to fall. The ground is _____________ here.
6 Please clean my desk. It's very _____________.

What do you think?

Who do you think deserves the most respect for their achievements? Why?

- Dr Geoff Tabin, co-Director of the Himalayan Cataract Project
- Jennifer Aniston, celebrity
- Cristiano Ronaldo, football player
- Bill Gates, founder of Microsoft
- Carlos Slim Helu, businessman and world's richest person
- Amelia Earhart, first woman to fly solo across the Atlantic

A child smiles at an eye camp in Nepal.
Vocabulary

A Complete the sentences using two of the words in each group.

1. best-selling accomplished devoted

   Tim is an _author who has written over a dozen _novels in the last ten years.

2. failures goals accomplishments

   Many said that Steven would never achieve his _but after overcoming many _he is now a famous record producer.

3. ribbon medal cup

   Wearing his _around his neck, the proud team captain carried the championship _off the pitch.

4. loss fortune profit

   Reports say the family _was greatly increased when they sold the property, making a _of over a million pounds.

5. jewellery land possessions

   Being a millionaire, he owns _all over the country and his wife wears designer clothes and _

6. determined valuable stubborn

   The actor succeeded in becoming famous because he was _and he had learnt _lessons at drama school.

B Circle the odd ones out.

1. dreams hopes fantasies
2. blockbuster flop record-breaker
3. worship idolise envy
4. self-confident arrogant modest
5. flawless perfect faulty
6. infamous celebrated renowned

C Circle the correct answers.

A true success story

Oprah Winfrey, — world-renowned talk show host, (1) tiring / tireless philanthropist, talented actor — this woman’s life really tells the rags to (2) wealth / riches story of what can be achieved when you really set your mind to something.

Born into (3) need / poverty in Mississippi, Missouri in 1954, Oprah has often been called one of the most (4) influential / leading women on the planet. Abandoned by her mother at a very young age, Oprah was raised in a rundown inner-city neighbourhood. Her teenage years were full of hardship, and it wasn’t until Oprah was nearly twenty that her life began to change for the better.

Working for a radio station while she was still a student in high school, Oprah’s natural (5) gift / present as a newsreader quickly became apparent and her climb up the (6) ladder / steps of success was a speedy one. After (7) benefiting / boosting the ratings of a little-known Chicago talk show to the top spot, Oprah’s ambition and (8) drive / walk resulted in her setting up her own production company.

The rest, as the saying goes, is history. Oprah Winfrey has been ranked as one of the world’s first African-American billionaires. Being the person she is, she doesn’t keep all this money to herself. Instead, she spends huge amounts each year helping others.

D Do you agree with these statements? Compare your answers with a partner’s.

- All the money in the world can’t buy you happiness.
- It’s harder for women to climb the ladder of success than men.
- Power and possessions make the man.
- Following your dreams is more important than making money.

Oprah and other celebrities at President Obama’s swearing-in ceremony.
### Modals & Semi-modals

**A** Complete the table with these modal verbs.

<table>
<thead>
<tr>
<th>Function</th>
<th>Modal &amp; Semi-modal Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Ability (Present, Future)</td>
<td>can, be able to</td>
</tr>
<tr>
<td>b Inability (Present, Future)</td>
<td>can’t, not be able to</td>
</tr>
<tr>
<td>c Ability (Past)</td>
<td>couldn’t, wasn’t/weren’t able to</td>
</tr>
<tr>
<td>d Inability (Past)</td>
<td>shouldn’t</td>
</tr>
<tr>
<td>e Advice &amp; Suggestions</td>
<td>should, shouldn’t,</td>
</tr>
<tr>
<td>f Permission &amp; Requests</td>
<td>could, may</td>
</tr>
<tr>
<td>g Necessity &amp; Obligation</td>
<td>have to</td>
</tr>
<tr>
<td>h Prohibition</td>
<td></td>
</tr>
<tr>
<td>i Lack of obligation or necessity</td>
<td>don’t have to,</td>
</tr>
<tr>
<td>j Certainty</td>
<td>must</td>
</tr>
<tr>
<td>k Impossibility</td>
<td></td>
</tr>
<tr>
<td>l Possibility</td>
<td>could, may, might</td>
</tr>
</tbody>
</table>

**B** Read these sentences and match them to a function from A.

1. You should set goals for the future. **A**
2. You can borrow my laptop if you like. **A**
3. You mustn’t leave your computer on after work. **A**
4. That young man may succeed in the business world. **A**
5. You have to promise me to try your best. **A**
6. James could repair computers when he was just a boy. **A**
7. You needn’t look for that information any more. **A**
8. Mr Adams must finish the science project by Monday. **A**
9. It can’t be easy to bring up six children if you are poor. **A**

**C** Choose the correct answers.

1. Richard ____ use a computer when he was only six years old!
   - a can
   - b could
   - c might

2. ____ to talk about our ambitions in class tomorrow?
   - a Have we
   - b Must we
   - c Do we have

3. He ____ very brave to climb that mountain in winter.
   - a can be
   - b should be
   - c must be

4. You ____ become successful if you don’t try hard.
   - a can’t
   - b mustn’t
   - c couldn’t

5. The poor young man ____ overcome many difficulties in his life.
   - a have to
   - b had to
   - c mustn’t

6. John ____ worry about his future. He is very talented.
   - a shouldn’t
   - b can’t
   - c hasn’t

7. ____ I borrow your laptop for a few days?
   - a Needn’t
   - b May
   - c Must

8. That ____ possibly be Betty! She’s away at a conference.
   - a mustn’t
   - b can’t
   - c shouldn’t

**D** Circle the correct words.

1. We will **must / have to** be here early tomorrow.
2. What **may / should** I do? I need your advice.
3. Jane, you **needn’t / don’t have to** pay now.
4. You really **must / can** read that book. It’s great!
5. She **could / was able to** win the talent competition last week.
6. He **must / should** be very ambitious to want to become a manager.
7. Everyone **might / must** learn computer skills these days.
8. He **could / needn’t** become famous one day. Who knows?
A Which of these words do you associate with ambition? Put a tick or a cross in the boxes.

1. persist  
2. give up  
3. aim  
4. not care  
5. lose hope  
6. achieve  
7. be determined  
8. believe  
9. be inspired

B You will hear some sentences containing different forms of the words below. Write the words you hear.

1. influence  
2. believe  
3. achieve  
4. determined  
5. inspired

C You will hear five people talking about ambitions. For questions 1-5, choose from the list A-F how each person feels about ambition. Use the letters only once. There is one extra letter which you do not need to use.

1. Speaker 1  
2. Speaker 2  
3. Speaker 3  
4. Speaker 4  
5. Speaker 5  

A. You can have a very happy life without being ambitious.
B. Ambitions are something only rich people can have.
C. My ambition is the only thing that inspires me in my daily life.
D. You’ll probably just be disappointed because you’ve failed.
E. Some ambitions are pointless, but others are very useful in life.
F. If you really want something, you can have it.
Speaking

A Work with a partner and answer these questions.
1. Are you an ambitious person? Why? Why not?
2. What is your greatest ambition for the future?
3. Is success important to you?
4. Do you think any of your friends or family members are particularly successful?

B Listen to Peter and Maria discussing a friend of theirs who wants to become a professional football player. Their friend wants to know which of the things shown here she should do to achieve her goal. Write P (Peter), M (Maria) or B (Both) to show who does these things.

Who ...?
1. uses appropriate language? □
2. develops all his/her answers? □
3. makes the most appropriate choices for the situation? □
4. persuades the other to agree with him/her? □

C Listen again and underline the Useful Expressions that you hear.

Useful Expressions

Expressing certainty
Without a doubt, I'd say that ...
I'm certain/positive that ...
There's no doubt in my mind that ...

Expressing uncertainty
It's hard to say, but ...
I'm not sure.
I suppose (that) ...
It's possible that ... but ...

Close-Up

Talk about the advantages and disadvantages of each situation before making a decision. Express the certainty and/or uncertainty that you feel by using appropriate language.

D Imagine that your friend wants to be a zoologist (a scientist who studies animals). First, talk together about the different things that he/she should do to succeed in making his/her dream come true. Then, decide which two things are the most important. Remember to use the Useful Expressions.

Speak Up!

Discuss these questions with a partner.
1. How important is it to have ambitions?
2. How are the ambitions of very young people different from those of older people?
3. How do you measure how successful someone is?
4. Does success always bring happiness?
Vocabulary

Prepositions

A Complete the text with these words. Some of them can be used more than once.

as at from in of on to

The Facebook phenomenon

Many people want to be rich and successful, but not many of them manage to achieve it, let alone before their thirtieth birthday! However, Mark Zuckerberg is one of these people.

Mark Zuckerberg is one of the founders of Facebook, the most popular social networking site (1) ______ the planet. With close to 500 million users, the site he started while studying (2) ______ Harvard University has made him the 35th richest man (3) ______ the world today.

The idea for Facebook was quite simple. Many colleges and schools in the USA traditionally publish a book every year which includes pictures of the students, teachers and other staff. This book is known (4) ______ the ‘Facebook’. Zuckerberg and his classmates computerised this and the system eventually spread (5) ______ other universities and schools.

Six months after starting Facebook, Zuckerberg and his friends left university and moved to California as they were determined to make a success (6) ______ the site. Their idea became more and more popular until it became the huge phenomenon we know today.

So, if you dream (7) ______ being rich and famous, one thing you can learn (8) ______ Mark Zuckerberg and his creation, Facebook, is that you’re never too young to start!

Collocations & Expressions

B In the following exercise, two of the options given are used with each verb to make a collocation. For each question, cross out the option that cannot be used with the verb in bold.

1 go: into partnership / a pay rise / bankrupt
2 do: a loss / business / my best
3 make: progress / a profit / the message
4 take: in mind / chances / my place

C Complete the sentences with collocations from B.

1 If we don’t make some money soon, the business will go _____________ before long.
2 Our company is not losing money, but we’re not making _____________ either.
3 If you want to be successful, you have to take _____________ from time to time.
4 My dad and my uncle wanted to work together, so they went _____________ last year.
5 I am not going to do _____________ with Roger again after he tried to cheat me.
6 I’m doing _____________ to find a job, but so far I haven’t found anything at all.
7 I have been promoted to Head of Department and they’re looking for suitable candidates to take _____________ in the office.
8 He hasn’t finished the project yet, but he has made _____________

D Match the expressions in bold with their meanings (a-e).

1 Freddie worked his socks off to get where he is today. □
2 Tim set his sights on becoming an artist and he achieved that. □
3 I don’t think Julie’s ever going to set the world on fire with her ideas. □
4 Ruth is up and coming in the computer industry. □
5 Ben is ready to throw in the towel. □

a show signs of being successful
b have a target you want to achieve
c work very hard
d do something that creates excitement
e to admit defeat or failure

E Do you agree with these statements? Compare your answers with a partner’s.

To be successful you
• have to work your socks off.
• should take chances when you can.
• must make lots of money.
• must want to be the best.
Grammar

Modals Perfect
A. Complete the table using these modals perfect.

<table>
<thead>
<tr>
<th>Function</th>
<th>Modal Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Certainty about the past, past impossibility</td>
<td>could have, must have, shouldn't have, would have</td>
</tr>
<tr>
<td>b. Lack of necessity or obligation in the past</td>
<td>don't have, didn't have, couldn't have</td>
</tr>
<tr>
<td>c. Criticism of past actions</td>
<td>should have, would have</td>
</tr>
<tr>
<td>d. Ability and willingness about past actions that didn't happen</td>
<td>could have, shouldn't have</td>
</tr>
<tr>
<td>e. Past possibility</td>
<td>could have, might have</td>
</tr>
</tbody>
</table>

B. Read these sentences and match them to a function from A.

1. I needn't have sold my car because I got a pay rise at work.
2. John must have been at home last night. I saw his car outside his house.
3. You could have passed the exam, but you didn't study enough.
4. She was a talented dancer and she might have become famous if she hadn't been injured in an accident.
5. I should have listened to your advice. I regret it now.

C. Complete the second sentences so that they have a similar meaning to the first sentences. Use the words in bold.

1. We didn't come because nobody asked us to. would
   We __________________ but nobody asked us to.
2. I'm certain his determination helped him succeed in business. must
   His determination __________________ him succeed in business.
3. It's possible she didn't go on a business trip. not
   She __________________ gone on a business trip.
4. It was a waste of time to worry about your career. have
   You __________________ worried about your career.
5. George was wrong not to follow my instructions. should
   George __________________ my instructions.
6. It's impossible that this man felt any fear. have
   This man __________________ any fear.

D. Circle the correct words.

Michael Dell

How (1) must he have / could he have managed to become the youngest CEO of one of the largest American companies? Michael Dell's company - Dell Computer Corporation - now earns more than $50 million on a daily basis! It sells computers all over the world. You may even have a Dell computer at home!

How did he do it? It (2) mustn't have / can't have been easy, especially when he'd been told at school that he wouldn't get anywhere in life! He (3) could have been / can't have been discouraged, but he wasn't.

He was an average student who was interested in computers like lots of other teenagers. He (4) must have been / can't have been a bit different, though, because one day he bought a computer home and started to take it apart. He then reassembled it just to see if it could. At university he started building computers for his fellow students.

He dropped out of college and never looked back. He managed to fulfil his dream of making and selling computers. In 1984, and with only $1,000, he started his own company. His parents (5) needn't have worried / should have worried as he went on to become a successful businessman.
5 High-Flyers

Writing

Presenting arguments in formal essays

When you write formal essays of opinion, you should try to express your ideas in a neutral and objective way. Although you can draw on personal experience, try to avoid exaggerating, over-generalising and being too emotional as your arguments will be less believable. You should also try to avoid colloquial expressions and phrasal verbs, as well as contractions.

A Tick the sentences that could be included in a formal essay.

1. Nowadays, it is more important than ever to succeed at school.
2. Everybody knows it's totally crazy to compare your abilities to others'.
3. I don't understand people who can't be bothered trying.
4. If you want to get on in life, you've got to do your best.
5. After all, what's the point in getting upset over a silly test?
6. It is important that we set ourselves realistic targets.
7. To my mind, the more ambitious people are, the more likely they are to achieve their goals.
8. At the end of the day, you are the only one who can decide if you are successful or not.

B Read the newspaper extract and writing task and then answer the questions below.

THE CITY TIMES
Riches to rags to riches
The sun is shining again on Brian Sunderland, son of multi-millionaire William Sunderland. Brian had an extremely privileged upbringing and was educated at an exclusive private school. However, two years ago, he lost his entire fortune when his real estate business went bankrupt. Now, in a remarkable turn of events, he has become one of the most successful young entrepreneurs of the decade. 'I can hardly believe it myself,' commented Brian on his change of fortunes.

Is being rich and famous a good measure of success? How else can success be judged? Write an essay discussing your opinions using specific examples.

1. What type of text will you write?
2. What two things will you write about?
3. How does the newspaper extract relate to the writing task?
4. Will your writing focus on Brian Sunderland?

C Read the model essay and decide which sentence in each pair best completes each gap. Write a or b.

1. a. But, ask yourself, is that really what success is about?
   b. The question is, though, how can we measure success?
2. a. Our society admires those who are wealthy.
   b. Let's face it, we all admire stars with loads of money.
3. a. Schoolwork's another classic example.
   b. Another way that people measure success is school grades.
4. a. In my opinion, we can only be successful by trying hard to achieve our goals.
   b. The way I see it, if you haven't tried, you're not successful.

Many people become successful easily while others must try hard to achieve their goals. (1) ___________________________________________________________________________________.

One of the first things that comes to mind in answer to this question is fame and fortune. (2) ___________________________________________________________________________________.

However, if a person has inherited their wealth, then this is not necessarily a sign of their own success. We are successful when we achieve the goals that we have set for ourselves through our own hard work.

(3) ___________________________________________________________________________________. For instance, scores on tests are often used to judge a person's progress. In spite of this, some people who score well may actually have learnt less than people with a lower score who do not perform well under exam conditions.

In conclusion, it is difficult to set measures for success that apply to everyone. (4) ___________________________________________________________________________________.

66
Look again!

D Read the model essay again and tick the things the writer has done.
1 focused on rich people  
2 answered both questions in the task  
3 provided counterarguments in paragraphs 2 and 3  
4 failed to reach a conclusion

E Write the correct paragraph number from the model essay next to these descriptions.
a Answer the first question and discuss the issue.  
b Sum up and state your opinion.  
c Introduce the topic to be discussed making reference to the task.  
d Answer the second question by suggesting another measure.

F Look at the Useful Expressions and find phrases that mean the same as these phrases. Sometimes more than one answer is possible.
1 really want success  
2 be successful  
3 succeed despite difficulties  
4 be as good as a person expected  
5 develop  
6 aim to do something  
7 not give up  
8 plan to be the best

Over to you!

G Read the newspaper extract and writing task below and make a paragraph plan for your essay. Remember to present your argument in a neutral and objective way.

THE CITY TIMES
Teens in control
A recent survey has been published that shows that today’s teenagers are forming the ‘ambitious generation’. Many of these teenagers expect to attend university. However, they might be missing out on what normal teenagers should be doing.

How important is it for young people to have ambitions? Write an essay discussing your opinions using specific examples. (120-180 words)

Useful Expressions
Talking about success and ambition
aim for the top  
achieve a goal  
achieve success  
reach a target  
make progress  
set a goal/target  
live up to one’s expectations  
be ambitious  
be determined to  
be motivated  
be persistent in overcoming difficulties
Before you watch

A Circle the correct words.

2. The two explorers trained hard before / prior to the beginning of their adventure.
3. Their training schedule was extremely severe / demanding.
4. The Internet enabled / was able the two women to share their adventures with the world.
5. Through tough challenges you learn to undergo / overcome problems and find support.

While you watch

B Watch the DVD and decide if these statements are true or false. Write T for true and F for false.

1. Many teams of explorers have completed the Antarctica crossing before. [ ]
2. Liv and Ann talk about their experiences in their book. [ ]
3. The two women trained hard before leaving for Antarctica. [ ]
4. The winds were very predictable, reaching 116 kilometres an hour. [ ]
5. Liv and Ann were able to keep in touch with people during their adventure. [ ]
6. The women's next goal is to cross the Arctic. [ ]

After you watch

C Complete the summary of the DVD below using these words.

Liv Arnesen and Ann Bancroft had the same (1) _________. They dreamed of becoming the first women in history to ski across the icy (2) _________ of Antarctica. After a lot of preparation and hard work, they (3) _________ their goal on February 11, 2001. They wrote a book about their journey across the unknown land so as to share their adventure with the world.

Prior to the trip, the two trained hard, skiing down rocky roads and pulling car tyres behind them. Their training (4) _________ them to successfully make progress over the dangerous land through (5) _________ weather and very strong winds. They did, however, meet with some (6) _________ along the way as well. Fortunately, they (7) _________ to overcome the hardships.

During their adventure, through their Internet (8) _________, they communicated with many people from 150 countries. Not only did they share their (9) _________ but they were also able to relate to other people's experiences. In this way, the two women still felt connected with people around the planet. Liv and Ann now have a new goal; to be the first women in (10) _________ to cross the Arctic Ocean.

D Discuss these questions with a partner.

- How do you think Liv and Ann felt during the expedition?
- What adventure would you like to go on? Why?
- Have you set goals for your future? What are they?
The morning sun shines on China’s great terracotta army. The figures were discovered in 1974 and it is estimated that there are over 8,000 soldiers, 130 chariots and over 600 horses.
A Look at the hieroglyphs below and translate this message into English.

B Do you agree with the message?

C What are some theories for how Tutankhamun died? Quickly scan the text, then compare your list with a partner.

King Tutankhamun was just nineteen when he died in 1322 BC. He was the last king of a powerful family that had ruled Egypt for centuries. When he died, Tut (as Tutankhamun is often known today) was placed in a luxurious, gold-filled tomb. There he lay forgotten until the tomb’s eventual discovery by archaeologist Howard Carter in 1922. Although much was learnt about his life, two things remained a mystery: the reason for his early death, and the identity of his family members. Recently, however, improved X-ray technology and DNA analysis have given new clues into Tut’s life and death.

In 1968, Tut’s mummy was X-rayed in the hope that some light could be shed on the mystery of how he died. It was discovered that some of the bones in Tut’s chest were missing, and that he had a serious fracture above his left knee. As Tut was a trained fighter and hunter, the researchers saw these things as evidence of war injuries or that he had hurt himself in a hunting accident. Some thought that the leg injury may have led to infection which killed him. The researchers also discovered something very interesting: there were pieces of bone inside the skull, causing many to believe that Tut had been hit on the head with such force that it had killed him.

In 2005, however, scientists disproved the murder theory: under the direction of Zahi Hawass, head of Egypt’s Supreme Council of Antiquities, a CT scan was carried out. This showed that the damage to Tut’s skull occurred when he was being made into a mummy. Hawass’ team also discovered that Tut was about 1.7 metres tall with a slim build. His teeth were in good condition, and he appeared to be well fed and free of disease. But if he was a healthy young man, then how did he die?

Looking for answers, Hawass re-examined the mummy in 2010. A new CT scan revealed that Tut had been born with a serious foot condition that made
Choose the answer (a, b, c or d) which fits best according to the text.

1 Which statement about Tut is NOT true?
   a He lived till the age of nineteen.
   b His tomb was discovered in 1922.
   c New evidence about him has recently come to light.
   d His family ruled for centuries after his death.

2 In 1968, it was discovered that
   a some bones in Tut’s chest were missing.
   b Tut wasn’t murdered.
   c Tut fought in many wars.
   d some bones in Tut’s chest were fractured.

3 What was NOT first discovered in 2005?
   a the damage to Tut’s skull
   b Tut’s height
   c the condition of his teeth
   d that he appeared to be disease-free

4 How many times has a CT scan been carried out on Tut’s mummy?
   a once
   b twice
   c three times
   d four times

5 What relation was queen Tiye to Tut?
   a his daughter
   b his wife
   c his grandmother
   d his great-grandmother

6 What does the word which in the last paragraph, line 7 refer to?
   a Tut’s family
   b Tut’s health problems
   c Tut’s marriage
   d our knowledge of Tut

Get the meaning!

Find the words in the text and use them to complete the definitions.

Build depiction direction identity infection

1 A(n) ____________ is a picture of something.
2 If someone is under your ____________,
you tell him or her what to do.
3 A(n) ____________ is an illness caused
   by bacteria or a virus and which affects
   a part of the body.
4 Your ____________ is who or what you are.
5 Your ____________ is the shape and size of
   your body.

What do you think?

Who did these things? Match the achievements to the names.

1 He discovered the wreck of the Titanic.
2 He deciphered Egyptian hieroglyphs.
3 He excavated Troy.
4 He discovered the planet Uranus.

a Heinrich Schliemann
b William Herschel
c Robert Ballard
d Jean-Francois Champollion

Your teacher will tell you the answers.

Which of these achievements do you think is the most amazing? Discuss with your partner.
Vocabulary

A Replace the words in bold with these words.

- battle free paper ten years the past

1. It took more than a **decade** for the government to pass the law on human rights.
2. The old **document** was torn and stained, but luckily you could still read it.
3. After many months of fighting, the soldiers managed to **liberate** the village.
4. My history teacher says that around ten thousand people died during the **fight** on D-Day during World War II.
5. The city was well-known in **ancient times** for its many temples and monuments.

B Circle the correct answers.

1. The Russian **depiction / revolution** in 1917 left hundreds of people dead, injured or homeless.
2. The **concept / plot** to blow up the Houses of Parliament failed and Guy Fawkes was hanged for his crimes.
3. Students of history must be **objective / subjective** when doing research and writing papers.
4. Sherlock Holmes is not a **historical / historic** detective, he is a fictional character.
5. He wants to write an **autobiography / biography** of Nelson Mandela.
6. Is this really an **authentic / artificial** sculpture of Michelangelo's?

C Complete the text with these words.

- ages background dawn enlightened expert historians illustrations inaccurate

**Another take on history**

So, who says only (1) ____________ and archaeologists can write books about times gone by? Unlike Anthony Beevor, England's greatest (2) ____________ on the past, Jon Stewart, the American author of *Earth (the book)*, is anything but an academic. Many would think that Stewart's (3) ____________ as a top comedian and brilliant talk show host would be of no use when writing a book about history. But he has managed to do it, and in such a way that almost everyone who reads it will be a bit more (4) ____________ about the subject.

Using humour as an educational tool, Stewart takes his readers back to the (5) ____________ of time, gives his opinion on how the earth was created, and then proceeds to take readers through the (6) ____________ only to finally end up back in the present.

At times sarcastic and ironic, and as some critics claim, at times (7) ____________, Stewart's work is both entertaining and informative. Full of colourful (8) ____________, maps and diagrams, the book is a must-read for anyone with a sense of humour and a thirst for knowledge.

D Do you agree with these statements? Compare your answers with a partner's.

- By studying **historical** events, we can learn from the mistakes made in the past.
- Almost every subject and field of study, like arts, food, politics and religion, is linked to various **ages** of history.
- Some countries describe their history in a **subjective** way.
Grammar

Past Perfect Simple & Past Perfect Continuous

A Past perfect tenses are used for actions that happened before another action in the past or before a certain time in the past. Look at the sentences and underline the past perfect tenses. Then answer the questions below.

1. We had already discussed the Seven Wonders of the World before we were asked to write about them.
2. Howard Carter had been searching for the tomb of Tutankhamun for years when he found it in 1922.

Which sentence shows us that an action which began before another action in the past continued or happened repeated up to that time? 

Which past perfect tense is used to show this? 

Complete the rules.
We use the Past Perfect to show that one action happened before another action in the past.
We use the Past Perfect to show that an action was in progress in the past before another action happened or interrupted it.

Read 6.1-6.2 of the Grammar Reference on page 168 before you do the tasks.

B Complete the sentences with the Past Perfect Simple or the Past Perfect Continuous of the verbs in brackets.

1. After the historian publish his third book on ancient antiquities, he won a writing award.
2. The scientist not identify the cause of death of the man before the DNA results came in.
3. The archaeologists prepare for the excavation for months before they were ready to begin.
4. They discover the Iceman by 1995?
5. My uncle work at a museum for twenty years when he retired in 2005.
6. They start looking at the evidence when the case was cancelled.
7. You analyse the documents for long when you realised they weren’t authentic?
8. My mum study ancient Greek, so she was able to read the inscriptions on the statues when she saw them.

C Complete the text with the Past Perfect Simple or the Past Perfect Continuous of these verbs.

bury carry out excavate see spend

Manolis Andronikos

Manolis Andronikos, the well-known archaeologist, was born in 1919 in Bursa, Turkey, and later he and his family moved to Thessaloniki, Greece. Before he became interested in archaeology, he (1) time studying philosophy.

Andronikos (2) archaeological research in various parts of Greece for a long time before he started his main research in Vergina. He wasn’t the first to show interest in the area as archaeologists (3) there since the 19th century.

In 1977, Andronikos made one of the most important archaeological discoveries of the 20th century. He discovered a burial site where ancient Macedonians (4) , King Philip II, the father of Alexander the Great. The tomb hadn’t been opened before and contained many valuable items such as the Golden Larnax.

Since then it has been questioned whether in fact it was King Philip II’s tomb or not. Nevertheless, Andronikos enabled the world to see some spectacular antiquities of ancient Greece that nobody (5) before.
Listening

A (Listen to these numbers and write them down using numerals. Include letters where necessary (eg 4.10 am).

1  
2  
3  
4  
5  
6  
7  
8  

B When doing tasks like the one in C in the next column, you can sometimes predict the focus of a question by examining the answers given. Look at the sets of answers 1-5 below and match them to the questions a-e.

1 a a scientist
   b a visitor
   c a reporter
2 a in 200 BC
   b in 48 AD
   c in 1428
3 a in Britain
   b in Rome
   c in Egypt
4 a to scare them
   b to steal money from them
   c to help them to leave
5 a smoke from a volcano
   b rocks and stones
   c boiling hot liquid

a Why ...?  
b What ...?  
c Where ...?  
d When ...?  
e Who ...?  

C You will hear a radio presenter interviewing someone at a tourist attraction. You will hear the interview in three parts. After each part you will hear some questions about that part. Choose the correct answers, a, b or c.

Part I
1 a a visitor
   b the museum manager
   c an archaeologist
2 a 43 AD
   b 200 AD
   c 410 AD
3 a for one year
   b for one month
   c for one week

Part II
4 a Italy
   b Britain
   c Romania
5 a They were taken by surprise.
   b They were able to escape.
   c They didn’t think there was any danger.
6 a for about 79 years
   b for about 1,599 years
   c for about 1,500 years

Part III
7 a the real objects from Pompeii
   b the photographs of the site
   c the models and street scenes
8 a to go to the theatre
   b to have holidays
   c to go shopping
Speaking

A Work with a partner and answer these questions.
- Do you study history at school?
- What historical events or periods have you learnt about?
- Do you prefer history to subjects like maths and English? Why?/Why not?
- What do you think is the most important event in the history of your country?

B Look at these ways of learning about history. Put them in order of how effective they are (1 = most effective; 7 = least effective). Then, discuss your answers with a partner, giving reasons for your choices.

1. watching TV
2. surfing the Internet
3. going to libraries
4. going to the theatre
5. visiting monuments
6. visiting museums
7. talking to older people

C Imagine that a school committee wants to get students more interested in history. First, talk together about the different ways that students could learn history in a more interesting way. Then, decide which two options the committee should choose. Remember to use the Useful Expressions.
Phrasal verbs

A Match the phrasal verbs to their meanings.

1. set off
2. set up
3. take over
4. dig up
5. put off
6. die out

A. become extinct or disappear
B. remove something from the ground that was buried
C. prepare equipment for use
D. begin to have control of or responsibility for something
E. start a journey
F. discourage

B Complete the sentences with the phrasal verbs from A.

1. Some scientists say that the human race will _________ if a comet hits the earth.
2. Somebody else will have to _________ the museum after the manager quits.
3. The technicians _________ the computers at the excavation site.
4. We _________ on our tour around the Acropolis early on Saturday morning.
5. The many difficulties the archaeologist faced _________ him _________ the project.
6. Did they _________ this ancient Greek pot in your grandad’s field?

C Choose the correct answers.

1. If you hold onto something, _________.
   a. you keep something in position
   b. you keep something
2. If an archaeological find dates back to a particular time, _________.
   a. it was bought then
   b. it has existed since then
3. When someone passes down a story or tradition, they _________.
   a. teach it to an older generation
   b. teach it to a younger generation
4. If you put forward an idea, you _________.
   a. suggest it so people can discuss it
   b. think about it yourself

Word formation

D Complete the table.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>theorise</td>
<td>analysis</td>
<td>theoretical</td>
</tr>
<tr>
<td>prove</td>
<td>repetition</td>
<td>repetitive</td>
</tr>
<tr>
<td>satisfy</td>
<td>satisfaction</td>
<td></td>
</tr>
</tbody>
</table>

E Complete the sentences with words from D.

1. Mr Richards has an _________ about how the Pyramids were built.
2. There is no _________ that a king was buried in this tomb. We have to do more work at the excavation site.
3. A researcher must have good _________ skills.
4. I think we should _________ the tests on the mummy because a mistake was made during the first ones.
5. The researchers took four weeks to reach an _________
6. It's always difficult to _________ something unless you have plenty of evidence.
7. I had a lot of questions but the scientist's answers weren't _________.
8. He only has an _________ knowledge of archaeology. He's never actually been to an archaeological site.

F Do you agree with these statements? Compare your answers with a partner’s.

- Historians often theorise about history, but they rarely have any proof.
- Learning dates and names of people when studying history, results in putting students off this subject.
- It's sometimes OK to hold onto ancient things that you find and not tell anybody about them.
Question Tags
A Read the sentences and underline all the verbs. What do you notice?
You have visited the Louvre Museum, haven’t you?
Mum didn’t enjoy working on the excavation site, did she?

Complete the rules.
Questions tags are short questions that we add at the _end_ of a sentence. We use _any_ question tag with an affirmative sentence and _any_ question tag with a negative sentence.

Pronouns
B Match the sentences with the kind of pronoun they contain.

| a) That history book is mine.          | 1 Indefinite pronoun |
| b) Everybody wanted to go on the guided tour of Pompeii. | 2 Possessive pronoun |
| c) He taught himself to read hieroglyphics. | 3 Reflexive pronoun |

Complete the rules.
We use ___________ pronouns to show who or what something belongs to. We use ___________ pronouns when the subject and the object of the verb are the same. We use ___________ pronouns to refer to people or things without saying exactly who or what they are.

Be careful!
There are some verbs that are often used with a reflexive pronoun. Some of these are: _amuse, blame, cut, enjoy, express, help, hurt, introduce, prepare._

Read 6.3-6.6 of the Grammar Reference on pages 168-169 before you do the tasks.

C Complete the sentences with a question tag.
1 Dad finds watching history documentaries interesting, ___________?
2 This investigation was a success, ___________?
3 The guided tour won’t be held tomorrow, ___________?
4 You’ve visited Stonehenge, ___________?
5 I’m in trouble, ___________?
6 Susan and John were going to visit the Archaeological Museum, ___________?
7 The rescuers haven’t managed to find the skier, ___________?
8 Everybody enjoyed visiting the catacombs, ___________?
9 Let’s continue investigating the site in the afternoon, ___________?
10 Don’t forget about the history test, ___________?

D Circle the correct words.
1 The detective uncovered the secret by itself / himself.
2 Can anyone / nothing tell me when Alexander the Great was born?
3 Michael loves reading mysteries. This book must be his / mine.
4 I’m sorry. There was anything / nothing I could do.
5 The cat couldn’t have done so much damage by yourself / itself.
6 My grandparents don’t own any statues. This can’t be his / theirs.
7 We managed to read the inscriptions by ourselves / themselves.
8 It’s a beautiful day. I’d love to go nowhere / somewhere.
9 Anyone / Nobody can do that kind of work! It’s easy!
10 Are you sure you don’t want nothing / anything from the museum book shop?
Writing

Using qualifiers

You can make your writing more appealing to the reader by using qualifiers. These are words and phrases that make adjectives and adverbs stronger or weaker. Most adjectives are gradable. This means that they have comparative and superlative forms. We use qualifiers to show how strong or weak the adjective is. For example, a bit/extremely angry, rather/very tired, slightly/completely disappointed. Some adjectives are non-gradable, or extreme. They do not have comparative or superlative forms. We usually use extreme qualifiers with them. For example, absolutely awful, totally impossible, utterly ridiculous. There are some qualifiers that can be used with both gradable and non-gradable adjectives. For example, pretty/weak/exhausted, really good/freezing, quite important/exceptional.

A Choose the correct answers.

1. This book is __ mysterious.
   a. utterly         b. entirely       c. rather

2. It's absolutely __ that the detective was sacked.
   a. awful          b. bad            c. disappointing

3. Our history test was __ impossible.
   a. very           b. totally         c. a bit

4. These objects are __ old.
   a. utterly         b. really          c. totally

5. These antiques are __ exceptional.
   a. quite           b. a bit           c. slightly

B Read this extract from a letter you recently received from your aunt. Underline the key words and phrases in the task. What must you write about? What do you think the tone of the letter should be?

Your mum tells me you’re in third year at school now. Has anything exciting happened so far? If so, write and tell me about it.

Write a letter to your aunt answering her question. (120-180 words)

C Read the model letter and circle the correct words.

Dear Aunt Rachel,

How are you? I've got some (1) utterly / really amazing news for you. Today has been a (2) completely / pretty exciting day. We opened a time capsule at school!

When our history teacher asked us to dig up the yard, we were all (3) slightly / absolutely confused. But soon the capsule was uncovered. It had been buried a hundred years before by school students. It was dirty on the outside after all those years in the ground, but the contents were (4) quite / a little fascinating.

I was one of the (5) absolutely / really lucky ones who opened the capsule. It contained a (6) rather / completely strange school uniform, which the students would wear every day. There were some old books and tiny blackboards which the students wrote on because they didn't have notebooks then. What made the biggest impression on me, though, was a long stick. Our teacher told us it was used to punish naughty students. That must have been (7) very / absolutely awful for the poor students!

Anyway, it was interesting to see what life was like in the past. Maybe our class should make a capsule like that.

Bye for now,

Hannah
Read the model letter again and answer the questions.

1. Has the writer opened and closed the letter properly?
2. How else could she have opened and closed it?
3. What exciting event does she describe?
4. What impressed the writer the most?
5. How has the writer tried to make her writing more interesting?

Complete the plan for the model letter with these phrases.

<table>
<thead>
<tr>
<th>contents of the capsule</th>
<th>something for the future</th>
<th>the background to</th>
<th>why you are writing</th>
</tr>
</thead>
</table>

Paragraph 1: Ask about the reader and say __________________________________________________________________________.
Paragraph 2: Describe __________________________________________________________________________ the exciting event.
Paragraph 3: Describe the __________________________________________________________________________.
Paragraph 4: Make a general comment on the capsule and suggest __________________________________________________________________________.

Look at the Useful Expressions and match the beginnings and endings.

1. What really interested me was...  a. I opened up the treasure chest.
2. The highlight so far was...  b. visiting the Round Table was.
3. Let me tell you about...  c. totally incredible.
4. I couldn’t believe my eyes when...  d. me was the documentary about Joan of Arc.
5. You can imagine how thrilling it was...  e. the time capsule we’re preparing at school.
6. I found the two sisters’ story so...  f. has been interviewing survivors of the war.

Over to you!

Read the writing task below and make a paragraph plan for your letter. Remember to use qualifiers with your adjectives and adverbs to make your letter more appealing.

This is an extract from a letter you recently received from your uncle.

Your mum tells me your class is doing a really exciting history project this term. What exactly are you doing? I can’t wait to hear all about it.

Write a letter to your uncle answering his question. (120-180 words)

Useful Expressions

Relating exciting news
Let me tell you about...
I’ve got some really amazing/exciting news for you.
The most interesting part/highlight so far has been...
What really interested/made an impression on me was...
I found... totally unbelievable/incredible.
You can imagine how thrilling/fascinating it was/has been.
You should have seen his/her face when...
I couldn’t believe my eyes when...
I hadn’t realised... could be so interesting.
Giza Pyramids

Before you watch
A How much do you know about the Great Pyramid of Giza and the surrounding area? Look at the statements below and write T for true or F for false.

1. The Great Pyramid of Giza is also known as the Pyramid of Cheops.  
2. The Great Pyramid was the tallest man-made structure in the world for over 3,800 years.  
3. Giza is the second largest city in Egypt.  
4. The Great Pyramid consists of about 5 million limestone blocks.  
5. The famous valley where most of the Egyptian pyramids are found is called the ‘Valley of the Queens’.  
6. When they were first built, the pyramids at Giza were white.

While you watch
B Watch the DVD and circle the words you hear.

1. Zahi Hawass is leader of the archaeological team responsible for maintaining the Giza Pyramids / site.  
2. Egyptians are proud of these priceless / timeless monuments.  
3. The Giza Project is finding and protecting a number of ancient objects / artifacts.  
4. One day, places / sites like this one will be open to tourists.  
5. Even after centuries / years of discovering amazing monuments in Giza, the team are still making new discoveries.  
6. The kings of Egypt are saying thank you to today’s Pyramid protectors / guardians.

After you watch
C Complete the summary of the DVD below using these words.

according to compete officials peaceful protect structures task threaten wise wonders

Giza is the home of the Pyramids. Tourists come from all over the world to visit these amazing (1) ______________. However, there is great concern about the future of these ancient monuments. Archaeologist Zahi Hawass is very worried. (2) ______________ him, a terrible thing is happening in Giza. Near the pyramids there are camels and horses everywhere. Merchants (3) ______________ to sell souvenirs to tourists. He believes that under these conditions it’s difficult for visitors to feel how magical the Pyramids really are. He intends to (4) ______________ the Pyramids from the physical damage caused by tourism.

Giza is home to the only one of the Seven (5) ______________ of the Ancient World that still exists – the Great Pyramid. However, it’s also home to more than four million people. This is another (6) ______________ to the site of the Pyramids because more and more houses are being built around it. Government (7) ______________ can’t do anything about the existing housing, but they’re hoping something else will stop the city getting closer. The construction of a wall around the site has begun to protect the Sphinx and the Pyramids. It was designed to control the number of people entering the site and to keep the area more (8) ______________. It will also keep out souvenir sellers and animals. As Hawass says, this is a very (9) ______________ development that will safeguard the Pyramids for future generations. If the important (10) ______________ of building the wall is not complete soon, the magic of the Pyramids may be gone in a hundred years.

D Discuss these questions with a partner.

• Which ancient monuments in your country need to be protected? How can this be done?
• Do you think it is important to know about ancient civilisations? Why? Why not?
• Do you think it’s important that archaeologists keep trying to discover antiquities? Why? Why not?
A Circle the correct words.

Some people’s ambition is to invent amazing new gadgets or go to places that no one has ever been before. Some want to make (1) a profit / their best in business and become wealthy. There are others still, however, who are simply (2) stubborn / determined to succeed in living a normal life despite the difficulties they have faced. Debbie Grosch-Squance is one of these people.

In 2006, Debbie suffered from a chest (3) infection / depiction which caused another more serious condition because of a virus. Doctors were forced to remove most of her right leg to save her life. Despite this, Debbie refused to (4) set the world on fire / throw in the towel. She had always been a keen runner, and she decided that she was going to run again. An (5) authentic / artificial leg was made for her, and Debbie spent a long time patiently practising until she could walk, and then run, on her new leg. Today, she is not only back at work, but she also runs regularly and even takes part in running competitions. Her (6) failure / accomplishment is an inspiration to all who know her.

B Complete the sentences with the correct words.

arrogant devoted inaccurate perfect

1 He’s a successful lawyer, but he isn’t a pleasant person. He’s very ________________.
2 Nobody’s ________________, you know! We all have our faults.
3 The writer’s historical novel is full of ________________ facts and dates.
4 He won’t succeed because he’s not ________________ to his career.

hold onto put off set up take over

5 When the father dies, will the daughter ________________ the company?
6 Don’t ________________ your brother ________________ applying for that job!

as from of on

7 Can you help me to ________________ the video camera, please?
8 Why didn’t you ________________ the old document? I’m sure it was valuable.

The 3.2 million-year-old Australopithecus skeleton found in Ethiopia is known ________________ Lucy.
10 I dream ________________ becoming an archaeologist.
11 You can learn a lot ________________ people like Mark Zuckerberg.
12 I feel like the luckiest man ________________ the planet.

C The words in bold are the wrong part of speech. Correct them.

1 We haven’t got conclusion evidence for the existence of Atlantis.
2 Can you proof your innocence?
3 Most people get a lot of satisfy out of achieving goals.
4 Many jobs are quite repetition, unfortunately.
5 Why don’t you analysis the situation before you give up?
6 Do you have a theoretical about the finds?
A. Complete the sentences with these words.

be able to  can’t   could  don’t have  might  mustn’t  needn’t  should

1. Jane ___________________ take the exam again. She got an A!
2. You ___________________ cheat in exams. If you are caught, you will be punished.
3. That coin ___________________ be from ancient times. It’s dated 1988!
4. Everybody ___________________ have an ambition or a goal.
5. ___________________ you ___________________ achieve your goals last year?
6. You ___________________ to be wealthy to be successful.
7. They ___________________ reach their sales targets. I’m not sure.
8. ___________________ you pass the tools, please?

B. Tick the sentences which are correct and correct the wrong ones in your notebook.

1. You can have seen Einstein last year. He died years ago. ☐
2. You could have done well if you’d tried. ☐
3. He may arrived yesterday evening. I don’t know. ☐
4. Should I have listen to what the teacher said? ☐
5. I would have helped you study, but you didn’t ask me. ☐
6. You mustn’t have heard the explosion. It was so loud! ☐

C. Circle the correct words.

1. No one had seen / seeing inside the tomb for 3,000 years.
2. I had been thinking / had thought about you when the phone rang.
3. Oscar Wilde had lived / had been living in Paris when he died.
4. Had they interviewed / Had they been interviewing the archaeologist before?
5. It was obvious he’d failed the exam. He hadn’t even opened / hadn’t even been opening his text book.
6. Had Schliemann looked / been looking for Troy for a long time when he found it?

D. Match.

1. The boss never books flights for ___________________.
2. They aren’t enjoying ___________________.
3. Is that historian a friend of ___________________.
4. This book isn’t John’s, but that one is ___________________.
5. Have you ever done ___________________.
6. He doesn’t want to do ___________________.
7. The map is Jane’s and the tools are also ___________________.
8. Have you seen my glasses ___________________.

   a. yours?
   b. his.
   c. himself.
   d. themselves.
   e. nothing all day long?
   f. anything.
   g. anywhere?
   h. hers.

E. The question tags in bold are wrong. Correct them.

1. She isn’t a very ambitious woman, hasn’t she?
2. They really believe in their dream, had they?
3. Kelly has been to Egypt, is she?
4. They hadn’t been careful, don’t they?
5. We’re going to win, shall we?
6. Let’s try harder, aren’t we?
Hikers watch a volcanic eruption in Iceland on March 29, 2010.
Wild World

Reading
A Which of the following natural disasters occur in your country? Can you describe what happens?
- earthquakes
- wildfires
- floods
- tornadoes
- volcanic eruptions
- tsunamis

B Read the text quickly. Which paragraph gives information about a record?

Freaky Forces of Nature

The forces of nature can be unbelievably powerful. Severe weather such as hurricanes, blizzards, flash floods and thunderstorms can cause serious damage and the loss of life. Some of Mother Nature’s forces, however, are so bizarre and unexpected that they can only be described as freaky. Here are some examples.

A It’s raining frogs!
The fastest wind speed ever recorded — 511 km on hour — occurred during a tornado in the USA in 1999. Scientists classify tornadoes by the damage they can do. A tornado with wind speeds of 110 km on hour can sweep away entire houses and throw cars through the air as if they were rockets. A tornado with wind speeds of more than 480 km on hour has the power to deraill trains, tear grass from the ground, and even rip pavements from the street. But that’s not all tornadoes can do. Scientists believe that tornadoes can suck up the surfaces of lakes, rivers and other bodies of water. When they do, they can take frogs and fish along for the ride, and then drop them far away. This may have been the cause of the ‘frog rain’ in a town in Serbia. Small frogs rained on the town, sending residents running for cover as they tried to escape. ‘I thought maybe a plane carrying frogs had exploded in mid-air,’ said one resident.

B Flaming twisters
As if tornadoes aren’t dangerous enough, one kind is made of fire! Wildfires are so powerful that they can create their own weather. As these fires burn, they consume huge quantities of oxygen. The intense heat causes the air to rise. When fresh air rushes in to replace it, strong winds are produced. Sometimes this makes the fire spin like a tornado. These fire whirls, or fire tornadoes, can be 15 m wide and grow as tall as a 40-storey building. They generally last no more than a few minutes, but some have lasted as long as 20. They are, not surprisingly, one of the most dangerous natural disasters. In 1923 in Japan, a fire whirl killed 38,000 people who had gathered in an open space to escape being injured in an earthquake.
C Read the article again to find the following information.

Which paragraph(s) mention

- the destruction of property? 1 2
- how tall a natural disaster can be? 3
- something that is made in cold conditions? 4
- a well-known historic event? 5
- the number of people who died in a specific event? 6 7
- a natural disaster that resulted in a bizarre event? 8
- something which happens more frequently in certain seasons? 9
- a natural disaster that doesn’t last very long? 10
- natural disasters that can move heavy objects? 11 12

C Dodge balls

About 1,000 years ago, hundreds of people were mysteriously killed in the Himalayas. A recent investigation concluded that they were caught in a hailstorm and couldn’t avoid being hit by chunks of ice the size of tennis balls that fell on their heads at more than 100 km an hour. Hailstorms as deadly as this are rare, but hail itself is not uncommon. It is formed in storms when raindrops are carried into extremely cold areas of the atmosphere by powerful winds. The longer the tiny specks of ice bounce around in the wind, the bigger they become. When the pieces of ice grow too big for the wind to hold up, they fall to the ground as hail. Hail is most common during late spring and early summer when severe thunderstorms are more likely to occur.

D Gas attack!

When a volcano erupts, a glowing sea of molten lava often flows down its sides, destroying everything in its path. But a volcano can produce something even deadlier: a pyroclastic flow, which is a cloud of gas and rock that can reach temperatures above 500°C. The flow crashes down the side of a volcano like an avalanche. These flows typically reach speeds of more than 80 km an hour. A pyroclastic flow will knock down, destroy, bury or carry away nearly everything it meets. It can destroy buildings, forests and farmland. People who are caught in the path are obviously among the victims too, but even people that are close by can die as the result of breathing in hot ash and gases. It was this kind of flow that famously destroyed the Roman cities of Pompeii and Herculaneum during the eruption of Mount Vesuvius nearly two thousand years ago.
Vocabulary

A Label the pictures with these words.

- drought
- earthquake
- famine
- hurricane
- landslide
- tidal wave

B Choose the correct answers.

1. The eye of the hurricane is ___.
   a. its centre
   b. its peak

2. The Richter scale measures ___.
   a. the intensity of an earthquake
   b. the height of a tidal wave

3. Hail stones are ___.
   a. small balls of lava
   b. small balls of ice

4. Fault lines are to blame for ___.
   a. wildfires
   b. earthquakes

5. The magnitude of something ___.
   a. is its great size
   b. is its width

6. If you are feeling aftershocks, you have just survived ___.
   a. a hurricane
   b. a strong earthquake

C Complete the sentences with these words.

- casualties
- crust
- havoc
- organisations
- rangers
- warning

1. Surprisingly, the number of __________ after the tornado was quite low.

2. Natural disasters play ______________ and wreck lives.

3. Forest ______________ are constantly on guard for the first sign of a wildfire.

4. ______________ like the Red Cross are usually the first on the scene after a disaster.

5. Earthquakes are a result of the movement of ‘plates’ in the earth’s ______________.

6. Fortunately, the authorities issued a(n) ______________ about the flood, so people were evacuated in time.

D Do you agree with these statements? Compare your answers with a partner’s.

- All countries where earthquakes often happen should make buildings resistant to earthquakes.
- Natural disasters can’t be avoided and there is nothing that people can do to prepare themselves in advance.
Grammar

Gerunds & Infinitives

A Read the sentences below and decide whether the words in bold are gerunds, bare infinitives or full infinitives. Then, answer the questions below.

Volunteers were very happy to clean up the beach. Collecting fossils has been his hobby for years. A hurricane is sometimes strong enough to blow down houses. She must do a seminar on language teaching. The local government raised money to help the environment. The flood victims described the tornado as being very scary.

Do we use a gerund, a full infinitive or a bare infinitive?
1. after a preposition? ___________________________
2. after certain adjectives? ___________________________
3. after a modal verb? ___________________________
4. after the words too and enough? ___________________________
5. as the subject of a sentence? ___________________________
6. to show purpose? ___________________________

B We can also use gerunds and infinitives after certain verbs and phrases. Complete these sentences with a gerund, a full infinitive or a bare infinitive.

1. We had better ___________________________ (be) careful when using this machine.
2. My dad suggested ___________________________ (visit) the nature reserve.
3. I would rather ___________________________ (go out) than stay in tonight.
4. We arranged ___________________________ (climb) to the top of Mount Olympus.
5. It’s not worth ___________________________ (explore) that cave. It’s too risky.

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

1. You can’t help ___________________________ (worry) about the environment these days.
2. You risk ___________________________ (get) wet if you don’t take an umbrella with you.
3. The residents were made ___________________________ (leave) the town after the earthquake.
4. He denied ___________________________ (be) scared of thunder and lightning.
5. It’s too warm ___________________________ (snow) today.
6. The rescue team had to stop ___________________________ (rest) after working for so many hours.

F Circle the correct words.

The disappearing island

Can you imagine (1) to live / living on an island that might (2) to disappear / disappear underwater in the near future? Well, the inhabitants of Tuvalu don’t need to imagine this. It’s a reality and they will probably be made (3) leave / to leave their island soon. The reason for this is global warming. This is expected (4) to bring / bringing further changes to climates all over the world and cause sea levels (5) rise / to rise.

Tuvalu, situated in the Pacific Ocean halfway between Hawaii and Australia, is one of the most beautiful and unique places on earth, but its highest point is just under 5 m above sea level and most areas are only 1 m above sea level. Tuvaluans are interested in (6) making / to make their problem known to the world. (7) Living / Live on the island is already difficult and they need help in (8) finding / to find a solution. If this doesn’t happen, Tuvalu, with a population of about 12,000 people, may (9) become / to become the first country (10) following / to follow mythical Atlantis into the ocean.
Listening

A Write these numbers using numerals.
1 three hundred _____________
2 fifty thousand _____________
3 two thousand five hundred _____________
4 four hundred and fifty _____________
5 ten million _____________
6 two hundred thousand _____________

B Listen to these numbers and write down what you hear using numerals.
1 _____________
2 _____________
3 _____________
4 _____________
5 _____________

C Look at the sentences in D and answer the questions below.
1 Which answers do you think will contain numbers?
2 What part of speech do you think the other answers will contain?

D You will hear part of a television documentary. For questions 1-9, complete the sentences.
1 The baby mammoth lived _____________ years ago.
2 The design of their bodies meant that mammoths were able to live in conditions of _____________.
3 Lyuba’s body was completely _____________ because it had been preserved in frozen mud.
4 The condition of Lyuba’s body shows that she had been very _____________.
5 Scientists know from examining her tusks that she was only _____________ old.
6 Mammoths lived on earth for almost 3.5 _____________.
7 One of the theories for the disappearance of the mammoth is a sudden change in the earth’s _____________.
8 Some mammoths’ bodies have shown that they had been hunted by _____________.
9 Lyuba’s body has given scientists a better understanding of how mammoths _____________.

A Nenet boy touches a mammoth carcass, Lyuba, outside the Shemanovsky Museum.
Speaking

A Work with a partner and answer these questions.

- What comes to mind when you hear the term 'the natural world'?
- How often do you stop to take in the natural world around you?
- Are humans considerate towards other species that share the same natural world with them? Why? Why not?

B Label the pictures with these words.

captivity, interference, destruction, pollution, in the wild, freedom, nature, oxygen

1 2 3 4

C Work with a partner and answer the questions about the photographs. One of you should be Student A and the other should be Student B. Remember to use the Useful Expressions.

Student A: Compare photos 1 and 2 and say how humans are affecting our natural world.
Student B: Which of these situations do you think has the worst effect on the natural world? Why?

Student B: Compare photos 3 and 4 and say which animals you think live in a better way.
Student A: Do you think zoos are a good idea? Why? Why not?

Speak Up!

Discuss these questions with a partner.

- Are natural disasters common in your country? If so, which ones?
- How do humans destroy the natural world?
- Which two natural disasters do you think are the most destructive?
- Why is it important to protect our natural world?

Useful Expressions

Asking for clarification
Could you repeat that, please?
Would you mind repeating that, please?
I'm sorry, I didn't quite get that.
Sorry, what do you mean by ...?
Vocabulary
Collocations & Expressions
A Match the expressions in bold with their meanings a-f.

1. I knew we were in deep water when I saw the bear running towards us. □
2. The hospitals were snowed under with casualties after the avalanche. □
3. The nurse was a ray of sunshine. She used to make me laugh every day. □
4. The police were as quick as lightning. They came as soon as we called them. □
5. Katy has her head in the clouds – she thinks the river will never flood again. □
6. Everyone loves Penny because she is down to earth, friendly and helpful. □

Prepositions
B Circle the correct words.

Supervolcano
Supervolcanoes are probably the most destructive force (1) on / in the planet. There aren’t many of them, but if one erupts it would almost certainly threaten the survival (2) of / by the human race.

The largest supervolcano eruption happened about 74,000 years ago in Lake Toba, Sumatra. The eruption was so huge that the ground was covered (3) within / with 35 cm of ash as far as 2,500 km away from the volcano. The blast also had a huge effect on global temperatures which dropped (4) under / by around 5°C. This drop (5) in / at temperature was devastating and scientists have discovered that it caused the summers in Europe to be freezing cold and also had a catastrophic effect on animals and plant life.

Supervolcanoes differ (6) than / from normal ones in many ways. A normal volcano is cone-shaped and when it erupts the lava bursts (7) out / up of the top and flows (8) through / down the sides. On the other hand, supervolcanoes form underground. Magma slowly rises from a hotspot deep down in the earth, until eventually hundreds of thousands of years later an enormous blast occurs.

One of the largest supervolcanoes that exists today is in Yellowstone National Park, USA. When scientists were doing research (9) on / for the volcano they were really surprised (10) by / off what they found. Basically, the whole of the park had a massive pool of magma underneath it, measuring 70 km across by 30 km wide! Moreover, they discovered evidence to suggest that the Yellowstone supervolcano erupts every 600,000 years. Unfortunately, its last eruption was well over 600,000 years ago, so it seems that the clock is ticking!

C Discuss these questions with a partner.
- Do you know anyone who is a ray of sunshine or who has their head in the clouds? Who?
- Do you think people who are down to earth have more friends? Why?/Why not?
- How do you cope when you are snowed under with school work?
**Comparison of adjectives & adverbs**

**A** Look at these sentences and answer the questions below.

a) The world’s largest volcano is situated in Hawaii.
   - Which word is used to show that something is more than we want or need?

b) A tsunami is a worse natural disaster than a flood.
   - Which sentence contains the comparative form? □ and □

c) Earthquakes happen the most frequently in the Pacific Ring of Fire.
   - Which sentence contains the superlative form? □ and □

d) The wildfire spread faster than we had predicted.
   - Which sentence contains the superlative form? □ and □

**B** Look at these sentences and answer the sentences below.

a) Jenny isn’t as clever as Julia.
   - In sentence a, who is cleverer?

b) This winter it has snowed as heavily as it did last winter.
   - In sentence b, did it snow more heavily this winter or last winter or did it snow the same?

1. In sentence c, the weather, the better Sam feels.
   - In sentence c, what is the relationship between the weather and how Sam feels?

**Complete the rules.**

We use ______ + adjective/adverb + ______ to show that two people or things are similar in some way. When they are not similar, we can use ______ as + adjective/adverb + as. The structure + comparative, ______ + comparative shows how one action or situation affects another.

**Complete the second sentences so that they have a similar meaning to the first sentences. Use the words in bold.**

1. In Europe, tsunamis are not as common as in Asia. more
   - In Asia, tsunamis ___________________________ in Europe.

2. We had expected it to rain more heavily. as
   - It didn’t rain ___________________________ we had expected.

3. I drink more water when it gets hotter. the
   - The hotter ___________________________ water I drink.

4. The hurricane was so strong that it caused a lot of damage. such
   - It was ___________________________ that it caused a lot of damage.

5. I’ve never met people more friendly than these islanders. most
   - These islanders are ___________________________ I’ve ever met.

6. It was so windy that the helicopter couldn’t rescue the flood victims. too
   - It was ___________________________ to rescue the flood victims.

7. There are more tornadoes in the USA than in the rest of the world. highest
   - The USA has the ___________________________ of tornadoes in the world.

8. The rescue team needs to work faster to save them! enough
   - The rescue team isn’t ___________________________ to save them!

9. Some forces of nature aren’t as bad as others. than
   - Some forces of nature ___________________________ others.

10. It was such a relief to hear that he’d survived the avalanche! so
    - I was ___________________________ that he’d survived the avalanche!

**Too, Enough, So & Such**

**C** Look at the words in bold in the sentences and answer the questions below.

a) It’s raining too hard for us to go out.
   - Which word is used to show that something is more than we want or need?

b) She’s experienced enough to get the job.
   - Which word is used to show that something is as much as we want or need?

**D** We use so and such for emphasis. Look at these sentences and answer the questions below.

a) Many natural disasters are so difficult to predict.
   - What parts of speech follows so?

b) The emergency services did such a great job during the flood.
   - What parts of speech follow such?

**Read 7.6-7.8 of the Grammar Reference on pages 170-171 before you do the task.**

The city of New Orleans lies under water following one of the costliest disasters in US history.
Wriп/en sequencing events
Whеп you tell a Story, it'S іmроrtant that the reader іs аbіlе tо fоllоw the sequence of events. Yоu саn dо tһіs bу using сегtаiп phrases that help tо shоw how еvеnts fоllоw оn frоm one аnоthеr. Thеsе phrases аlso hеlр tо сгееtе а sense оf dгаmа іn thе Story.

A Match еасh phrase 1-5 tо а phrase a-e wіth а sіmіlar mеаning.

1 At fіrst, ...
2 At lаst, ...
3 A fеw mіnutes lаtеr, ...
4 At tһаt mоment, ...
5 At tһе sаmе tіmе, ...

a Meanwhile, ...
b Just tһеn, ...
c In thе bеgіnnіng, ...
d In thе еnd, ...
e After а wіlе, ...

B Rеаd thе writing tасk bеlоw аnd thеn tіck thе tіngs yоu hаvе tо dо.

Write а stоrу tһаt bеgіnѕ wіth tһеsе wоrdѕ: Не соuldn't wаіt tо gеt оff thе bоаt.

1 wriпе а stоrу аbоut а bоу оr а mаn
2 dесrіbе thе bоаt іn dеtаіl
3 nаrrаtе аn еvеnt thе hеrо wаs nоt lооkіng fоrвеnd tо аt аll
4 uѕе thе wоrdѕ gіvеn еxасtlу аs thеу арреаr

C Rеаd thе mоdеl stоrу аnd сіrclе thе сорrесt wоrdѕ.

He соuldn’t wаіt tо gеt оff thе bоаt. Аftеr sеvеrаl hоurѕ’ jоуnеу аnd а lіfеtіmе оf wаіting, hе wаs аlmоst thеrе. (1) At fіrst, / Mеаnwhіlе, Sіmоn hаdn’t bееn аblе tо mаkе оut еxасtlу whаt wаs аhеаd, but аs thе bоаt gоt nееrееr, hе rеаlіsеd іt wаs thе vоlсаnо hе wаs lооkіng аt.

(2) Тwо mоnthѕ / Теn mіnutеs lаtеr, thе bоаt dоckеd аt а smаll hаrƅоу аnd hе wеnt аshоrе. Hе stооd sіll fоr а mоmеnt аnd lооkеd аround hіm, еnjoyіng thе strаngе аtmоsрhеrе. Тhеn, hе wаlkеd fоrwаrds, grоwіng mоrе аnd mоrе еxсіtеd.

(3) Тhеn оnе dау, / Bеfоrе lоng, hе fоunԁ а раth аnd сrоsshеd іt. Thе vоlсаnо’ѕ lаndсаsре fасіnаtеd hіm аs hе gоt clоsееr tо іtѕ реаk. Thеrе wаѕ аlso hоt stеаm роurіng fоm lіttlе сrаkcs іn thе lаvа.


(5) Аt lаst, / Аftеr а wіlе, hе hаd sееn thе fаmоuѕ vоlсаnо. Hе аlсо gоt thе сhаnсе tо sее thе mоѕt bеаutіfу sеttіnғ sееn – аnd аll thіs оn thе sаmе dау!
Look again!

D Read the model story again and write T (true) or F (false).
1 Simon has been waiting a long time to visit the island.   
2 He doesn’t know what the volcano is at first. 
3 He is used to atmospheres like the one on the island. 
4 He finds the hot steam fascinating. 
5 Several narrative tenses have been used.

E Write the correct paragraph number next to these descriptions.
  a Set the scene and describe background details. 
  b Bring the story to an end. 
  c Say what the main character saw from the volcano. 
  d Begin with sentence given and introduce the main character. 
  e Describe the climb up the volcano.

F Complete the definitions with a word or phrase from the Useful Expressions. Sometimes more than one answer is possible.
1 If you ____________ at something, you look at it intensely for a long time.
2 If you can ____________ something ____________, you manage to see it.
3 You ____________ if you walk with difficulty because of injury.
4 You ____________ someone’s ____________ if you attract his or her attention.
5 If you ____________, you walk slowly in a relaxed way.
6 If you ____________, somebody, his or her face is familiar to you.

Over to you!

G Read the writing task below and make a paragraph plan for your story. Remember to use phrases to show the order of the events, so the reader can follow your story clearly.

Write a story that begins with these words: They all felt as if they were standing on top of the world. (120-180 words)

Useful Expressions

<table>
<thead>
<tr>
<th>Ways of seeing/looking at something</th>
<th>Ways of walking</th>
</tr>
</thead>
<tbody>
<tr>
<td>catch a glimpse of</td>
<td>skip</td>
</tr>
<tr>
<td>catch someone’s eye</td>
<td>stroll</td>
</tr>
<tr>
<td>gaze at</td>
<td>march</td>
</tr>
<tr>
<td>glance at</td>
<td>limp</td>
</tr>
<tr>
<td>glare at</td>
<td>limp</td>
</tr>
<tr>
<td>Stare at</td>
<td>limp</td>
</tr>
</tbody>
</table>

An electric storm over Cape Town
Tornado Chase

Before you watch
A Match the words to the meanings.

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>barometric pressure</td>
<td>a</td>
<td>person whose job it is to study the weather</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>data</td>
<td>b</td>
<td>predict an event before it happens</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>forecast</td>
<td>c</td>
<td>the force of the air around the Earth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>humidity</td>
<td>d</td>
<td>a flat area of land with few trees on it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>meteorologist</td>
<td>e</td>
<td>the amount of water in the air</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>mission</td>
<td>f</td>
<td>information collected for analysis</td>
<td></td>
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<td></td>
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<tr>
<td>7</td>
<td>velocity</td>
<td>g</td>
<td>important task or job</td>
<td></td>
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<td></td>
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<tr>
<td>8</td>
<td>plain</td>
<td>h</td>
<td>wind speed</td>
<td></td>
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</tbody>
</table>

While you watch
B Watch the DVD and decide if these statements are true or false. Write T for true and F for false.

1. Tornadoes usually move faster than 300 miles an hour.
2. The part of a storm that produces the tornado is called the bear's cage.
3. Tim Samaras always finds time to admire the tornadoes he's chasing.
4. Carsten Peter says that photographing tornadoes is difficult because everything happens very fast.
5. There are approximately 10,000 tornadoes in the US every year.
6. Samaras takes about 20 seconds to place a probe, turn it on and run away.
7. The storm chasers had great luck in Manchester, South Dakota.
8. The probe used in Manchester didn't produce any interesting data.

After you watch
C Complete the summary of the DVD below using these words.

Photographer Carsten Peter has an unusual interest. He travels with a group of tornado chasers and puts himself directly into the path of tornadoes. His pictures might give meteorologists a better understanding of these huge storms and help them develop functional systems that will save people's lives.

Some of the photographs that he produces are taken from a car travelling between 100 and 130 kms, just ahead of the storm. Things can change very rapidly when you're chasing a storm!

Peter also wants to attempt to make visual records of storms using a piece of equipment called a photographic probe. Recently, Peter was with a storm-chasing team led by Tim Samaras. They placed their probes in the path of the tornados. The weather probe performed as it was supposed to, but, unfortunately, the photographic probe caught images only of the edge of the storm, not the centre. At least it was still determined after the storm had passed, which was amazing! Although it was disappointing that it hadn't worked as expected, Peter explains that the closer he gets to his goal, the more interesting it is for him. He seems to have faith that they will get the good results they want the next time around, or maybe the time after that. He's determined to get the results he and the scientists need.

D Discuss these questions with a partner.

- How would you feel if someone told you that you had to take over Peter's job? What would you tell him/her?
- What kinds of extreme weather do you have in your country? Have you ever experienced it first-hand?
- Would you be prepared to work in extreme weather situations? Why?/Why not?
Media Matters

Reading: advertisements, multiple-choice questions
Vocabulary: media-related words, phrasal verbs, word formation
Grammar: passive voice: tenses, gerunds, infinitives & modal verbs, impersonal & personal structures
Listening: multiple-choice questions (pictures)
Speaking: talking about the media, decision making, showing that you are listening
Writing: essay, editing your work

An elderly man enjoys his daily newspaper at a café in New Orleans, USA.
Media Matters

Reading

A Look at the different types of media below. Write P for those that are print media, E for electronic media and B for both.

1. blog
2. magazine
3. newspaper
4. e-book
5. message board
6. website

B Do you read any of the above? Which ones?

C Quickly scan the five advertisements. Which magazine has the most issues per year?

1. Parents! Get hold of National Geographic Little Kids magazine to give your pre-schooler a head start! This award-winning magazine is specially designed for 3 to 6 year-olds and is filled with photos and lively stories that help develop early reading skills. It also has interactive picture games and puzzles to teach logic and counting.

PLUS!
- simple science experiments
- humour and rhymes
- focus on different cultures

Read National Geographic Little Kids with your child and provide the most important gift you can give: time with you!

Visit us online at www.littlekids.nationalgeographic.com

2. National Geographic Kids magazine gets kids excited about their world! Feature stories include articles on wildlife, entertainment, science, technology, extreme sports, adventures, amazing kids and world wonders.

Sections include:
- Video Game Central
- Green Scene
- Art Zone
- Guinness World Records
- Cool Inventions
- Wildlife Watch
- Weird But True
- Sports Funnies

Extras:
Large pullout posters or maps, collectable trading cards, contests, stickers and more.

Want more info? Go to www.kids.nationalgeographic.com

3. National Geographic Explorer magazine is packed with high-interest science and social studies content that inspires kids to care about the planet!

- written by science writers and specialists
- ages 5-12
- 7 issues per year, one per month during term-time

National Geographic Explorer is the only content-based classroom magazine for this age group that provides science and social studies content while developing reading and writing skills.

Reader competitions! Win a visit from an astronaut or a cool school makeover!
Your family is interested in subscribing to a magazine. You have found the following advertisements for magazines. Read the questions, and then look at the advertisements for the answers.

1. Which magazine is ideal for your four-year-old sister?
   a) 1  
   b) 2  
   c) 3  
   d) 4 

2. Which magazines are published in more than one language?
   a) 1, 2 and 4  
   b) 1, 4 and 5  
   c) 1, 3 and 4  
   d) 2, 4 and 5 

3. Which magazine was first published more than a hundred years ago?
   a) 1  
   b) 2  
   c) 3  
   d) 4 

4. Which magazine has articles about sport?
   a) 1  
   b) 2  
   c) 3  
   d) 4

5. Your dad teaches science at primary school. Which magazine would be good for his classes?
   a) 2  
   b) 3  
   c) 4  
   d) 5

6. Which magazines have maps?
   a) 1 and 2  
   b) 1 and 3  
   c) 2 and 4  
   d) 2 and 5

7. Which magazines are not aimed specifically at children?
   a) 2 and 3  
   b) 2 and 4  
   c) 3 and 5  
   d) 4 and 5

8. Which magazines include features children find funny?
   a) 1 and 2  
   b) 2 and 3  
   c) 2 and 4  
   d) 4 and 5

9. Which magazine always comes with the same free gift?
   a) 1  
   b) 2  
   c) 4  
   d) 5

10. You want to go on a world tour with your family. Which magazine is best for you?
    a) 2  
    b) 4  
    c) 4  
    d) 5

Get the meaning!

E. Complete the definitions with these words.

content issue photojournalism readership supplement

1. A single copy of a magazine is known as a(n) _____________.

2. Giving the news using mainly photographs is known as _____________.

3. The _____________. of a magazine or newspaper is all the topics that are included in it.

4. An extra part of a magazine that is produced separately is called a(n) _____________.

5. The number of people who regularly buy a magazine is known as the _____________.

What do you think?

More and more people are reading e-books and online newspapers. Do you think the day will come when we no longer have print media? Are there any advantages to this?
8 Media Matters

Vocabulary

A Circle the odd ones out.

1 headline title advertisement
2 host reporter presenter
3 cameraman critic sound engineer
4 correspondent report article
5 subscription documentary soap opera

B Circle the correct words.

1 I get my daily paper at the newsagent's / booth on my street.
2 There are several types of media / press, including newspapers, TV and the Internet.
3 When I'm watching football, I usually turn down the volume because the sports commentary / review drives me mad!
4 There were news flashes / strikes every hour after the attack.
5 Statistics / Measurements show that more people are getting their news online these days.
6 According to sales quantities / figures, many local newspapers may be forced out of business.

C Complete the text using these words.

adaptation author columnist editor pieces print publisher reporting

A man's best friend

John Grogan had had an interesting and varied career as a journalist before he turned to writing books and became a hugely successful, self-employed (1) ________________. He had done everything from police (2) ________________, which involved writing about crimes committed, to being a regular (3) ________________ writing for several newspapers.

The one thing that John often wrote about in his columns was his pet Labrador, Marley. Public reaction to these (4) ________________ was incredible and many readers wrote in asking for more of the same. Over the next decade, Grogan wrote a weekly column about his very naughty, but very loveable golden Labrador, whose adventures were followed by thousands of readers.

After Marley's death, John decided that he wanted to go one step further: he wrote a book about his pet and sent it to the well-known book (5) ________________, HarperCollins. The (6) ________________ who read it loved it, the manuscript was accepted and the book came out in (7) ________________ in October 2005. It was a huge success, appearing at the top of the bestseller lists for many weeks. In 2008, a film (8) ________________ of the novel was made to the delight of the many Marley fans around the world.

D Do you agree with these statements? Discuss your answers with a partner's.

- One picture speaks a thousand words.
- Watching TV is always a waste of time.
- Don't believe everything you read.
Passive Voice: Tenses

A Read the sentences and notice the changes that occur. Then, answer the questions below.

Active: The presenter interviewed the actress.
Passive: The actress was interviewed by the presenter.

1. Who is the object of the active sentence?
   ______________________

2. Who is the subject in the passive sentence?
   ______________________

3. What is the verb in the active sentence and which tense is it in?
   ______________________

4. What is the auxiliary verb in the passive sentence and which tense is it in?
   ______________________

5. What form of the verb interview is in the passive sentence?
   ______________________

Complete the rules.
We form the passive voice by using the auxiliary verb ___________ in the correct tense and the past ___________ of the main verb. The ___________ of the active sentence becomes the subject of the passive sentence.

B Read the pairs of sentences and notice the changes.

Active: Children love their parents taking them to the cinema.
Passive: Children love being taken to the cinema by their parents.

Active: When are you supposed to write the column?
Passive: When is the column supposed to be written?

Active: Tom must pay the newspaper subscription.
Passive: The newspaper subscription must be paid by Tom.

Complete the rules.
We form the passive of a gerund with ___________ + past participle. We form the passive of a full infinitive with to + ___________ + past participle. We form the passive of a modal with the modal + ___________ + past participle.

Read 8.1-8.2 of the Grammar Reference on page 171 before you do the tasks.

C Complete the sentences with the correct form of the passive voice and the verbs in brackets.

1. The equipment ______________________ (test) by the sound engineer now.

2. This photo ______________________ (take) at the Nature Preserve in Beverly Shores, Indiana.

3. These days, many books ______________________ (make) with recycled paper.

4. The article needs ______________________ (edit) again.

5. The event must ______________________ (cover) in tomorrow’s newspaper.

6. The winner of the game show ______________________ (give) the prize next week.

7. He wanted his photos ______________________ (exhibit) in Paris.

8. The economic crisis ______________________ (feature) on the front page of The Times tomorrow.

D Rewrite the sentences in your notebooks using the passive voice. Start with the words in bold.

1. The TV channel will broadcast the programme tomorrow evening.

2. Many people watch Oprah Winfrey’s chat show every day.

3. They should use better quality paper for newspapers.

4. This cameraman has filmed many episodes of Days of Our Lives.

5. The teacher gives the schoolchildren a lot of homework.

6. Many journalists are covering the natural disaster.

7. The presenter will have asked the contestant twenty questions by the end of the quiz.

8. The weatherman had forecast the heavy snow before the drop in temperature.
A Look at the pictures below and write down three things that are the same in all pictures and three things that are not the same in all pictures.

Things that are the same in all pictures:

Things that are not the same in all pictures:

B Now look at the pictures in A again and listen to the dialogue. Tick the correct answer to the question you hear.

C You will hear eight short conversations. After you hear each conversation you will be asked a question about what you have heard. The answers are shown as pictures. Circle a, b or c.

Close-Up
Listen carefully because the pictures won't always be in the order that you hear them mentioned.
Speaking

A Work with a partner and answer these questions.
- How often do you watch the news on TV? How important is it for you to keep up with current events?
- What form(s) of media do you prefer to use to keep up-to-date with news and events?
- Are you interested in the private lives of celebrities? Is this more important or interesting to you than world news?
- Do you think there are any problems with the way some people who work in the media behave?

B Look at the features below and decide if they are more likely to occur on television, in a newspaper or both. Write T for television, N for newspaper and B for both.

1. advertisement  6. live music
2. weather forecast  7. interview
3. letters page  8. horoscopes
4. sports news  9. TV guide
5. world news  10. celebrity gossip

C Imagine that your school is going to publish a school newspaper. First, talk together about the different topics that could be included in the first issue. Then, decide which two topics would be the most interesting for students.

Close-Up

When you're having a discussion, it is polite to show the other person that you are interested in what he or she is saying. As well as using the Useful Expressions below, you can also make eye contact with the other person and nod your head from time to time.

Useful Expressions

Showing that you are listening
OK.
Yes.
Right.
That's an interesting point.
I see what you mean.
I understand what you're saying.
That's exactly what I was thinking.

Speak Up!

Discuss these questions with a partner.
- Does TV present what is really important, or what will sell more?
- Do you think that the media cover too much bad news and not enough good news?
- What was the last news story you heard that was good news?
- Are there certain things that journalists shouldn't report on? Why/Why not?
- People often say that no news is good news. Do you agree?
Vocabulary
Phrasal verbs
A In the following exercise, two of the options given are used with each verb to make a phrasal verb. For each question, cross out the option that cannot be used with the verb in bold.
1 tune: in / through / out
2 pick: out / up / for
3 ring: in / back / along
4 bring: out / at / round

B Complete the sentences with the words from A.
1 Make sure you tune _________ next Tuesday for the final episode of Top Chef.
2 Many TV presenters don't pick __________ the clothes they wear on TV. Someone else does that for them.
3 I rang the producer but he wasn't there, so he's going to ring me __________.
4 The publisher is going to bring __________ a new book about healthy living.
5 The documentary was so boring; I tuned __________ half way through!
6 Someone will pick me __________ at 10 o'clock and take me to the TV studio.
7 I think most reporters try to bring people __________ to their point of view.
8 The radio station is asking listeners to ring __________ if they want to take part in the daily quiz.

Word formation
C Complete the text with the correct form of the words.

Journalism
If you thought being a (1) ____________ was all about going to red-carpet events and interviewing superstars, you’d be mistaken. Many travel to some of the most far away parts of the world to keep us informed about what’s happening there.

These kinds of people are (2) ____________ called correspondents. They report on a particular subject or country, and they include (3) ____________ correspondents and those who report on wars and disasters around the world.

Once they reach their destination, they try to get close to the (4) ____________ in order to provide the TV channels and newspapers with (5) ____________ or video footage.

They are sometimes sent to very dangerous places, and that is why being a correspondent can be the most (6) ____________ form of journalism.

On the other hand, it's also one of the most (7) ____________ forms of journalism. So if you’re an (8) ____________ kind of person and want to go into journalism, maybe becoming a correspondent is just the job for you.

D Read what different people say about jobs in the media. Do you agree with them? Discuss with a partner.

- ‘I think being a correspondent would be a very exciting and fulfilling job because I'm a very adventurous person.’
- ‘I think working in TV would be such a satisfying and fun thing to do. I think it's an easy job where you earn lots of money.’
- ‘I think working as a journalist for a celebrity gossip magazine would be so exciting. It's fascinating to know how famous people live.’
Passive Voice: Impersonal & Personal Structures

A We often use verbs like believe, consider, know, expect, say, suppose and think in the passive voice. They can be used in an impersonal or a personal passive structure. Read these sentences and notice the changes that occur. Then answer the questions below.

**Active:** Many people believe that the news on TV is accurate.
**Passive:** It is believed that the news on TV is accurate. (This is the impersonal passive structure.)

1. Which word is the subject of the passive verb in the second sentence? _________
2. What word follows the passive verb in the second sentence? _________

**Active:** People know that documentaries are serious programmes.
**Passive:** Documentaries are known to be serious programmes. (This is the personal passive structure.)

3. Which word is the subject of the passive verb in the second sentence? _________
4. What verb form follows the passive verb in the second sentence? _________

Complete the rules.
We form the impersonal passive structure with it + passive verb + __________ clause. We form the personal structure with noun + passive verb + __________.

Read 8.3 of the Grammar Reference on page 171 before you do the task.

B Complete these sentences using impersonal and personal structures.

1. People know that TV commercials influence viewers.
   **Active:** People know that TV commercials influence viewers.
   **Passive:** TV commercials ___________ influence viewers.

2. People say that the new serial is a great success with young people.
   **Active:** People say that the new serial is a great success with young people.
   **Passive:** The new serial ___________ a great success with young people.

3. People think that the new radio station plays the best music in town.
   **Active:** People think that the new radio station plays the best music in town.
   **Passive:** The new radio station ___________ the best music in town.

4. People believe that websites are a great source of information.
   **Active:** People believe that websites are a great source of information.
   **Passive:** Websites ___________ a great source of information.

5. People say that tabloid newspapers are full of sensational stories.
   **Active:** People say that tabloid newspapers are full of sensational stories.
   **Passive:** Tabloid newspapers ___________ full of sensational stories.

6. People consider documentaries to be educational and interesting.
   **Active:** People consider documentaries to be educational and interesting.
   **Passive:** Documentaries ___________ educational and interesting.
Media Matters

Writing

Editing your work
Always edit your writing carefully once you have finished as careless errors can make a bad impression on the reader. When you read back through your writing, try to find and correct errors in word order (question forms, objects of verbs, adverbs, inversions); spelling (homophones like see and sea, silent letters, double letters and irregular plurals); punctuation (apostrophes, speech marks, full stops, question marks); vocabulary (especially prepositions, collocations and phrasal verbs); and grammar (tenses, verb forms, gerunds and infinitives, articles, conditionals).

A Tick the correct sentences and correct the wrong ones in your notebook.
1 Some celebrities will stop at nothing to be in the public eye. ☐ ☑
2 Have you got a press pass. ☐ ☑
3 The reporter spent all night working on the story. ☐ ☑
4 Why does the presenter look so seriously? ☐ ☑
5 Twenty people arrested tonight following a street fight. ☐ ☑
6 John is said that he is a successful editor. ☐ ☑

B Read the newspaper extract and writing task below and then answer the questions.

THE CITY TIMES
Celeb arrested after striking photographer
It seems soap star Yvette Barker can’t always handle being in the limelight. The celebrity was arrested outside a supermarket yesterday after hitting a photographer with a heavy bag. The star protested at her arrest saying that it was shocking that photographers could take pictures without permission.

The editor of The City Times wants to know what readers’ opinion is of the incident. Should stars have the right to act when their privacy is invaded, or do the public have a right to see how their favourite stars live in real life? Write a letter to the newspaper and begin ‘Dear Editor’.

1 What is the newspaper extract about?
2 Why has the newspaper editor asked for readers’ letters?
3 What two issues should the letter deal with?
4 Will the letter be written in an informal or a formal register? Why?

C Read the model letter and find and correct ten errors.

Dear Editor,
I am writing in response to your request for letters following Yvette Barker’s recent arrested. I would like to share my views on the subject.

First of all, it is often said that fans are justified in want to know what their favourite celebrities are like in real life. After all, fans spend a lot of time and money on them and ensure they stay in a public eye. As a result, their is a huge market for stories revealing the personal lifes of the rich and famous.

On the other hand, it is understandable that personalites want their privacy. Whether stars should take action about invasions of their privacy is a valid question? However, their complaints should be made in an appropriate way and hurting another person is far from acceptable. No doubt many people, including fans, will be puzzle by Barker’s actions.

To conclude, it is natural that fans want to know everything about celebrities. Members of the press must respect stars wishes, though, and ask permission to take photos, so that unfortunate incidents can be avoided.

Yours faithfully,
Tony Nugent
Look again!

D Tick the things the writer has done.
1 used the correct register
2 answered the questions in the task
3 expressed his ideas in an illogical order
4 stated his opinion clearly in the conclusion
5 used the passive voice to sound more objective
6 used an appropriate greeting and signing off

E Circle the correct words to complete the paragraph plan for the model letter.
Para 1: State the reason for writing / your opinion.
Para 2: Discuss whether fans / stars have the right to learn about famous people's private lives.
Para 3: Discuss whether fans / stars have the right to take action when their privacy is invaded.
Para 4: Sum up / Introduce and state your opinion.

F Use an appropriate word or phrase from the Useful Expressions to complete the sentences. Sometimes more than one answer is possible.
1 __________________ doubt, an even bigger pay rise will follow next year.
2 Whether you have a right to print gossip is a(n) __________________ question.
3 __________________ said that newspapers are a thing of the past.
4 If it __________________ Mr Jones, Grant would not have a job.
5 It is __________________ say that all journalists are highly paid.

Over to you!

G Read the newspaper extract and writing task below and make a paragraph plan for your letter. Remember to check your work carefully for errors when you have finished.

THE CITY TIMES
Shock at newsreader’s massive pay rise
Top newsreader Mary McGuire found herself in the news today as a giant row broke out following the announcement of her annual pay rise. McGuire is set to take home a breathtaking $2.5 million this year. Some say that the rise is completely unacceptable given the current economic crisis.

The editor of The City Times wants to know what readers’ opinion is on this issue. Why do some TV personalities receive such large salaries, and is it unfair to other hard-working people? Write a letter to the newspaper and begin ‘Dear Editor,’ (120-180 words)

Useful Expressions

Presenting arguments in an impersonal way
It is natural/shocking/understandable/unfair that/to ...
... is/are reported/said to ...
It is often reported/said that ...
No doubt/Without doubt ...
It cannot be denied that ...
... is a valid question/point be justified in
The fact of the matter is ...
If it was not for ..., would (not) ...
It would seem/appear that ...
Before you watch

A How much do you know about films? Look at the statements below and write T for true or F for false.

1 The Academy Awards®, known as the Oscars®, have been presented annually since 1927 by the Academy of Motion Picture Arts and Sciences. [ ]
2 Charlie Chaplin was American and he was born in 1900. [ ]
3 The first films with sound were called talkies. [ ]
4 The first documentaries were called actuality films. [ ]

While you watch

B Watch the DVD and circle the words you hear.

1 In the 19th century, inventors learnt that they could create moving images by showing a series / succession of pictures very quickly.
2 People could pay a bill / fee to look into the machine and watch simple movies.
3 Crowds of people went to see their productions / films, and new ‘movie palaces’ were built to show them in.
4 At the beginning of the 20th century, film / movie directors began to record real happenings and important events.
5 Actors, lighting, and even computer simulation / animation are now used to teach us about the real world.

After you watch

C Complete the summary of the DVD below using these words.

aware begin depicting experience followed globe medium series sophisticated worldwide

For more than a hundred years, film has been one of the world's favourite kinds of entertainment. Films let us (1) ________________ adventures in faraway places and see things we have never seen before. In the late 19th century, inventors produced a machine called a kinetoscope. This showed a(n) (2) ________________ of images very quickly. After paying a fee, people could look into the kinetoscope and watch the first kinds of film.

The kinetoscope was soon (3) ________________ by the film projector. Projectors were used in the world's first cinemas. The first films were based on the simple excitement of (4) ________________ movement. The subjects were simple, for example moving trains. However, films soon became more (5) ________________ and complex. By the 1920s there were many studios producing films, and film stars, including Charlie Chaplin and Mary Pickford, became famous (6) ________________.

Early films also provided a different kind of service, beyond simple entertainment. Documentary film makers made films about the news, about historical events, about presidents and explorers. These early documentaries helped make people (7) ________________ of their world. They informed them of things happening around the (8) _________________. In the days before television this was very important and it meant that film was used as a(n) (9) ________________ for explaining the world. It offered people a different view of their home planet.

In only a hundred years, film and documentary making have changed dramatically. We can only (10) ________________ to imagine what the future of film making holds for future generations.

D Discuss these questions with a partner.

• If you could make a documentary film, what subject would you choose?
• What do you think has been the most important film in history? Why?
Vocabulary

A Match.

1. sound □ a. flash
2. sports □ b. scale
3. news □ c. eruption
4. sales □ d. engineer
5. volcanic □ e. ranger
6. flash □ f. stone
7. Richter □ g. line
8. hail □ h. commentary
9. fault □ i. flood
10. forest □ j. figures

B Circle the correct words.

1. Apparently, it's quite calm in the eye of/from the hurricane.
2. The correspondent realised he was at/in deep water when he heard the bomb explode.
3. The writer was snowed under/over with the film adaptation he had to do.
4. She walks around with her head up/in the clouds and doesn't realise what's happening around her.
5. When is the publisher going to bring out/on the new book?
6. Peter is very down to/at earth and realistic about everything.
7. I tuned under/out half way through the conversation because it was so boring.
8. We went to pick out/up the children from school before the storm started.

C Complete the sentences with the correct form of the words in bold.

1. They talked to the __________________ and he's agreed to host the show. PRESENT
2. Shall we get a __________________ for this weekly newspaper? SUBSCRIBE
3. Doctors without Borders is a(n) __________________ that helps people in areas where natural disasters have happened. ORGANISE
4. He's extremely __________________ and likes to chase tornadoes across the country. ADVENTURE
5. An earthquake is one of the most __________________ forces of nature. DESTROY
6. How are hurricanes __________________ from normal thunderstorms? DIFFER
7. __________________ waves can be extremely powerful. TIDE
8. Is it expensive to put a(n) __________________ in the newspaper? ADVERTISE

D Complete the sentences using these words.

aftershock blizzard crust landslide magnitude tornado wildfire

1. There was a huge __________________ after the main earthquake.
2. The Earth's __________________ is moving all the time.
3. The earthquake reached a(n) __________________ of 7.2, so it was huge.
4. Heavy rains caused floods and a(n) __________________ in the area which covered the village.
5. The __________________ resulted in a metre of snow and damage to many houses in the town.
6. A massive __________________ destroyed a whole city as it blew through it.
7. A(n) __________________ burnt huge expanses of forest last summer.
A Complete the sentences with the gerund or the correct form of the infinitive. Use the verbs in brackets.

1. Is it worth ___________________ (talk) to her? She is stubborn and won’t change her mind.
2. The journalist was made ___________________ (answer) questions about his video by the local police officer.
3. We had better ___________________ (drop in) and see if Grandma is better.
4. John suggested ___________________ (issue) a bad-weather warning but his colleagues disagreed.
5. Will the publisher let us ___________________ (print) the article in the college newspaper?
6. Luckily, Susan remembered ___________________ (tune in) and listen to her favourite radio programme.
7. He would like ___________________ (write) a book about his hometown some day.
8. Are you tough enough ___________________ (get) close to the action?

B Circle the correct words.

Kilauea Volcano

Many islands have been made by volcanoes and (1) the most / the more often they erupt, the more the islands grow in size. Iceland and Hawaii are some examples of (2) so / such an amazing thing. The islands of Hawaii rose out of the sea as a result of volcanic activity on the ocean floor. The (3) largest / larger island – Hawaii consists of five volcanoes. One of the volcanoes on the island, Mt Kilauea, is still active and is the (4) more / most active volcano on earth. Since 1954 there have been 34 eruptions, and since January 1983, volcanic activity has been continuous.

This volcano is (5) so / such easy to reach that the Hawaii Volcano Observatory actually began doing research right on the mountain. It is also safe (6) too / enough for visitors to climb and for this reason it is the (7) most / too visited volcano in the world. The summit of the volcano is high because eruptions happen more frequently there than at other locations on the volcano. The future of Kilauea looks like the past. The more eruptions, the (8) highest / higher the volcano will go.

C Complete the second sentences so that they have a similar meaning to the first sentences. Use the words in bold.

   by
   The Richter scale ___________________ in 1935.
2. Columnists hate their editors telling them what to write.
   told
   Columnists hate ___________________ what to write by their editors.
3. When is Mark’s article supposed to be written?
   to
   When is Mark ___________________ his article?
4. They should issue a tornado warning.
   be
   A tornado warning ___________________.
5. They will have done the filming by this evening.
   will
   The filming ___________________ by this evening.
Making a Living

Reading: article, missing sentences
Vocabulary: work-related words, collocations & expressions, prepositions
Grammar: reported speech: statements, questions, commands and requests, reporting verbs
Listening: multiple matching
Speaking: talking about work, comparing photographs, considering alternatives
Writing: report, presenting factual information

The Rodeo begins!
Reading

A Describe the following jobs using these adjectives or any others you can think of. Would you like to do any of the jobs?

- boring
- dead-end
- exciting
- exhausting
- manual
- rewarding
- stressful
- well-paid

- doctor
- factory worker
- journalist
- nurse
- office worker
- photographer
- sales assistant
- teacher

B Work in pairs. Think of a job and get your partner to ask questions to find out which job it is. You are only allowed to answer Yes or No.

C Read the article about Michael Yamashita. Which sentence best describes Michael’s attitude toward his job?

- a. He finds it exciting.
- b. He thinks it’s well-paid.
- c. It is stressful most of the time.

Michael Yamashita, a photographer for National Geographic Magazine

A Life in Pictures: an interview with Michael Yamashita
by Sean Berringham

Michael Yamashita has combined his two passions of photography and travel for over 25 years as a photographer for National Geographic Magazine. In 1999, an assignment for a series of articles on Marco Polo took him from Venice through Iraq and Afghanistan to the islands of Southeast Asia. His other assignments have included travelling the length of the Great Wall of China and through Japan. To be a professional photographer, Yamashita says, it’s important to be ‘in the right place to get the right subject at the right time.’

‘Professional photographers are paid to be lucky!’ he notes.

Michael may be paid to be lucky these days, but he hasn’t spent the whole of his career as a photographer. I asked him how he had got interested in photography in the first place. ‘I spent four years in Japan in the early ’70s, and two of those years I was teaching,’ he replied. ‘There was a huge demand in Japan for English,’ he says. ‘And it was a great job. But the real reason I was there was to get in touch with my roots. Growing up in the United States with a Japanese name and face, I never really felt 100 percent American.’

So, after studying history in the States, I decided to go to Japan and have the experience of living there.

So what is the secret to Michael’s success? I was curious to know what he thought made a good photograph. ‘In the case of National Geographic Magazine, I like to call them ‘page stoppers’. They are pictures with such great visual impact that the viewer has to stop turning the pages. You’re arrested by the framing, the light, the colour, or the subject, and you stare at it. For me, that is an ideal picture.’

I asked him which photos from his career he was particularly fond of. ‘One time I was in a little village in Tajikistan, waiting to shoot something at sunrise for an article on Marco Polo,’ he said. ‘I was wandering about with nobody around when I saw a kid walking down the road. Then, more kids joined him. By then the sun was rising behind me. It was extremely bright, and focused on those kids. If you look at that picture, the shadow is right behind them. That means that they can’t see me because I’m in the glare of the sun. So, I got a very natural picture of them preparing for school in incredible light.’

So what drives Michael to achieve excellence in his field? He told me that there wasn’t much economic motivation given the difficulty in selling pictures, so I asked him what he thought it took to become a great photographer. ‘What it takes is basically passion.’

Especially today, with competition being what it is, to be a success you really have to eat and drink photography. It’s passion that drives you forward.’ And if there’s one thing that Michael Yamashita certainly has, it’s passion for his art.
Six sentences have been removed from the text. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence which you do not need to use.

A. Then, you're likely to read the captions and be drawn into reading the whole story.
B. But sometimes good fortune can play an important role.
C. I followed them, and they ended up in this schoolyard.
D. The more I got into photography, the more I loved it.
E. But he was never driven by material gain.
F. You have to be really obsessed by your craft.
G. We were the only Asian family in the town where I lived.

Get the meaning!
E. Replace the words and phrases in bold with others from the text that have the same meaning.

1. He had a job photographing the Great Wall of China. (para 1) ____________
2. Michael Yamashita isn't an amateur photographer. (para 1) ____________
3. He is crazy about photography. (para 3) ____________
4. A photographer needs a good representative. (para 3) ____________
5. This a picture that I am really taken with. (para 5) ____________
6. His reason for doing it is that he loves it. (para 6) ____________

What do you think?
- Do you think it's important to be passionate about your job?
- Apart from being passionate about your job is there anything else more important?
- What sort of jobs could you feel passionate about?
Vocabulary

A Circle the correct words.

1. Please welcome our main **spokesman** / **speaker** for tonight’s business meeting, Ms Sheila Grant.
2. The general manager used the promise of a company car as a(n) **bribe** / **incentive** to his sales team.
3. Oh, did I tell you that one of the **bonuses** / **perks** of the job is your own parking space?
4. In most western countries, workers receive a **pension** / **benefit** when they reach a certain age.
5. Graham was **retired** / **fired** for constantly coming in late.

B Match each sentence 1-6 with the sentence that logically follows a-f.

1. I wouldn’t advise you to take that **high-risk** job.
2. Before we can consider you for the job, we’ll need two **references**.
3. I believe I am a suitable **candidate** for the position.
4. Let me introduce you to one of my **colleagues**.
5. She really wants the **position**.
6. Hundreds of workers were made **redundant** last month.

<table>
<thead>
<tr>
<th></th>
<th>a. The company simply had no work for them to do.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. I have a diploma in social work as well as three years’ experience.</td>
<td></td>
</tr>
<tr>
<td>c. You could be seriously injured, and where would that leave your family?</td>
<td></td>
</tr>
<tr>
<td>d. Karen and I have been working together for years now.</td>
<td></td>
</tr>
<tr>
<td>e. It’s everything she’s ever wanted in a job: travel, money and glamour.</td>
<td></td>
</tr>
<tr>
<td>f. Perhaps you could get them from your previous employers.</td>
<td></td>
</tr>
</tbody>
</table>

C Choose the correct answers.

**Mechanic wanted**

Tom Stephens had only been working at the mine for four months when the union told the workers they were going on (1) **strike** indefinitely. Poor working conditions and very low weekly (2) **salaries** were what had led the union leader to make his decision. Tom had been (3) **unemployed** for nearly a year before he got this job. Now once again he was in a difficult situation as there would be no pay until the strike ended. How would he support his wife and children? Never one to give up, however, Tom began searching the newspaper’s employment section every morning for (4) **vacancies**.

While he came across countless adverts for (5) **work** it seemed paying jobs were a bit harder to come by. Then one day, when he had just about given up hope, he spotted an advert in the local paper for a mechanic. Despite having no skills in this profession, Tom went down to the (6) **employment agency** to apply for the job. To his surprise, he received a call a few days later inviting him for a(n) (7) **interview**. Tom and the garage owner, Doug Brown, hit it off immediately. After telling Tom that there was always room for (8) **hard workers** in his garage, Doug offered him the job. Tom gladly accepted.

D Do you agree with these statements? Compare your answers with a partner.

- ‘All work and no play, makes Jack a dull boy.’ (Anonymous)
- ‘Men, for the sake of getting a living, forget to live.’ (Margaret Fuller)
- ‘Nothing will work unless you do.’ (Maya Angelou)
- ‘Choose a job you love, and you will never have to work a day in your life.’ (Confucius)
Reported Speech: Statements

A When we report speech we usually move the tense back into the past. Complete the table.

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Reported Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Simple</td>
<td>Past Continuous</td>
</tr>
<tr>
<td>Past Simple</td>
<td>Past Perfect Simple</td>
</tr>
<tr>
<td>Past Continuous</td>
<td></td>
</tr>
<tr>
<td>Present Perfect Continuous</td>
<td></td>
</tr>
<tr>
<td>can, may, will, must</td>
<td>could, ________, would, ________</td>
</tr>
</tbody>
</table>

Be careful! Verbs in the Past Perfect Simple and Past Perfect Continuous and the modal verbs would, could and might do not change in reported speech.

Reported Speech: Changes in time and place

B We also usually change words that show time and place. Complete the table.

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Reported Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>now</td>
<td>that day</td>
</tr>
<tr>
<td>today</td>
<td>the previous day</td>
</tr>
<tr>
<td>yesterday</td>
<td>the following week/month</td>
</tr>
<tr>
<td>last week/month</td>
<td></td>
</tr>
<tr>
<td>tomorrow</td>
<td></td>
</tr>
<tr>
<td>ago</td>
<td>that/those</td>
</tr>
<tr>
<td>here</td>
<td>there</td>
</tr>
</tbody>
</table>

Be careful! Apart from the changes in tenses and words that show time and place, we also change pronouns and possessive adjectives if necessary.

Reported Speech: Questions

C Look at how these questions are reported and notice what changes occur.

'Does he earn a good salary?' I asked. I asked if/whether he earned a good salary.

'Why did you leave your job?' he asked me. He asked me why I had left my job.

Complete the rules.

We usually use the verb _________ to report questions. If a question begins with a question word, then we use it in the reported question. If a question doesn’t have a question word, we use _________ or _________ in the reported question. The word order changes when we report a question.


D Change the direct speech into reported speech.

1 'My sister wants to hire a photographer for her wedding,' she told her friend. She told her friend _________

2 'We’ve decided to apply for jobs abroad,' the couple said. The couple said _________

3 'She was working as nurse when I met her,' John said. John said _________

4 'Why was Tony fired?' I asked. I asked _________

5 'The employees are expecting a pay rise next month,' he said. He said _________

6 'When is this company going to hire more people?' he asked. He asked _________

7 'Does this man have the right qualifications?' asked the businessman. The businessman asked _________

8 'Mr Wilson may be promoted this month,' a colleague told me. A colleague told me _________

E Find the mistakes in the reported speech and then rewrite the sentences correctly in your notebook.

1 I asked when had he applied for that job.

2 The director said that the company had done well this year.

3 Tom told us that his parents had retired two years ago.

4 We asked John if he will get the job.

5 She said me the wages had been paid the previous day.

6 I asked where Jane can be.
**Listening**

**A Choose the correct answers.**

1. If someone says, 'My job is not exactly exciting', they mean it's ___.
   - a) quite boring
   - b) very exciting

2. If someone says, 'My job is very rewarding', they mean they ___.
   - a) get satisfaction from it
   - b) are well paid

3. If someone says, 'I’m passionate about my work', they mean they ___.
   - a) love their job
   - b) hate their job

4. If someone says, 'I only work because it’s necessary', they mean they ___.
   - a) choose to work
   - b) have to work

5. If someone says, 'I’d rather have a dangerous job than a boring one', they mean they prefer ___.
   - a) to take risks
   - b) to be bored

**B Listen to these speakers and circle a or b depending on which sentences are correct.**

1. a) The speaker earns a lot of money.
   - b) The speaker doesn't earn a lot of money.

2. a) The speaker thought the course was useful.
   - b) The speaker didn’t think the course was useful.

3. a) The speaker didn’t like his previous colleagues.
   - b) The speaker liked his previous colleagues.

4. a) The speaker was looking forward to the course.
   - b) The speaker wasn’t looking forward to the course.

5. a) The speaker thinks she'll find a similar job in the future.
   - b) The speaker doesn’t think she'll find a similar job in the future.

6. a) The speaker learnt a lot.
   - b) The speaker didn’t learn a lot.

**C You’ll hear five people talking about their jobs. For questions 1-5, choose from the list A-F how each person feels about their job. Use the letters only once. There is one extra letter which you do not need to use.**

1. Speaker 1
   - A) Regrets career choices made earlier in life
   - B) Only works because it's necessary
   - C) Has the career that he/she had always wanted
   - D) Doesn't need money, but works out of choice
   - E) Enjoys his/her job because it is helping others
   - F) Prefers to be bored at work than to take risks

2. Speaker 2

3. Speaker 3

4. Speaker 4

5. Speaker 5
Speaking

A  Work with a partner and answer these questions.
- What job would you like to have in the future?
- If you had to choose between a satisfying job and a well-paid one, which would you choose?
- Would you like to do some volunteer work? If so, where?

B  Look at the list of aspects of a job. Decide if they are advantages or disadvantages. Write A (advantages) or D (disadvantages).

1  stressful  5  disappointing
2  well-paid  6  tiring
3  exhausting  7  satisfying
4  rewarding  8  boring

C  Work with a partner and answer the questions about the photographs. One of you should be Student A and the other should be Student B. Remember to use the Useful Expressions.

Student A: Compare photos 1 and 2 and say how you think the people are feeling.

Student B: If you had to choose between working in business or in the medical field, which would you rather do? Why?

Student B: Compare photos 3 and 4 and say how these people’s jobs are different.

Student A: If you had to choose between working in computer sciences or in teaching, which would you rather do? Why?

Discuss these questions with a partner.
- Would you rather have a job that was dangerous or boring?
- What are some jobs that you think would be fun?
- Is experience or education more important when applying for a new job?
- Do you believe that some jobs are suitable only for men and some only for women? Why? Justify your answer with examples and reasons.

Close-Up

Don’t just give one-word answers. Answer the questions by giving reasons and expanding on your ideas. To make the discussion more natural, use expressions to give yourself time to think.

Useful Expressions

Considering alternatives
On the one hand, .... On the other hand, .... Although it’s true that .... you could also say .... Some might say .... but others think ....
Vocabulary

Collocations & Expressions

A Choose the correct answers.

1. If you work shifts, you work ______.
   a. part-time
   b. either during the day or night

2. When a company lays off workers, it ______.
   a. makes staff redundant
   b. hires more staff

3. When companies launch a new product, they ______.
   a. withdraw a new product from the market
   b. make a new product available to the public

4. If you reject an offer, you ______.
   a. decide the offer isn’t important enough for you to consider
   b. decide to accept it because it’s a good offer

5. If you need to take on staff, you ______.
   a. need more staff to complete the work you have
   b. need fewer staff to complete the work you have

6. When you get the sack, you ______.
   a. are told you’ve got a promotion
   b. are told to leave your job

B Complete the sentences using the collocations and expressions from A in the correct form.

1. John will ______ if he keeps on being late every day.

2. When companies ______, they always hope it will sell well.

3. We desperately need to ______ if we’re going to meet these deadlines.

4. The largest factory in the area is going to ______ half its employees!

5. Never ______ until you have thought it through properly.

6. Dad ______ – sometimes he works from 10 pm to 6 am, and sometimes from 6 am to 2 pm.

Prepositions

C Complete the sentences with the prepositions. Some prepositions can be used more than once.

about at by for in of on to with

1. We must find a solution ______ the staffing problem ______ all costs.

2. You can’t blame me ______ the company being ______ debt.

3. Sally’s reaction ______ the redundancies took me ______ surprise.

4. The company will provide you ______ a special uniform.

5. He’s been out ______ work for years. ______ fact, he hasn’t had a job since 2005.

6. ______ my opinion, people who don’t get to work ______ time don’t care ______ their job.

7. ______ behalf of my colleagues, I would like to congratulate you ______ your promotion ______ manager.

8. You must try hard if you want to succeed ______ reaching the top ______ your chosen career.

D Do you agree with these statements? Compare your answers with a partner’s.

- It is very important to do market research before launching a new product. Otherwise it might not sell.
- I don’t believe you should get the sack just for being late. It’s not a big deal, is it?
- If a person works on the night shift it will affect his/her health eventually.
**Reported Speech: Commands & Requests**

**A** Read these sentences and notice what changes occur in the reported sentences.

- 'Don’t be late for work!' his boss said. His boss told him not to be late for work.
- 'Fill in your details on this form, please,' the interviewer said. The interviewer asked me to fill in my details on the form.

**Complete the rules.**

We change the imperative in commands and requests to a **verb** in reported speech. We usually use ________ as the reporting verb for commands and we usually use ________ as the reporting verb for requests.

**Be careful!**

Remember that all other changes that occur when reporting statements also apply for commands and requests.

**Reported Speech: Reporting Verbs**

**B** *Tell, say and ask* are the most common reporting verbs. However, there are other reporting verbs that we can use to report what someone says more accurately. Read the example of direct speech and then tick which reported sentence sounds better. Why?

- 'I give you my word that I will help you,' she said. She promised to help me. [ ]
- She said she gave me her word that she would help me. [ ]

**C** Complete these sentences with *advised or refused*.

- 'I won’t accept that job offer,' he said. He _______ to accept the job offer.
- 'You should apply for the job,' he said. He _______ me to apply for the job.

**Be careful!**

The reporting verbs advise and refuse are followed by an infinitive. Other reporting verbs are followed by a gerund.

- 'I didn’t steal the money,' the young man said. The young man denied stealing the money.

**Read 9.4-9.5 of the Grammar Reference on page 173 before you do the tasks.**

**D** Change the direct speech into reported speech.

1. 'Make an effort to finish the report tomorrow,' he said. He ________.
2. 'Don’t forget to place an advert for the job vacancy,' she said. She ________.
3. 'Please be on time for our meeting this afternoon,' he said. He ________.
4. 'Don’t waste time surfing the Net during work hours,' the manager said. The manager ________.
5. 'Get in touch with the sales department for information,' the shop assistant said. The shop assistant ________.
6. 'Please make an appointment with the manager if you want to see him,' she told me. She ________.

**E** Change the direct speech into reported speech using these reporting verbs.

- advised  - apologised  - denied  - offered  - reminded  - suggested

1. 'I didn’t make a mistake in the report,' the accountant said. The accountant ________.
2. 'Remember to lock the door before going home,' he told me. He ________.
3. 'Let’s promote Mrs Jennings to manager,' said the director. The director ________.
4. 'Shall I call the applicant?' the secretary asked. The secretary ________.
5. 'I'm so sorry that I'm late for work again!' she said. She ________.
6. 'You should get a reference from your last employer,' she said to her brother. She ________.
Writing

Presenting factual information
When you write a report, you have to present factual information in a clear way with appropriate headings and a clearly stated aim. You usually have to discuss your observations about what has already happened and make recommendations for future action. As the report should be written in a formal register, you should try to present your ideas as objectively as possible without exaggerating or being too critical or enthusiastic. You should also avoid personal, colloquial language and use formal structures like the passive voice.

A Write H for heading, O for observation or R for recommendation.
1 It was felt that a reduction in working hours was necessary. □
2 The standard of training was very low. □
3 Working conditions □
4 One solution would be to take on extra staff. □
5 All employees should receive an increase in salary. □
6 Solutions and recommendations □

B Read the writing task below and underline the key words. How many things are you asked to do in the task? What are they?
You had a temporary position as a teaching assistant in a primary school as part of your college studies. Your college teacher has asked you to write a report on your experience focusing on health and safety matters because a number of accidents happened during your time there. She has also asked you to suggest some solutions. (120-180 words)

C Read the model report and circle the most appropriate words. Then put these headings in the correct place.

Health & Safety at Barnsley Primary School
A
The aim of this report is to say what (1) was wrong with / I didn't like about health and safety issues while I was working as a teaching assistant at Barnsley Primary School.

B
The most (2) serious problem with / horrible thing about health and safety was the lack of supervision of pupils. For instance, during breaks teachers (3) were rarely on duty / never hung out in the playground. Consequently, fights and accidents often happened.

C
(4) Furthermore, / And another thing, the school's day-to-day running caused concern. For example, the building was cleaned just before school began. As a result, four pupils and two teachers had serious accidents because they slipped on wet floors. Also, the school gates were left unlocked so that (5) anybody could walk in / outsiders could enter the school.

D
In conclusion, a safer environment for pupils and staff is very important. Two or three teachers should supervise pupils in the playground during breaks. Similarly (6) the gates should be locked / someone should lock the gates every morning. Finally, general cleaning should be done after school hours to prevent accidents.
Look again!

D Read the model report again and write T (true) or F (false).

1. The aim of the report is not clearly stated. □
2. The report covers all parts of the task. □
3. Two paragraphs have been used for observations. □
4. Similar ideas are dealt with together. □
5. The conclusion includes several recommendations. □

E Write the correct paragraph number from the model report next to these descriptions.

a. Discuss the most serious issue.
b. Sum up the main points and make some suggestions.
c. State the purpose of the report.
d. Discuss another issue.

F Complete the definitions with some of the Useful Expressions.

1. A ________________________ is the money an employee gets every month.
2. A ________________________ is a short rest during working hours.
3. ________________________ is the enjoyment a person gets out of his or her career.
4. ________________________ is the time you spend at work.
5. A ________________________ is something you receive in addition to your wages or salary.
6. ________________________ are times by which something must be done.

Over to you!

G Read the writing task below and make a paragraph plan for your report. Remember to present your information in a clear way and to use headings.

You had a summer job in a cafeteria, which you didn’t like at all. The manager has asked you to write a report about what could be done to make it a better place to work in. (120-180 words)

Useful Expressions

Recommending and suggesting
I suggest/recommend that ...
One solution would be to ...
It would be a good idea to ...

Work and working conditions
bad/good atmosphere
benefits/perks
bonuses
breaks
deadlines
facilities
job satisfaction
relationships with colleagues
salary
working environment
working hours

Close-Up
When writing a report, use formal linking words and phrases to connect your ideas. Furthermore, in addition, What is more and Moreover add information. As a result, Consequently and Therefore show a result. On the other hand, However, Although and Though introduce an opposite idea. For instance, For example and such as introduce examples of a previous idea. Finally, In conclusion, To conclude and To sum up bring the report to an end.
Before you watch

A  Discuss these questions.
   • Look at the photo of Mark Thiessen. He is a wildfire photographer. Can you guess what a wildfire photographer does and describe it?
   • What do you think are the good and bad points of Mark’s job?
   • What kinds of skills does a good photographer need?

While you watch

B  Watch the DVD and decide if these statements are true or false. Write T for true and F for false.
   1  National Geographic photographer, Mark Thiessen, gets to photograph wild animals.
   2  Every summer Mark drives east to photograph wildfires.
   3  A ‘fire whirl’ occurs when some of the flames start twisting together, creating a fire tornado.
   4  Mark’s goal is to photograph the people who have the tough responsibility of fighting fires.
   5  Mark thinks that the sight of trees damaged by fire can be quite beautiful, almost magical.
   6  Every time he finishes taking photographs of a fire, he feels tired and really depressed.

After you watch

C  Complete the summary of the DVD below using these words.

<table>
<thead>
<tr>
<th>majority</th>
<th>occupation</th>
<th>occur</th>
<th>opportunity</th>
<th>potential</th>
<th>race</th>
<th>responsible</th>
<th>significant</th>
<th>skilled</th>
<th>terrifying</th>
</tr>
</thead>
</table>

Mark Thiessen is a National Geographic photographer. The (1) ________ of his pictures are of things like dinosaur bones or people, but during the summer, he photographs forest fires. He drives quickly from place to place, interviewing firefighters and taking pictures. Wildfires frequently (2) ________ in the USA during the summer, and they are (3) ________ for people being injured or losing their homes.

Mark had known he wanted to be a photographer ever since he was a child. He used to listen to police radio messages at night and whenever he heard of fire, he would wake his mum and they would (4) ________ to see it. One of the reasons why Mark is so interested in fires is because they are unpredictable. He thinks that makes them interesting, but also absolutely (5) ________

Mark also has a second (6) ________; he is a(n) (7) ________ and capable wildland firefighter too – the perfect mix for being a wildfire photographer. When Mark is with the firefighters, he feels part of a team. A team that does a very (8) ________ job. Being near forest fires gives him the (9) ________ to take the best photographs. Even though Mark knows that fires have the (10) ________ to destroy a lot of land, he is amazed by their beauty.

D  Discuss these questions with a partner.
   • Some people risk their lives to make a living? Would you? Why? Why not?
   • Does it take a special type of person to do a dangerous job?
   • Being a wildfire photographer is a dangerous job. What other dangerous jobs can you think of?
<table>
<thead>
<tr>
<th>Reading:</th>
<th>article, multiple-choice questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary:</td>
<td>holiday- &amp; travel-related words, word formation &amp; phrasal verbs</td>
</tr>
<tr>
<td>Grammar:</td>
<td>conditionals: zero, first, second &amp; third, mixed conditionals, conditionals without if, wish &amp; if only</td>
</tr>
<tr>
<td>Listening:</td>
<td>multiple-choice questions</td>
</tr>
<tr>
<td>Speaking:</td>
<td>talking about holidays, decision making, stating preferences &amp; giving reasons</td>
</tr>
<tr>
<td>Writing:</td>
<td>article, adjectives</td>
</tr>
</tbody>
</table>
A Which of the following countries would you like to visit? Rank them from 1 to 8, (1=your favourite; 8=your least favourite). Which is the most popular and the least popular place with your classmates? Draw a bar chart to show the results.

<table>
<thead>
<tr>
<th>Country</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td></td>
</tr>
<tr>
<td>Iceland</td>
<td></td>
</tr>
<tr>
<td>Peru</td>
<td></td>
</tr>
<tr>
<td>Portugal</td>
<td></td>
</tr>
<tr>
<td>South Africa</td>
<td></td>
</tr>
<tr>
<td>Tahiti</td>
<td></td>
</tr>
<tr>
<td>Thailand</td>
<td></td>
</tr>
<tr>
<td>the United States</td>
<td></td>
</tr>
</tbody>
</table>

B Scan the article to find out what the average winter temperature is in Iceland.

Located in the North Atlantic Ocean, Iceland is Europe’s westernmost country, with the most northerly capital city in the world. Viking explorers migrated here from northern Europe more than a thousand years ago, when they established the world’s first parliament. The country’s national language can still be traced to the one spoken by the Vikings at that time.

Today, Iceland has a population of just over 310,000 people, spread over 100,000 square kilometres. Despite its small size, there are many reasons to visit this remarkable country. Most visitors’ first port of call is the country’s capital, Reykjavik, a small, clean city known for its colourful and stylish architecture. If you love culture, you’ll really enjoy this place. The city centre is full of shops, art galleries, cafés, and bookshops. In 2000, Reykjavik was awarded the title of Europe’s City of Culture, thanks to its impressive art collections and museums, and lively nightlife.

The good news for visitors is that Iceland’s temperatures are fairly mild, even in the winter when they stay at around 4°C. During winter months, nights are long, and the Northern Lights become visible, lighting up the night sky with a spectacular display. In summer, the country gets almost 22 hours of daylight, and native Icelanders and visitors alike enjoy partying outdoors until dawn.

But there’s much more to Iceland than partying. The country is one of the most volcanically active nations in the world, and there are a number of hot springs around the island. All are heated naturally by underground volcanic activity. In fact, energy produced by these springs is converted into electricity which provides power and heat for people’s homes and businesses. As a result, Iceland burns very little fossil fuel, such as oil and gas, and has some of the cleanest air in the world. If only every country could be like Iceland!

One of Iceland’s most popular hot springs is the Blue Lagoon, a huge lake of bright blue seawater just outside Reykjavik. Surrounded by volcanoes and lava fields, the Blue Lagoon receives more than 300,000 visitors a year. After a long day’s sightseeing or a long night of partying, visitors can relax in the lagoon’s steaming hot water, which has an average temperature of about 38°C. Some believe the waters are able to cure certain illnesses and improve skin quality.

There is a range of outdoor activities to enjoy elsewhere in the country, particularly along the coast. ‘Iceland is an adventure,’ said Sol Squire, whose Icelandic company organises adventure trips around the country. ‘We have Europe’s biggest glaciers. There are many active volcanoes as well. Skiing and cave explorations are great things to do.’ As long as you have basic caving knowledge and equipment, you can explore one of Iceland’s most popular attractions – the unusual lava caves, most of which formed 10,000 years ago. There are also ice caves for more experienced cavers. The best known ice caves are in Vatnajökull, a vast layer of ice which, at 8,000 square kilometres, is Europe’s largest glacier. It’s also situated just above an active volcano.
C Choose the answer (a, b, c or d) which fits best according to the text.

1. How are the hot springs of the Blue Lagoon heated?
   a) by the sun
   b) by volcanic activity
   c) by electrical power
   d) by fossil fuels

2. Where can you find strange rock formations?
   a) on the black-sand beaches
   b) in the city of Vik
   c) in the Thingvellir Valley
   d) in Reykjavik

3. Where is the mid-Atlantic fault most visible?
   a) Reykjavik
   b) The Blue Lagoon
   c) Thingvellir Valley
   d) Geysir

Tourists look down on the mid-Atlantic fault that runs through Thingvellir National Park.

---

D Complete the text below with these words.

architecture destination port of call scenery sightseeing vehicle

(1) _________ in India is amazing because the country is a land of contrasts. There’s the wonderful
(2) _________ of buildings like the Taj Mahal, as well as the stunning
(3) _________: tropical rain forests, deserts and beautiful beaches. Make New Delhi your first
(4) _________, then hire a(n)
(5) _________ to explore the rest of the country. It’s a great
(6) _________ for tourists.

---

What do you think?

What do these quotes mean? Do you agree with any of them?

- ‘Tourists don’t know where they’ve been, travellers don’t know where they’re going.’ (Paul Theroux)
- ‘The world is a book and those who do not travel read only one page.’ (St Augustine)
- ‘If you reject the food, the customs, fear the religion and avoid the people, you might better stay home.’ (James Michener)

---

Close-Up

When reading a factual text about a place, you can expect to see information about the following things: the geography (ie, where it is), the weather, its history, places to see and things to do. The questions you have to answer will mainly be about these things, so be prepared for detail questions.
The GIant's Causeway

So, being the world (1) traveller / visitor that you are, you think you’ve seen all the worthwhile (2) sites / positions the globe has to offer? Well, perhaps you should think again. Northern Ireland, and more specifically County Antrim, has a well-kept secret that it is more than willing to share with those tourists who like to get off the beaten (3) road / track.

Wherever you go in picturesque County Antrim, the scenery is delightful, but the Giant's Causeway in Moyle is not to be missed. Consisting of approximately 4,000 interlocking stone (4) rows / columns, the Causeway stretches from the base of the cliffs straight out into the sea.

Legend, and the Causeway's unique (5) formation / range, suggests that the 'stepping stones' were thrown there by the Irish warrior Finn McCool as a (6) way / method of travelling to Scotland to fight his enemy, Benandonner. Whether of natural or mythical origin, the Causeway is a must-see for all tourists or travellers.

---

B Label the pictures with these words.

backpack  caravan  coach tour  cruise  hiking  sightseeing

---

C Replace the words or phrases in bold with these words.

cuisine  currency  itinerary  resort  voyage

1. If you need to get some foreign money, go to the bank and get some.
2. I am looking forward to trying the local food when we get to Syria.
3. It says on the programme I got from our travel agent that we will be in Madrid on the 23rd of June.
4. Our journey by sea to England will be long, but don’t worry, there’ll be loads to do on the ship.
5. My grandparents spent their holidays at a very popular holiday place for tourists in the Canary Islands.

---

D Discuss these questions with a partner.

- Do you like trying the local cuisine when you travel to other countries?
- When travelling, do you like to have an itinerary or would you prefer to find your own way?
- Do you think it would be better for tourists if there was one world currency?
- If you had the choice, would you rather go on a cruise or a coach tour?
Grammar

Conditionals: Zero, First, Second & Third

A Look at these conditional sentences and answer the questions below.

Zero conditional: If you fly first class, you pay more money.
First conditional: If you choose this holiday, you’ll have a wonderful time.
Second conditional: If I went abroad every year, I would be very happy.
Third conditional: If I hadn’t slept in, I wouldn’t have missed my flight.

1 Which conditional is used to talk about hypothetical events or situations in the past? __________
2 Which conditional is used to talk about something that is likely to happen in the present or in the future? __________
3 Which conditional is used to talk about something that is unlikely to happen in the present or in the future? __________
4 Which conditional is used to talk about facts and general truths? __________

Mixed Conditionals

B A mixed conditional is where the two clauses in a conditional sentence refer to different times. Look at this mixed conditional sentence and answer the questions below.

If I had gone on the excursion, I wouldn’t be at school now.
1 Which conditional form is the if clause? __________
2 Which conditional form is the result clause? __________

Complete the rules.
We use a mixed conditional to express the present result of a hypothetical past event or situation. We form this mixed conditional with if + __________, + __________ + infinitive.

Read 10.1-10.5 of the Grammar Reference on pages 173-174 before you do the tasks.

C Complete the sentences with the correct form of the verb in brackets.
1 If you __________________________ a lot of hand luggage, you won’t get tired. (not take)
2 If the weather __________________________ nice, tourists have a great time sightseeing. (be)
3 If she __________________________ travelling, she wouldn’t go on so many holidays. (not like)
4 We __________________________ on the coach tour if Lisa had told us about it. (go)
5 When you __________________________ , the flight attendant gives you a boarding pass. (check in)
6 You __________________________ travel abroad if you don’t have a passport. (not be able to)
7 If I were you, I __________________________ Tahiti. (visit)
8 If Mum and Dad __________________________ the brochure carefully, they wouldn’t have been disappointed with the holiday. (read)

D Complete the mixed conditional sentence for each of the situations below.

1 Mum didn’t bring her driving licence, so she can’t hire a car.
   If Mum __________________________ her driving licence, she __________________________ a car.
2 They booked a package holiday, so they don’t have to pay extra for meals.
   If they __________________________ a package holiday, they __________________________ for meals.
3 We didn’t do any sightseeing, so we don’t know what the city is like.
   If we __________________________ some sightseeing, we __________________________ what the city is like.
4 We saved enough money, so we are able to afford a good hotel.
   If we __________________________ enough money, we __________________________ a good hotel.
5 Mum and Dad didn’t take us to Spain with them, so we’re here with Grandma.
   If Mum and Dad __________________________ us to Spain with them, we __________________________ here with Grandma.
### Listening

#### A Circle the odd ones out.

<table>
<thead>
<tr>
<th></th>
<th>hotel</th>
<th>deck</th>
<th>cabin</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>location</td>
<td>scenery</td>
<td>view</td>
</tr>
<tr>
<td>2</td>
<td>challenge</td>
<td>problem</td>
<td>experience</td>
</tr>
<tr>
<td>3</td>
<td>peaceful</td>
<td>exhausting</td>
<td>calming</td>
</tr>
<tr>
<td>4</td>
<td>flying</td>
<td>trekking</td>
<td>hiking</td>
</tr>
<tr>
<td>5</td>
<td>food</td>
<td>profits</td>
<td>refreshments</td>
</tr>
</tbody>
</table>

#### B Listen to these speakers and match them to the type of travel.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>a trekking</th>
<th>b cycling</th>
<th>c travelling by ship</th>
<th>d travelling by train</th>
<th>e flying</th>
<th>f driving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker 2</td>
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<tr>
<td>Speaker 3</td>
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<tr>
<td>Speaker 4</td>
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<tr>
<td>Speaker 5</td>
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<td></td>
</tr>
<tr>
<td>Speaker 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### C Now listen again and write down the words each speaker used that helped you find the answers in B.

1. 
2. 
3. 
4. 
5. 
6. 

#### D You'll hear people talking in eight different situations. For questions 1-8, choose the best answer, a, b or c.

1. You hear a woman talking. How is she feeling?
   - a patient
   - b excited
   - c annoyed

2. You hear a young woman talking. Why did she take the job?
   - a She wanted to enjoy the island.
   - b She wanted to work regular hours.
   - c She enjoys problem-solving.

3. You hear a young man talking about an adventure he went on. What was he surprised about?
   - a that they found some gorillas in the end
   - b how long the trek took
   - c that the guides didn't know where the gorillas were

4. You hear a man talking about a holiday resort. What is he describing?
   - a how beautiful the area is
   - b the changes that have taken place there
   - c what is planned for the future

5. You hear a teenager talking. Why didn't she enjoy her holiday?
   - a She didn't like the place.
   - b The weather was bad.
   - c She didn't like being with her parents.

6. You hear a man talking about a journey he's going to make. How will he travel?
   - a by train
   - b by ship
   - c by plane

7. You hear two people talking at an airport. What do they think is the most likely reason for the delay?
   - a bad weather
   - b lack of onboard refreshments
   - c a technical problem with the aircraft

8. You hear a young woman talking about a trip she made. Why did she set herself a challenge?
   - a because she doesn't like travelling alone
   - b because she doesn't like eating alone
   - c because she doesn't like meeting other travellers
Speaking

A Work with a partner and answer these questions.
- When was the last time you went on holiday?
- Do you prefer active or relaxing holidays?
- Would you prefer to stay at a hotel or camping site while on holiday? Why?
- Which country would you like to visit? Why?

B Look at the items below that someone might take with them on a camping holiday. Put them in order of how useful they are (1 = most useful; 8 = least useful). Then, discuss your answers with a partner, giving reasons for your choices.

1 suitcase □
2 first-aid kit □
3 laptop □
4 torch □
5 tinned food □
6 camera □
7 money □
8 toothbrush □

C Imagine that you and your friends are planning a camping trip for a week in the mountains. First, talk together about the different items that you could take with you. Then, decide which two are the most important ones. Remember to use the Useful Expressions.

Useful Expressions

Stating preferences
I think ... is much better than ...
To be honest, I’d prefer ...
I prefer ...ing to ...ing.
There’s no comparison. I’d much rather ...

Giving reasons
I say this because ...
The main reason for my saying this is that ...
One of the reasons I decided on ... is that ...
I chose ... because ...
I suggest ... because ...

Speak Up!

Discuss these questions with a partner.
- What are the advantages and disadvantages of travelling by plane in comparison with other means of transport?
- Do you think that everyone should travel to at least one different continent during their lifetime?
- Do you agree with the saying 'The journey is more important than the destination'? Why/Why not?
Vocabulary

Word formation

A Complete the sentences with the correct form of the words.

1. Which is the largest travel _______ in the UK? AGENT
2. The plane’s _______ was delayed by 30 minutes because of bad weather. DEPART
3. The flight attendant looked at our _______ passes as we got on the aeroplane. BOARD
4. The number of _______ visiting the Acropolis has dropped by 30% this year. TOUR
5. The Sagrada Familia in Barcelona is a perfect example of Gaudi’s _______. ARCHITECT
6. The weather was terrible during our flight, so it was no surprise that the _______ was bumpy. LAND
7. Greece is actually a very _______ country – you can go skiing and mountaineering there! MOUNTAIN
8. We weren’t very pleased with our _______ in France. The apartment wasn’t very well-equipped.

ACCOMMODATE

Phrasal verbs

B Match the phrasal verbs 1-8 to their meanings a-h.

1. get away  a. start a journey
2. check in  b. board a plane, train, etc.
3. drop off  c. arrive at a hotel and collect your key
4. set out  d. move from place to place
5. get on  e. take someone somewhere, usually in a car or other vehicle, and leave them there
6. put up  f. wave goodbye to someone leaving from an airport, station, etc
7. get around  g. to escape
8. see off  h. assemble or build something

C Complete the travel blog with the phrasal verbs from B in the correct form.

Hi guys! My name’s George and I’m on a round-the-world trip. I’ll be reporting on my progress here on my blog. If you have any good travel tips, be sure to post them!

**May 22nd: London**
Here we go! I’m at Gatwick airport waiting to (1) _______ the plane. My whole family came to (2) _______ me, but I was sad to leave them, but happy to be on my way!

**July 4th: Rome**
Tomorrow we’re going to see the Trevi Fountain and the Colosseum. We’ll have to (4) _______ early if we want to see everything though. The hotel bus will (5) _______ us in the city centre at 9 o’clock. Apparently, the best way to (6) _______ the city is on foot.

**May 23rd: Morocco**
I arrived at my hotel in Rabat at 6 am, but soon ran into trouble! I couldn’t (3) _______ the hotel until 2pm, so I had to wait for eight hours in the café opposite. Not a great start! 😞

**August 16th: Crete**
We desperately need some rest, so we’re on a small island off the coast of Crete to (7) _______ from the crowds. We have decided to (8) _______ our tents on the beach. It’s so peaceful here.

**The Trevi Fountain, Rome, Italy**

D Discuss these questions with a partner.

- Have you ever tried to put up a tent? Was it easy? What happened?
- Do you like to get away from the crowds on holiday, or do you prefer to be somewhere busy?
- Is there any interesting architecture in your country? What’s it like? Where is it?
- Do you like flying? Why?/Why not?
Grammar

Conditionals without if
A Read the sentences and answer the questions below.
  a We’ll set off early provided (that) you are packed and ready to go.
  b We won’t set off early unless you are packed and ready to go.
  c We won’t set off early unless you are packed and ready to go.

1 Do these sentences have the same meaning? ______
2 Which word could replace provided (that) and as long as? ______
3 Which words could replace unless? ______

B Now read these sentences and answer the questions below.
  a We have to set off before 6 o’clock, otherwise we will miss our flight.
  b Supposing our passports were stolen on holiday, what would we do?

Which word in bold?
1 means imagine? ______
2 means if we don’t? ______

C Look at these sentences and answer the questions below.
  a I wish/if only I knew where the museum was.
  b I wish/if only I had taken the guidebook.
  c I wish Patrick would stop talking during the tour.

Which sentence(s)
1 refers to the past? ______
2 refer to the present or to the future? ______ and ______
3 expresses dissatisfaction with another person’s annoying habits. ______

Complete the rules.
Wish/If only is followed by a past perfect tense to say that we would like a situation in the ______. to have been different. Wish/If only is followed by a past tense when a situation in the ______ is different to what we would like it to be. We use wish + noun/pronoun + ______ + bare infinitive to talk about other people’s annoying habits in the present.

Read 10.6-10.7 of the Grammar Reference on page 174 before you do the tasks.

D Complete the sentences with the correct form of the verbs in brackets.
1 They ___________ themselves at the campsite providing they like being out in nature. (enjoy)
2 As long as we ___________ the local customs, we won’t have any problems. (respect)
3 You must drive carefully, otherwise you ___________ an accident. (have)
4 Unless you ___________ through customs, you can’t board the plane. (go)
5 Providing Brian follows the track, he ___________ lost. (not get)
6 I’ll pack the suitcases as long as you ___________ the house before we leave. (tidy)
7 I ___________ to Japan unless you came with me. (not move)
8 Suppose you ___________ tired, would you go on the trek? (not be)
9 Supposing we ___________ earlier, would we have paid so much for our accommodation? (book)
10 Make a list of the things you need on the trip, otherwise you ___________ something. (forget).

E Look at the situations and complete the sentences using the words in bold.
1 Sam forgot her passport and now she’s stuck at the airport. forgotten
   Sam wishes she ___________ her passport.
2 I am trying to relax by the pool, but the children are making so much noise. make
   I wish the children ___________ so much noise by the pool.
3 Mum is always complaining that Dad works long hours at the travel agency. not
   Mum wishes Dad ___________ long hours at the travel agency.
4 We are on a guided tour of the Acropolis, but we can’t hear what the guide is saying. speak
   We wish the guide ___________ more loudly.
5 We are holidaying in France, but I can’t communicate in French. communicate
   If only I ___________ in French.
6 I am very upset because I lost my camera. lost
   If only I ___________ my camera.
Writing

Adjectives

Make semi-formal descriptive articles more appealing to the readers by using strong adjectives. As well as helping to paint a clearer picture of places, people and events, descriptive adjectives make your writing more interesting. Also, use compound adjectives as they can help you to describe something precisely without using too many words, which is important in magazine and newspaper articles.

A Match the adjectives with their meanings.

1. non-stop □
2. fun-packed □
3. picturesque □
4. world-famous □
5. idyllic □
6. breathtaking □

□ a known all over the planet
□ b very peaceful
□ c amazing, stunning
□ d full of activities we enjoy
□ e that doesn't end
□ f very pretty

B Read the writing task and then write T (true) or F (false) for each of the statements below.

You have seen this announcement in a travel magazine.

Fun in the sun!
Do you have a favourite holiday destination or resort? Write an article describing it and tell us why you'd recommend it for summer holidays. The best articles will be published in next month's issue.

1. You will write an article about a holiday disaster. □
2. You should probably focus on a warm place. □
3. You will describe your journey in detail. □
4. You should explain why others should go there. □
5. You should write about what you can do there. □

B Write your article.

C Read the model article and complete it with the adjectives 1-6 in A.

Funchal – a jewel in the Atlantic crown!

Madeira’s capital, Funchal, with its (1) ____________ buildings is a holiday destination full of surprises. If you only know the island for its (2) ____________ footballer Cristiano Ronaldo, you could be in for a pleasant surprise this summer.

There’s something for everyone in Funchal. Whether you want to relax by the pool all day or take up a water sport, the city won’t let you down. Go for a walk along the Lido Promenade with its wonderful public swimming pools, (3) ____________ botanical gardens and (4) ____________ views over the water. Or why not combine dining and socialising at one of the Lido’s many restaurants?

If you want (5) ____________ days, Funchal offers swimming with dolphins, surfing or paragliding from its sunny beaches. At night, it’s (6) ____________ partying as holidaymakers can enjoy the city’s nightlife. You can experience all this and more in Madeira’s capital, making it an ideal place for a holiday.

If you still haven’t booked your holiday this summer, then make for Madeira. It lives up to even the highest expectations.
Look again!

D Read the model article again and answer the questions.

1. Which place is the article about?
2. What can you do there?
3. Has the writer tried to attract people to the resort?
4. Which features attract you most? Why?

E Write the correct paragraph number from the model article next to these descriptions.

a. Sum up and recommend readers visit holiday destination.
b. Describe what resort offers very active people.
c. Describe activities for all tastes.
d. Introduce the resort saying where it is and what it's famous for.

F Look at the Useful Expressions and write P (Positive) or N (Negative) next to each one.

Over to you!

G Read the writing task below and make a paragraph plan for your article. Remember to use a variety of adjectives to make your article more appealing to readers.

You have seen this announcement in a travel magazine.

Wish you weren’t here!

Are you a fan of activity holidays, but have had a really bad experience while on holiday? Write an article describing it and tell us why you wouldn't recommend it to others. The best articles will be published in next month’s issue.

Write your article. (120-180 words)
Before you watch

A The Ramblas is a famous street in the Barcelona city centre. This is where many of the artists and musicians of the Spanish city gather to entertain people.
Look at the statements about the Ramblas below and write T for true or F for false.

1 Cars can’t travel on the Ramblas.  
2 It is lively and dynamic from early morning until midday.  
3 Only Spanish musicians are allowed to perform on the Ramblas.  
4 There are flower shops on the Ramblas.  
5 There are thieves on the street.

While you watch

B Watch the DVD and see if your answers in A are correct.

C Watch the DVD again and circle the words you hear.

1 The unique and stimulating / fascinating atmosphere of this Mediterranean city makes visitors feel like they’re attending a party that never ends.
2 That makes it very enjoyable, at least for me, and inspiring / moving too.
3 On the Ramblas, exciting and astonishing / remarkable things just seem to happen in an impromptu fashion, without any need for practice.
4 In Barcelona, a gangster statue on a dais in the street is a common sight / spectacle.
5 This often shocks bystanders / onlookers and results in laughter from spectators.

After you watch

D Complete the summary of the DVD below using these words.

avenue contemporary convincing port make-up passers-by practice stalls

One of the most beautiful and interesting places in Barcelona is the Ramblas. This wide, pedestrian-only (1) runs through the middle of the city and ends at the (2) . It is lined with trees, cafés and market (3) . The performers who gather there make it even more special. There are musicians playing (4) music from all over the world. They are joined by actors who present theatrical pieces which sometimes include people passing by. And all this is done without preparation. They don’t seem to need any (5) – they just do things on the spot. There are also dancers and circus artists. Perhaps the most unusual performers on the Ramblas are the human statues. A human statue dresses as a character and applies (6) to every inch of the body that is exposed – this is often silver or gold. The person then stands very still in the middle of the Ramblas pretending to be a statue. The performance is so (7) that people sometimes don’t notice that the statue is a real performer. Then, when a human statue suddenly moves, bystanders and (8) are usually shocked. This makes everybody laugh. Life on the Ramblas is never boring. Barcelona is a lively city, full of excitement and fun.

E Discuss these questions with a partner.

- Imagine you are a street performer or a human statue on the Ramblas. What do you think your day would be like? How would you feel? Would you enjoy it?
- Do you enjoy busy streets with lots of shops and a lively atmosphere? Why?/Why not?
Vocabulary

A  Circle the correct words.

1. Our flight to Reykjavik is at 1 o'clock, but what time do we have to check in / get away?
2. If you don’t start to concentrate on your job, you’ll get out of work / the sack.
3. l always prefer to have a(n) destination / itinerary when I’m travelling, so I know all the stages of my journey.
4. She doesn’t just want a non-stop / dead-end job – she wants a promotion and a career.
5. Our flight was very pleasant, but the landing / departure in New York was really rough.
6. Unfortunately, lots of workers were made redundant / unemployment last month.
7. In some places abroad, you can use dollars to buy things, but usually you must have the local vacancy / currency.
8. We must stop him from visiting this dangerous region at / in all costs.
9. Are you going to try the local super / cuisine while you’re travelling in Asia?
10. The first port of tour / call on our Greek Islands cruise is Santorini.

B  Complete the sentences using these words.

1. The manager looked at Tracy’s job _____________ and thought she might be suitable for the position.
2. The Andes are a huge mountain _____________ in South America.
3. Your _____________ is really heavy! What are you carrying in it?
4. The kind of lifestyle you can afford depends very much on your _____________.
5. I managed to get off the beaten _____________ on my holiday and spend most of it on remote beaches.
6. They want to take on new _____________ at my company, so why don’t you apply?
7. A(n) _____________ through space to other planets might be a new kind of tourism in the future.
8. He only had one letter of _____________ from a previous employer, which wasn’t enough.

C  Complete the sentences with the correct form of the words in bold.

1. Jake warned me to be prepared for lots of _____________ when looking for a job. REJECT
2. Do you enjoy _____________ in the mountains? HIKE
3. There are many types of _____________ to choose from if you visit the UK. ACCOMMODATE
4. There is an amazing rock _____________ along the coast very near here. FORM
5. Our manager needs a new _____________ to help him out with his workload. ASSIST
6. Excuse me. Do you work here in the museum, or are you a(n) _____________? VISIT

D  Choose the correct answers.

1. The tourists set _____________ at 8 o’clock in the morning.
   a of  b out  c on
2. Tom can drop you _____________ at work because he is going in that direction.
   a in  b on  c off
3. When you check _____________ at the hotel, you must show your passport.
   a up  b in  c by
4. Unfortunately, the company has had to lay _____________ more employees this month.
   a up  b in  c off
5. Whenever I go camping, it takes me ages to put _____________ my tent.
   a up  b in  c at
6. We are going to the airport with John because we want to see him _____________.
   a on  b off  c back
A Change the direct speech into reported speech.

1. 'I dropped Sandy off at the airport yesterday,' Penny said.
   Penny told me

2. 'They're going to interview me tomorrow,' Jason said.
   Jason said

3. 'Will you try the local cuisine on holiday?' I asked Angela.
   I asked Angela

4. 'Why did you set off so late for the airport?' Tom asked us.
   Tom asked

5. 'Can you work shifts this week?' the manager asked me.
   The manager

6. 'Don’t forget the tickets!' I said to my son.
   I told my son

7. 'You should ask about the perks of this job,' my friend said.
   My friend advised me

8. 'I have already done all the sightseeing I want this week,' explained Annie.
   Annie explained

9. 'I give you my word that I will give you a pay rise,' our manager said.
   Our manager promised

10. 'You should always get to work on time in the mornings,' Terry said to me.
    Terry advised

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

1. What kind of job _______ (you / do) if you had a choice?

2. If I _______ (apply) for this job, I would have regretted it.

3. I wish I _______ (go) on that sightseeing tour yesterday.

4. They _______ (pay) our wages at the end of the week if they can.

5. We would have congratulated John on his promotion if we _______ (see) him.

6. If only I _______ (not be) ill on the boat.

C Choose the correct answers.

1. As long as you _______ looking at architecture, you'll love this tour.
   a enjoy   b enjoyed   c had enjoyed

2. If only we _______ a nicer hotel!
   a found   b had found   c would find

3. _______ there isn’t too much traffic, we’ll arrive on time.
   a Provided that   b Unless   c Otherwise

4. We will miss our flight _______ we set off now.
   a if only   b otherwise   c unless

5. If you are a professional photographer, you _______ good cameras.
   a used   b would use   c use

6. If we _______ late, we would have finished the project.
   a had worked   b worked   c will work
Crime Time

Reading: fact sheet, multiple-choice questions
Vocabulary: crime-related words, collocations & expressions, prepositions
Grammar: relative clauses: defining & non-defining, participle clauses
Listening: multiple-choice questions
Speaking: talking about crime, problem solving, suggesting alternatives
Writing: essay, brainstorming

A burglar breaking into a residential building
**Crime Time**

**Reading**

A  Who are these people? Write G for good guy or B for bad guy. What do they do?

1. judge  
2. convict  
3. arsonist

4. detective  
5. vandal  
6. guard

B  Quickly read the text. Who doesn't pay to get into Littledean Jail? Where did you find this information?

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**LITTLEDEAN JAIL**

Littledean, Nr. Cinderford, Royal Forest of Dean, Glos. GL14 3NL  
Tel: 01594 826659

Known as the ‘Alcatraz of the Forest’ due to its location in the Forest of Dean, Littledean Jail is now home to a unique museum of crime.

**History & mystery**

When it was originally built in 1791, Littledean was the most up-to-date prison of its time. In 1854 the jail became a police station and from 1874 it also served as a court house. The police station was closed in 1972 and the last court session was held there in 1985. The following year it was sold to an insurance company. Then, in 2003, the jail was bought by its present owners, who had it turned into their home and a museum to house one of the world’s largest private collections of crime memorabilia.

Littledean Jail has the reputation of being one of Britain’s most haunted buildings. Since it opened, the jail has attracted the interest of many ghost hunters and investigators of the paranormal who have witnessed some very unusual events. On one occasion, museum exhibits started shaking, lights began flickering, and then there was a complete loss of power. Some people say they have actually seen ghosts there!

**What to see at the jail**

- The largest private collection in the UK of British and foreign police items and equipment, including police weapons and uniforms
- Exhibits on well-known crime characters from books, television and cinema
- A model of Littledean Jail that has been created from 56,000 matches

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**Admission prices**

- Adults £7
- Pensioners £5.95
- Children (8-16) £4.95; under 8s free
- Family £21

If you’re 100 years young or over, then admission is FREE!

**Opening times**

Open from Easter to the end of October:
- Thursdays to Sundays & Bank Holiday Mondays
- Day visits from 10 am to 5 pm (last entry 3.45 pm)

Occasionally special tours and evening visits for groups of 20 or more can be arranged, but only by kind permission of The Jailer. (He’s only a little scary!) Visits from schools and colleges are also welcome, but students must be under strict supervision, as The Jailer has been known to lock troublemakers in the spare cells!

**How to get there (and escape!) & parking facilities**

The jail is just 20 minutes from Gloucester and forty-five minutes from Bristol by road. Cross the Severn Bridge at Chepstow and then head down the A48 to get there.

Cars can be parked at the entrance to the jail while coaches can drop off passengers at the special bus stops. These are situated approximately 80 metres from the entrance to the jail on either side of the road.
C Read the questions below and then look at the article for the answers.

1 What is Littledean Jail used as now?
   a a jail and a police station
   b a family home and a museum
   c a court house and a jail
   d a police station and a family home

2 When can you visit Littledean Jail?
   a on some Mondays
   b every Tuesday
   c all day Wednesday
   d Fridays throughout the year

3 What can't be seen at Littledean Jail?
   a a swordfight
   b a model of the jail
   c uniforms
   d weapons

4 What should a large group do to visit the jail at night?
   a call beforehand
   b arrive before 3.45 pm
   c get there in the morning
   d have supervision

Places to stay, eat and visit nearby

The Forest of Dean: an area of great natural beauty with lots to see and do and a range of accommodation to suit every pocket. In the forest, not only can you see the beautiful scenery, but you can also visit the local butterfly museum or enjoy a meal in one of the wide variety of restaurants in the area. For the more active visitor, there are walking tours, caving, bike riding – you can even go fishing or play golf.

Littledean Hall: This is a grand house which dates back at least 400 years and, like the jail, is said to be haunted. In fact, it's thought of as one of the most haunted houses in England! People have reported seeing ghosts in the house and grounds. One of the scariest parts of the house is the blue bedroom. Legend has it that two brothers killed each other in a swordfight over a lady, and visitors have reported hearing the sound of a swordfight, as well as numerous sightings of a lady in white.

Get the meaning!

D Complete the definitions with these words.

<table>
<thead>
<tr>
<th>court house</th>
<th>investigator</th>
<th>jail</th>
<th>reputation</th>
</tr>
</thead>
<tbody>
<tr>
<td>supervision</td>
<td>weapon</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 The opinion that people have about you, which is based on your past actions or character, is known as your _________.

2 An _________ is a place where those who have committed a crime are sent to for punishment.

3 An _________ is something that is used to physically hurt another person.

4 When someone watches a person and makes sure that everything they do is correct or safe, that is known as _________.

5 The place where criminal cases are dealt with and people are found to be guilty or innocent is an _________.

6 An _________ is like a detective; he or she tries to find out who is guilty of a crime.

What do you think?

- Is there a lot of graffiti in your area?
- Do you think graffiti is art or vandalism? If the walls of your building were spray-painted, how would you feel?
- What do you think should happen to teenagers who are caught spray-painting buildings?
Vocabulary

A Circle the odd ones out.
1 prosecution defence theft
2 rob murder steal
3 sentence alibi excuse
4 verdict complaint decision
5 try find guilty convict
6 burglar pickpocket detective
7 lawyer judge defendant
8 evidence court proof

B Circle the correct words.
1 If you break / commit a crime, be prepared to suffer the consequences.
2 The judge ordered the defendant to pass / serve a sentence of no less than ten years.
3 Large stores often employ security guards to prevent shoplifting / graffiti.
4 I’m innocent! What motive / clue would I have for breaking into my own house?
5 We feel safer knowing that there are police officers on foot, guarding / patrolling the streets of our town.
6 Billy has to do ten weeks’ community / social service to pay for his crime.

C Complete the sentences using these words.

According to the news, his ___________ from prison is scheduled for next Tuesday.
An eye-___________ has been found who will appear in court.
The crime _____________ was sealed off by police officers.
This _____________ was the shortest I’ve ever attended; it was over in two days.
Somehow, the suspect managed to slip out of his ___________ and escape.
This is the most difficult ___________ I’ve ever had to deal with, but I think we’ll win when it goes to court.

D Read what different students say about crime.
Do you feel the same? Discuss your answers with a partner.

- ‘I’d really like to have a career that was somehow associated with law or fighting crime. I think it would be very exciting to work for the defence in important cases, especially if you managed to clear an innocent person’s name. It would never be boring, that’s for sure!’
- ‘I think that some criminals, not the really violent ones obviously, should be made to do community service rather than having to go to jail. The prisons are overcrowded and it costs us a lot to pay for prisoners who serve their sentences in prison.’

11 Crime Time
Relative Clauses: defining & non-defining

A Look at these sentences and write the relative pronouns next to the correct uses.

The criminal who/that was given a life sentence broke down in court.
The famous actress whose house was burgled is afraid to go home.
This is the prison where the convict is held.
The painting which/that was stolen from the museum is very valuable.
I will never forget the day when my car was stolen.

1 __________ or __________ refer to people
2 __________ or __________ refer to things
3 __________ is used to show possession
4 __________ refers to a period of time
5 __________ refers to a place

B Read these sentences and underline the relative clauses. Then answer the questions.

1 The lawyer who defended the criminal is the best in the country.
2 The lawyer, who defended the criminal, is the best in the country.

a In which sentence is the relative clause necessary in order to understand the main clause? __________
b Is this a defining (D) or a non-defining (ND) relative clause? __________
c In which sentence can who be replaced with that? __________

C Complete the rules.

__________ relative clauses give essential information about the subject or object of the sentence, and who and which can be replaced by _____________.
__________ relative clauses give extra information about the subject or object of a sentence. This information isn’t necessary for the sentence to make sense. It is separated from the rest of the sentence by _____________.

D Circle the correct words.

1 Arson, which/that is a very serious crime, was the reason for the fire.
2 The members of the jury who/when we talked to were very nervous.
3 Tim’s father, who/whose car was stolen, has reported the theft to the police.
4 The area which/where the crime was committed has been sealed off by police.
5 The day when/where the prisoner came out of jail was a great day for his family.
6 The detective that/whose solved the crime was given an award for his amazing work.

E Choose the correct answers.

The Hall of Shame

Get some laughs from these true stories about stupid criminals (1) __________ were found out because they lacked common sense.

One criminal (2) __________ said he’d never attacked anyone wrote a rap song (3) __________ was about a crime (4) __________ he had committed. He even named his victim. Now this bad guy is singing the blues – the jailhouse blues!

A cashier will never forget the day (5) __________ a thief came into the shop (6) __________ he worked and demanded all the money in the cash drawer. The thief didn’t like the amount of money (7) __________ he got, so he tied up the employee. Then, he got behind the counter and pretended to be an employee to get more money. Unfortunately for him, the police showed up a few hours later and arrested him.

A convicted man (8) __________ lawyer managed to work out a deal had to pay a $9,600 fine rather than serve a prison sentence. How do you think this man tried to pay the fine? He gave a forged cheque! He got ten years in prison.

A woman (9) __________ was reporting to the police that her car had been stolen, mentioned that there was a car phone in it. The policeman taking the report called the car phone and told the man (10) __________ answered that he had read an ad in the newspaper and wanted to buy the car. They arranged to meet, and the thief was arrested.

1 a who b which c whose
2 a which b when c who
3 a when b who c which
4 a that b when c whose
5 a that b who c who
6 a which b where c when
7 a when b where c which
8 a whose b which c who
9 a whose b who c -
10 a - b that c which

Read 11.1-11.3 of the Grammar Reference on page 174 before you do the tasks.
11 Crime Time

Listening

A Match the collocations.

1. turn ___ a for work
2. look ___ b a crime
3. get ___ c the law
4. commit ___ d to crime
5. break ___ e into trouble

B Listen to these speakers and circle the correct words.

1. The speaker is describing something positive / negative.
2. The speaker is talking about a(n) failure / achievement.
3. The speaker is talking about something that's very likely / unlikely to happen.
4. The speaker is talking about someone who is disabled / dead.
5. The speaker is forcing / encouraging someone to report a crime.

C You'll hear an interview with a youth leader about the work done at his youth centre. For questions 1-7, choose the best answer, a, b or c.

1. lan says that the main purpose of the youth centre is to
   a. help young people find work.
   b. help young people to spend their free time positively.
   c. encourage young people to do well at school.

2. lan says people are less likely to commit a crime if
   a. they do a lot of activities like sports.
   b. they have a good CV.
   c. they have a sense of achievement.

3. What does lan say is often the start of young people's attitude problems?
   a. doing badly at school
   b. having parents who are too busy
   c. having the wrong friends

4. What is lan's attitude to graffiti?
   a. He thinks it's just vandalism.
   b. He thinks it can be artistic.
   c. He thinks it's less serious than other crimes.

5. lan says that many young people at the centre
   a. have committed a crime.
   b. know people who have committed a crime.
   c. get arrested by the police.

6. lan says the police
   a. often make things better for the young people.
   b. have a bad relationship with the young people there.
   c. are usually unfair.

7. What did the young people at the centre find particularly challenging at first?
   a. planting trees to help the local environment
   b. having to work together with local people
   c. mixing with disabled people at the youth centre
Speaking

A Work with a partner and answer these questions.
- Do you think your hometown has high crime levels? What sorts of crimes are committed there?
- Have you ever witnessed a crime? What happened?
- What kind of crimes do you think young people are most likely to commit?

B Read the task in C below and on page 190 with your partner. One of you should tick the items below which describe what Student A will have to do and the other should tick the items which describe what Student B will have to do.

1. listen to your partner carefully
2. think about all people involved
3. say how old the people are
4. ask questions
5. explain what the problem is
6. give advice

C Work in pairs. Student A should look at the pictures and use the information below. Student B should look at the pictures and use the information on page 190. Remember to use the Useful Expressions.

Student A: Ask these questions to find out what your partner’s problem is and then give your partner some good advice.
- What is the problem?
- What are the options?
- What are the disadvantages of each option?

Close-Up
When giving your opinion, remember that there is no right or wrong answer. You can choose one of the options given to you or you can come up with another option that you have thought of yourself.

Useful Expressions
Suggesting alternatives
Instead of ..., he/she could ...
If I were him/her, I'd ...
What about ... -ing?
... might be one way round the problem.

Speak Up!
Discuss these questions with a partner.
- Why do you think people commit crimes?
- What do you think ordinary people can do to help reduce crime?
- What are the most and the least serious crimes you can think of?
Vocabulary

Collocations & Expressions

A Answer the questions.

1. If something is against the law, are you allowed to do it?

2. If the police place a thief under arrest, do they tell him or her to go home?

3. If you have a police record, have you ever committed a crime?

4. If you break the law, are you doing something wrong?

5. If you are helping to tackle crime, are you a criminal?

6. If you plead guilty to a crime, are you saying you’re innocent?

7. If you solve a case, have you been successful?

8. If somebody tells you to mend your ways, are they asking you to help them commit a crime?

B Complete the sentences with the collocations and expressions from A.

1. It’s unlikely he’ll get a job as he has a ____________________________.

2. She was placed ____________________________ in England, so make sure you put any rubbish you’ve got in the bins provided.

3. If you don’t ____________________________, you may find yourself in real trouble.

4. We can help ____________________________ in our road by forming a Neighbourhood Watch scheme.

5. The new detective will never be able to ____________________________ if he doesn’t try harder.

6. Her lawyer told her to ____________________________, Officer. I just didn’t realise that I shouldn’t park my car here.

7. Crime Scene Investigator

Most of us are familiar (1) with / within Crime Scene Investigators, or CSIs, because we see them in various television series all the time. They are usually seen driving around a big city in big cars wearing designer clothes. This glamorous image is far from the reality (2) off / of being a CSI though, which can be very unpleasant and even dangerous.

Crime Scene Investigators work (3) at / with police officers to investigate serious crimes. They are (4) among / about the first people to arrive at a crime scene. They are responsible (5) from / for collecting and interpreting any evidence they can find that may help catch the criminals involved.

It’s true to say that it takes a special kind of person to be a CSI. They have to be patient and methodical, and also be able to pay very close attention (6) to / toward detail. CSIs must never hurry, even when they’re (7) in / under pressure. This is because if they rush (8) between / through a job, they may miss a tiny piece of evidence which could solve the case. And that really would be a crime!

D Do you agree with these statements? Compare your answers with a partner’s.

- I think it’s important to try to tackle crime as it will make our towns safer.
- If a teenager has a police record, his or her life is ruined.
- When parents tell their kids to mend their ways, it just makes things worse because young people never listen to their parents.
There are two kinds of participles. The present participle (verb + -ing) and the past participle (verb + -ed or irregular form). We can use participles in participle clauses to make sentences shorter. Read the sentences and underline the verbs and the participles. Then, answer the questions below.

1. a. The policeman looked around the crime scene and the policeman found a weapon.
   b. Looking around the crime scene, the policeman found a weapon.
2. a. The man was found guilty and he started to cry.
   b. Found guilty, the man started to cry.

**In sentence 1a, are the verbs in the active or the passive voice?**

**In sentence 1a, is the subject of both verbs the same?**

**In sentence 2a, is the verb find in the active or passive voice?**

**In sentence 2a, is the subject of both verbs the same?**

Complete the rules.

Present and past participles can replace the subject and the verb in a sentence if the subject of both clauses is the _______. We use a present participle if the verb is __________, and a past participle if the verb is __________.

**Rewrite each sentence using a suitable participle to replace the words in bold.**

1. When we opened the bag, we found some stolen goods.

2. The woman who was caught shoplifting started crying.

3. The prisoner was injured while he was trying to escape.

4. The judge who was chosen for the court trial has a good reputation.

5. We were woken up by a truck that was passing outside our house.

6. They found lots of evidence and they arrested the man.

7. Who are those people who are waiting outside the police station?

8. The police caught the thief on the road which joined the two villages.

9. The crime which had been investigated for years was never solved.

10. He was sentenced to ten years in prison and he will be 54 when he gets out.

We can also use a participle to replace a relative pronoun and verb. Read these sentences and underline the relative clauses in sentences 1a and 2a, and the participles in sentences 1b and 2b. Then, answer the questions below.

1. a. They took the man who had been arrested to the police station.
   b. They took the man arrested to the police station.

2. a. The girl who wants to speak to the lawyer is my sister.
   b. The girl wanting to speak to the lawyer is my sister.

**In sentence 1a, is the verb in the relative clause active or passive?**

**In sentence 1b, which word is the participle?**

**Which words in sentence 1 does it replace?**

**In sentence 2a, is the verb in the relative clause active or passive?**

**In sentence 2b, which word is the participle?**

**Which words in sentence 2 does it replace?**

Read 11.4 of the Grammar Reference on pages 174-175 before you do the task.
Write an essay discussing the pros and cons of community service for young offenders.

In the past, criminals were either sent to prison or given a fine, depending on how serious their crime was. Today, doing community service is an alternative form of punishment. Is it a good way to deal with young offenders though?

Write an essay discussing the pros and cons of community service for young offenders.

C Read the model essay and underline any of the advantages and disadvantages from A.

Teenage crime is an unfortunate fact of life. The question is, though, is community service for young offenders a good idea?

To begin with, there are many benefits of community service. Community service makes sure young offenders are punished and benefits others at the same time. It takes away their freedom and it makes them think about their role in society. For example, cleaning up public areas or looking after people in the community force young offenders to put other people’s needs before their own.

On the other hand, community service has its disadvantages. If dangerous criminals are allowed to live in society, people might be at risk. Furthermore, young offenders who only receive community service may not think that it’s a serious punishment, and they won’t be put off committing other crimes in the future.

In conclusion, I think community service should only be used for criminals who are not dangerous and take it seriously as a punishment. Consequently, each case must be judged individually to make sure that the punishment given is suitable for each criminal.
Look again!

D Read the model essay again and answer the questions.
1. Does the introduction rephrase the wording in the task?
2. Has the writer included all the arguments from A? Why/Why not?
3. Which words and phrases are used to link ideas in the essay?
4. Has the writer given a balanced view of the pros and cons?
5. Where is the writer’s personal opinion expressed?

E Match.
1. Paragraph 1    a. Discuss the arguments against.
2. Paragraph 2    b. Sum up and state your opinion.
3. Paragraph 3    c. Discuss the arguments for.
4. Paragraph 4    d. Introduce the topic to be discussed.

F Look at the Useful Expressions and choose the correct answers.
1. The offender was sentenced ___ twelve months in prison.
   a. to      b. in      c. for
2. Some punishments can cause more harm than ___.
   a. benefits   b. advantages   c. good
3. People who ___ the law should be punished.
   a. commit   b. break   c. prevent
4. The first-time offender was let off with ___.
   a. a crime   b. a warning   c. the law
5. What are the arguments for and ___ prison sentences?
   a. cons   b. disadvantages   c. against

Useful Expressions

Advantages and disadvantages
benefit
pros and cons
for and against
have (its) advantages/disadvantages
be a waste of time
cause more harm than good

Discussing crimes
the punishment fits the crime
a fine
a prison sentence
a warning
community service
be sentenced to . . . months/years in prison
be guilty/innocent of
be let off with a warning
break the law
commit a crime
tackle/prevent crime

Over to you!

G Read the writing task below and make a paragraph plan for your essay. Remember to brainstorm for ideas and then to group-related ideas together.

Your English teacher has asked you to read the extract from an article below and then to write an essay.

Write an essay discussing the pros and cons of giving harsh sentences to first-time offenders. (120-180 words)

Close-Up

In for and against essays, state your opinion in the conclusion. If you agree with both sides of the argument to some extent, then you can say so. However, you should clearly state the reason why you feel that neither side is always right.

Years ago, first-time offenders were given a prison sentence. Giving them a really tough punishment the first time they committed a crime meant they were less likely to offend again. Maybe today’s young criminals would mend their ways more easily if they were given harsher sentences.

Write an essay discussing the pros and cons of giving harsh sentences to first-time offenders. (120-180 words)
Before you watch
A Discuss these questions.
• What kinds of animals would you expect to find in an animal rescue centre?
• Are there animal rescue centres in your country where you could take an animal?
• Would you like to volunteer to work in an animal rescue centre? Why? / Why not?

While you watch
B Watch the DVD and decide if these statements are true or false. Write T for true and F for false.
1. The animals at the Phnom Tamao Rescue Centre were all legally traded before they arrived there. [ ]
2. The Mobile Unit is working to stop poaching. [ ]
3. The government of Cambodia isn’t helping to stop poaching. [ ]
4. Some of the animals at Phnom Tamao will never leave the rescue centre. [ ]
5. Poachers make a lot of money from selling the body parts of animals. [ ]
6. Lucky, the elephant, was saved from poachers two months ago. [ ]

After you watch
C Complete the summary of the DVD below using these words.

Many wild animals in Cambodia are endangered because people hunt them and catch them (1) ______. These hunters are called (2) ______ and they seriously endanger the species which are their (3) ______. There are many tragic examples. People sometimes buy a wild animal to keep as a pet. After a while they find out that they can’t really look after it. At this point, most animals have lived with their (4) ______ owners too long and they can’t go back to the wild. They must be looked after for the rest of their lives, usually at an animal (5) ______ centre.

Baby gibbons have a particularly hard time. They are a type of monkey. At the centre they tell the story of one monkey which was kept in a tiny bird cage for two years and still needs help to become healthy again.

However, other endangered species, such as elephants and tigers, are often killed for their body parts which are very (6) ______. The poachers (7) ______ some of the parts into a powder. Then, they process the powder and sell it. As long as there is a great (8) ______ for these parts, the problem of illegal poaching will continue and poachers will be making a huge (9) ______. The staff at Phnom Tamao Rescue Centre have to work fast. They want to save these animals and try to (10) ______ as many of them as they can back into the wild, or at least give them a safe place to live in for the rest of their lives.

D Discuss these questions with a partner.
• Are there endangered species in your country?
  What are they?
• Does illegal poaching exist in your country? What type?
• How can animals threatened by poaching be protected?
You Are What You Wear

Reading: article, multiple matching
Vocabulary: fashion and shopping-related words, phrasal verbs, word formation
Grammar: causative, inversion: under no circumstances, never, not only ... but also, it's (about/high) time
Listening: multiple-choice questions
Speaking: talking about fashion, comparing photographs, giving yourself time to think
Writing: review, supporting your arguments

Masked monks dance in a traditional tsechu festival in Bhutan, Asia
12 You Are What You Wear

Reading

A How important is fashion to you? Compare it to the following:
- education
- good health
- sport
- art
- music
- literature

B What kind of people would consider fashion to be important?

C Quickly read the text and find two people who haven’t changed a part of their look since the 80s.

The Decade That Fashion Forgot

Looking at fashions of bygone eras, it’s difficult not to laugh. Just look at old photos of your parents with perms, wearing shellsuits and shoulder pads. Yet, this is what was fashionable in the 80s. We talked to four people who lived through the 80s, affectionately known as ‘The Decade That Fashion Forgot’!

A Bianca Carr

My look started with my hair. I loved the big, spiky look. I got it cut regularly and then I’d have it dyed. My natural colour is red, but I’d get it dyed white blonde. Of course, I thought it was extremely stylish, though I look at old photos now and just cringe. Make-up was equally important. I used lots of black eyeliner around my eyes. At the time, I thought it made me look mysterious. And then there were the clothes. Leggings were the coolest thing back then. I remember seeing someone at a club wearing black lace leggings and thinking they were the coolest thing ever. Funnily enough, they’re back in fashion now! I also wore a lot of vintage clothing because not only was it affordable, but also very good quality. In fact, I still buy vintage stuff – there’s nothing in the shops to match it for style.

B Lina Landis

My kids ask me to show them photos of myself before I got married and it’s really embarrassing. The clothes we wore then look ridiculous now. But to be honest, I don’t know what’s worse – the shoulder pads we wore then or the baggy trousers my daughter wears now. She looks like an overgrown baby in a big saggy nappy. As for my son, why does he think that he looks cool when he wears his jeans so low down? Isn’t it funny how something so awful can be considered attractive! We were influenced by singers just as kids are today, but singers in the 80s were pretty tame compared to some that are around today. I don’t know what I’d do if my daughter came home looking like them! What I remember most of all is that we loved getting dressed up and we weren’t afraid to make a fool of ourselves. I suppose some things never change.

C Ellen King

Everything was big in the 80s – jewellery, shoulder pads and hair. You either covered your hair in half a can of hairspray, or you had it permed. I got mine permed because I wanted to look like Kylie Minogue. I think she looks much better now, and I hope I do, too. What I remember most about the 80s was Lycra®. It was everywhere. It became popular when keep-fit clothing crossed over and became part of mainstream fashion. I used to wear tight pink Lycra® leggings with black legwarmers or a puff-skirt, and high heels. I still wear high heels because I’m on the short side, but I wouldn’t dream of wearing the rest of the outfit! What amazes me is that
D Read the article again to find the following information.

Which person/people ...
mentions make-up? 1 
says fashion trends return? 2 
comparers one bad fashion with another? 3 
didn't dress like his/her friends? 4 
likes good quality clothes? 5 
doesn't like what his/her children wear? 6 
bought second-hand clothes? 7 
changed his/her hair colour? 8 
created his/her own look? 9 
feel embarrassed about what they wore? 10

Close-Up
For multiple-matching tasks in which different people describe or give their opinion about something, pay attention to any negative statements that are made. There are often questions about these such as, 'Who doesn’t …?; Which person wouldn’t …?; etc.

Get the meaning!

E Complete the sentences with these words.

<table>
<thead>
<tr>
<th></th>
<th>nappy</th>
<th>leggings</th>
<th>heels</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>I hate wearing shoes with high _______.</td>
<td></td>
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<tr>
<td>2</td>
<td>I need to change the baby’s _______.</td>
<td></td>
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<td>3</td>
<td>Mum, have you seen my red _______? I want to wear them under my pink skirt.</td>
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<tr>
<td></td>
<td>affordable</td>
<td>mainstream</td>
<td>ridiculous</td>
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<tr>
<td>4</td>
<td>Take that hat off! You look _______.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>This necklace is very expensive, but the earrings are _______.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I prefer vintage clothes to _______. fashion.</td>
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</tbody>
</table>

What do you think?

Here are some looks from the past. What do you think of them? How do they compare to today's trends?

D Jason Phelan

For me, the 80s were all about music and fashion. I'd watch my favourite bands on TV and then try to recreate their look in a way that suited me. I liked wearing dinner jackets with striped shirts and jeans – the jackets made me feel sophisticated even though I was from a rough neighbourhood. Rolling up the sleeves made the elegant jacket look casual, and made me think I was cool. I used to get the jackets at charity shops because I couldn’t afford high street prices. My friends, on the other hand, preferred wearing T-shirts and ripped jeans with the latest trainers. Whatever we wore though, we tried to look like individuals. It seems to me that these days, teenagers just blindly copy models and singers; they don’t develop their own styles. My son disagrees, though; he says that today’s fashion is much more original than it was in the 80s. He thinks that the way we used to dress is laughable.
Vocabulary

A Match these words related to fashion and shopping 1-8 with their definitions a-h.

1 refund П 2 receipt П 3 aisle П 4 shop window П 5 label П 6 catwalk П 7 checked П 8 striped

а) long thin platform where models walk to display clothes
b) narrow gap between rows of shelves in a shop
c) a pattern of squares, usually of two colours
d) the front of a shop where goods are displayed
e) money back for something you bought
f) a pattern of long narrow lines of different colours
g) piece of paper or plastic attached to something that gives information about price, material, etc
h) piece of paper showing that you have bought something

B Complete the sentences using both words.

1 range quantitily
My mum believes in quality over _________, so she shops at boutiques where the _________ is small, but exclusive.

2 shopaholic shoplifter
A ___________ is someone who lives to shop. A ___________, on the other hand, is simply a thief.

3 suits fits
Well, the colour certainly ___________ you. Why not try it on and see if it _________?

4 exchange return
Hello, I'd like to ___________ these shoes for a larger size, please. Also, I want to _________ this shirt and get my money back. Unfortunately, it's too big.

5 purchase bargain
I've made a fantastic _________! The designer dress was a _________ because I got it at half the price.

6 hire borrow
I asked if I could ___________ his tuxedo. He refused, so I guess I'll have to _________ one instead.

7 brochure catalogue
Not the travel _________, silly! I asked you to hand me the clothes _________!

8 offer discount
Don't miss our special _________ on designer shirts! Come in next week and get a fantastic _________!

C Complete the text with these words.

casual designs fabrics high-heeled models outfit shopper smart

It's all about the clothes!

Welcome to Fashion Week! It's all happening here! Everywhere you look, there are beautiful (1) _________ wearing clothes, clothes, glorious clothes! The followers of fashion are out in full force, and this year's (2) _________ are sure to please everyone from the everyday (3) _________ looking for a reasonably-priced (4) _________ to the rich and famous searching for that one-of-a-kind gown. Yesterday's catwalk show featured (5) _________ shoes and boots worn with dresses and skirts. The bright and colourful flowery prints and soft silk (6) _________ are sure to be popular. As for the men's collection, jackets worn with baggy trousers made for a(n) (7) _________ yet (8) _________ look suitable for a hard day at the office, or a fun-filled evening out on the town.

D Do you agree with these statements? Compare your answers with a partner's.

- It's better to wear fabrics made of cotton, silk or wool than synthetic ones.
- Being a shopaholic is an illness.
- Many people wear the latest fashion in clothes even though it might not suit them.
Causative

A Look at the sentence and then answer the questions below.

Many celebrities have their clothes made for them by famous designers.
1. Do many celebrities make their own clothes? ____________
2. Who makes the clothes? ____________
3. Which auxiliary verb is used? ____________
4. What is the form of the main verb? ____________

Complete the rules.
We use the causative to say that we arrange for somebody to do something for us. We form the causative with the correct form of ____________ + object + past participle. When we want to mention the agent, we use the word by.

B Tick the sentence which contains the causative.
1. Bill had exchanged the damaged belt before he went to work. ☐
2. Bill had the damaged belt exchanged before he went to work. ☐

We can also use the causative to talk about an unpleasant experience that happens to somebody.
Lyn had her favourite dress ruined by the drycleaner's.

Read 12.1 of the Grammar Reference on page 175 before you do the tasks.

C Complete the second sentences so that they have a similar meaning to the first sentences. Use the causative and the words in bold.

1. John is polishing his father's shoes. is
   John's father __________________ by John.
2. The shop assistant didn't wrap the gifts for us. wrapped
   We didn't __________________ for us by the shop assistant.
3. Susan is collecting Mrs Linton's shopping from the department store. having
   Mrs Linton __________________ from the department store by Susan.
4. Someone has stolen my mum's bag. had
   Mum __________________ by my aunt.
5. My aunt is going to shorten my new jeans. have
   I __________________ by my aunt.
6. The young designer will have made Betty's dress by the end of the month. had
   Betty will __________________ by the young designer by the end of the month.

D Answer these questions using the causative.

1. Did you style your hair yourself?
   No, I __________________ by a hairdresser.
2. Does your mum do the grocery shopping?
   No, my mum __________________ by the housekeeper.
3. Will your brother mend his boots?
   No, my brother __________________ at the shoe repair shop.
4. Did you and your sister use to do your own washing?
   No, we used __________________ by our mum.
5. Do you iron your shirts?
   No, I __________________ for me.
6. Are you going to return the suit?
   No, I __________________ by my friend.
You Are What You Wear

Listening

A Listen to a short interview with the editor of a leading fashion magazine and fill in the missing words below.

1. The speaker spends about _______ of her time in her office.
2. The speaker says that she is a(n) _______ in the fashion industry.

B Now look at the questions below and choose the correct answers.

1. How much of her working time does the speaker spend in her office?
   a) nearly all of it
   b) about half of it
   c) very little of it

2. What does the speaker say about her level of knowledge in the fashion industry?
   a) She's only recently left college.
   b) Her only experience is of modelling.
   c) She's very experienced in the industry.

C Underline the words in B which contained the correct answers. Are they the same as the words you wrote in A?

D You will hear a radio presenter interviewing someone at an event. You will hear the interview in three parts. After each part you will hear some questions about that part. Choose the correct answers, a, b or c.

Part I
1. a) an event organiser
   b) a fashion designer
   c) a top model

2. a) every year
   b) every two years
   c) every three years

3. a) enter a modelling competition
   b) vote for their favourite models
   c) take part in photo sessions

4. a) health & fitness advice
   b) advice on what colours to wear
   c) make-up advice

Part II
5. a) the shops selling clothes
   b) the live catwalk shows
   c) the make-up and wedding dress sections

6. a) have it cut in public at the event
   b) pick up a voucher
   c) enter a competition

Part III
7. a) people's old clothes
   b) recycled plastic bottles
   c) organic materials

8. a) It's more expensive than other clothes.
   b) Its quality is poor.
   c) It's not very popular.
Speaking

A  Work with a partner and answer these questions.
- Do you like shopping for new clothes? Why?/Why not?
- How important is it for you to wear fashionable clothes?
- What kind of clothes do you usually wear?
- Do you choose what colour clothes to wear depending on your mood? Give an example.

B  Put a tick next to the fashion-related adjectives that are positive and a cross next to those that are negative.

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<table>
<thead>
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<tbody>
<tr>
<td>1</td>
<td>stylish</td>
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<td>2</td>
<td>comfortable</td>
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<tr>
<td>3</td>
<td>modern</td>
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<td>4</td>
<td>beautiful</td>
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<td>5</td>
<td>poor quality</td>
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<td>6</td>
<td>ugly</td>
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<td>7</td>
<td>well-made</td>
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<td>8</td>
<td>reasonably-priced</td>
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<td>9</td>
<td>old-fashioned</td>
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<tr>
<td>10</td>
<td>expensive</td>
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</table>

C  Work with a partner and answer the questions about the photographs. One of you should be Student A and the other should be Student B. Remember to use the Useful Expressions.

Student A: Compare photos 1 and 2 and say what kind of situations each style of clothes would be suitable for.

Student B: What kind of clothes do you prefer to wear most of the time? Why?

Student B: Compare photos 3 and 4 and say how these people are involved in fashion.

Student A: Which job would you prefer?

Speak Up!

Discuss these questions with a partner.
- What kind of clothes are in fashion now?
- Do you think it's a good thing that fashions change every year? Why?/Why not?
- Do the clothes a person wears influence what you think of them? Why?/Why not?

Close-Up

When taking part in a conversation, it is important that you give yourself and your partner time to think. Most conversations often have short pauses giving the speakers both the time to take in what the other person has said and the time to think about what they want to say next.

Useful Expressions

Giving yourself time to think
Now, let's see ... Just a moment, please. I'm not sure. Perhaps ... What's the word I was looking for? What did I want to say?
Phrasal verbs
A Match the phrasal verbs 1-8 to their meanings a-h.
1 do up  □  a wear clothes that are smart
2 take up  □  b make clothes smaller and tighter
3 put on  □  c fasten something with a zip or button
d wear out  □  d shorten clothes by folding up the bottom edge and stitching it
5 try on  □  e use something so much that it becomes useless
6 take off  □  f place clothes on your body and wear them
7 take in  □  g see if a piece of clothing fits you or looks nice
8 dress up  □  h remove clothes from your body

B Complete the sentences with phrasal verbs from A.
1 Make sure you __________________ the dress before you buy it. It looks very big.
2 Please __________________ your boots before you come inside. They’re covered in mud.
3 __________________ your coat before you leave. It’s freezing outside.
4 You will __________________ your trainers very quickly if you jog every day.
5 You don’t need to __________________ for dinner. We’re only going out for pizza.
6 She has lost a lot of weight and has to __________________ all her clothes.
7 I must have put on weight because I can’t __________________ my skirt!
8 My new jeans are too long, so Mum will __________________ them __________________ for me.

Word formation
C Complete the sentences with the correct form of the words.
1 A belt and a colourful scarf are great __________________ to make your outfit stand out. ACCESSORISE
2 Being __________________ can be very expensive! Designer clothes cost a fortune! FASHION
3 Kate Moss has brought out an __________________ range of clothes that you can buy in the high street shops. AFFORD
4 The models at the photo shoot looked so __________________ once they were all dressed up. GLAMOUR
5 I love your new earrings! You always wear such lovely __________________. JEWEL
6 Dolce & Gabbana’s new __________________ is fantastic. There are so many nice clothes. COLLECT
7 The famous singer has quite an __________________ way of dressing. She always looks so cool and stylish. ALTERNATE
8 They sell their clothes __________________ to the big department store in London’s West End. EXCLUSIVE

D Read what the different students say about fashion. Do you feel the same? Discuss with a partner.

I love being fashionable and always grab the opportunity to dress up and look glamorous. I don’t care if the clothing is expensive either. If you want to wear clothes from a designer’s latest collection, you have to pay a lot of money for the items. I think it’s definitely worth it!

I don’t care about the latest fashions. I think having an alternative style makes you stand out from the crowd and shows your personality.
Inversion: Under no circumstances, never & not only ... but also

A We can use a negative word or phrase at the beginning of a sentence for emphasis. Read the sentences below and notice how the word order changes in sentence b. Then answer the question below.

a I have never seen so many beautiful shoes.
b Never have I seen so many beautiful shoes.

What happens to the subject and the verb when Never is at the beginning of the sentence?

B We can also use Under no circumstances and Not only ... but also for emphasis. Look at the sentences below and complete 1b and 2b with the subject and verb.

1 a The stylists not only choose the clothes, but they also choose the jewellery.
b Not only _________ the clothes, but they also choose the jewellery.

2 a You aren't allowed to use my credit card under any circumstances.
b Under no circumstances _________ to use my credit card.

Complete the rules.
We use it's (_____ / _____) time + _______ tense to complain about or criticise something or someone.

Read 12.2-12.3 of the Grammar Reference on page 175 before you do the task.

It's (about/high) time

C Look at the sentences and answer the questions.

1 It's time you bought some good quality clothes.
2 It's about time I bought something for myself.
3 It's high time he had a haircut.

a Do these sentences refer to the present or the past? _________
b What is the tense of the main verb in these sentences? _________

D Choose the correct answers.

1 Not only ___ a lot of money, but they also become famous.
a models are earning
b do models earn
c models earn

2 Never ___ such a rude and noisy customer.
a have I seen
b I have seen
c I saw

3 It's high time you ___ some new trainers.
a bought
b have bought
c did buy

4 Under no circumstances ___ my favourite jeans.
a you wear
b you can wear
c are you going to wear

5 Never ___ so many bargains!
a I hadn't seen
b hadn't I seen
c had I seen

6 It's about time we ___ to the sales.
a have gone
b went
c go

7 Under no circumstances ___ the jacket without the receipt.
a can you exchange
b you can't exchange
c do you exchange

8 Not only ___ very expensive, but it is also very old-fashioned.
a that dress is
b that dress was
c is that dress


Writing

Supporting your arguments

When you express your opinion about a film or an event in a review, you can make your arguments more convincing by giving examples of what you are talking about. We can use the following language to introduce examples: For example, ..., For instance, ..., ... such as ..., One example of this was ..., This was particularly obvious/noticeable when ..., Take ... for example and In this/one case, ...

A Match the arguments 1-5 with the supporting examples a-e.

1. The models were obviously inexperienced.
2. The colours used went really well together.
3. It was obvious the audience wasn’t impressed.
4. Lots of the equipment went wrong.
5. The show was given great reviews.

a. One critic said it was the best show he’d ever seen.
b. For example, several people left during the interval.
c. In one case, a model was looking down at her feet as she was walking.
d. This included things such as the lights not working and the music system breaking down.
e. This was particularly noticeable with the oranges and yellows used by the first designer.

B Read the writing task and choose from the sentences a-e the one which best fits each gap (1-5).

You recently attended a fashion show that you weren’t impressed with. You have seen this announcement on a fashion website and decide to write about the show you saw.

Have you got an eye for fashion? Does reporting about the ins and outs of catwalk life appeal to you? Then write us a review describing the clothes, the models and other important features of a show you attended. The best reviews will be published on our website.

1. What do you have to write?
2. Will you write in a positive or negative way? Why?
3. What kind of things should you focus on?
4. Will you write about it in an objective way or from a personal point of view? Why?

Write your review.

C Read the model review and put the example sentences in the correct places.

Fashion week blues

As a follower of fashion, I look forward to attending the big events in the fashion calendar. (1) ______. This year promised to be the best ever, and was opened by new designer Moldo. However, the show turned out to be very disappointing.

Moldo was presenting his Summer Collection. The designs, though, were more suitable for autumn. (2) ______. In addition, the clothes were impractical. (3) ______

As if the designs weren’t bad enough, the show itself had some major problems. Many models were obviously inexperienced. (4) ______. Another low point was the music. (5) ______

The show was by no means up to standard and certainly didn’t do a lot for Fashion Week’s reputation. Let’s hope next year’s show will be better.
Look again!
D Read the model review again and tick the things the writer has done.
1 used an appropriate title
2 given background information to the event
3 described some negative and some positive points
4 given examples of things that made a bad impression
5 commented on the consequences of the show
6 covered all points mentioned in the task

E Write the correct paragraph number next to these descriptions.
   a Describe some general problems with the show.
   b Provide some background details and say which show will be reviewed.
   c Describe the clothes modelled.
   d Make a general comment on the consequences of the show for the future.

F Complete the sentences with words from the Useful Expressions.
   1 I like fashion. I’d say I’m a(n) _______________ but I’m definitely not a(n) _______________
   2 I enjoy being a(n) _______________ and working in the studio, but I’d hate to be a(n) _______________.
   3 I don’t like being watched!
   4 At a(n) _______________, models walk down the _______________.
   5 Nina designs _______________ like high heels and _______________ for the beach.

Over to you!
G Read the writing task and make a paragraph plan for your review.
   Remember to support your arguments with examples.

You have seen this announcement on a fashion website and decide to write about a show you saw that made a positive impression on you.

Fashion Website
What was the highlight of this year’s Fashion Week for you? Was there a show that particularly impressed you? Then write us a review describing the collection, the models and the show in general. The best ones will appear on our website.

Write your review. (120-180 words)

Useful Expressions

<table>
<thead>
<tr>
<th>Describing fashion</th>
<th>Useful adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>accessories, catwalk, clothes, collection</td>
<td>(in)appropriate, (in)experienced, (in)practical, (un)impressive, (un)suitable</td>
</tr>
<tr>
<td>design, designer, evening wear, fabric</td>
<td>colourful, dull, fashionable, trendy</td>
</tr>
<tr>
<td>fashion show, fashion victim, follower of fashion, footwear</td>
<td>high heels, model, swimwear</td>
</tr>
<tr>
<td>fabric</td>
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Close-Up
Before you start writing, underline all the things in the task you should include in your review. Make separate notes for them and decide which of the words from the Useful Expressions you could use to describe each one. Don’t forget to include examples.
12 The Art of Making Silk

Before you watch
A How much do you know about silk? Look at the statements below and write T for true or F for false.
1. Silkworms only eat the leaves of the Mulberry tree. [T/F]
2. A silkworm needs one week to grow to full maturity. [T/F]
3. It takes a silkworm four days to create its cocoon. [T/F]
4. The cocoon of a silkworm is usually black. [T/F]
5. A cocoon is made of one thread that is about 800 metres long. [T/F]
6. You need approximately 1,000 silkworm cocoons to make one metre of silk fabric. [T/F]

While you watch
B Watch the DVD and circle the words you hear.
1. All have affected it, but at one factory here, the ways of the past remain / stay the same.
2. Here, the continuous noise of the old motorised / mechanical looms brings one back to the past.
3. These noisy 19th century looms create some of the world’s finest silk fabrics for curtains and textiles / upholstery.
4. Above him, there are special paper cards that carry the designs for complicated patterns / designs.
5. Hand-made silk also makes a special noise and better holds its shape / form.
6. Then, the threads are prepared according to how they will be woven / used.
7. Every piece of cloth is made to order / custom made.
8. It seems that the Setificio has perfected / refined the art of making silk.

After you watch
C Complete the summary of the DVD below using these words.
direction however fabric looms process run thread weaving

The Antico Setificio Fiorentino is also known as the Antique Silk Factory of Florence. The silk produced at the Antique Silk Factory in Florence is different from that produced in other factories. At this special factory, the fabric is hand-woven on antique (1) _________ which were built in 1780.

They apply the same (2) _________ principles that have been used for hundreds of years. Before the weaving even begins, the silk (3) _________ is processed on machines that are 150 years old. The workers have to place the silk thread on the bobbins very carefully so it doesn’t twist during the weaving (4) _________ . They then work slowly and weave one thread at a time.

The silk that comes from other factories usually has about 3,000 to 4,000 threads running in one (5) _________ on each piece of fabric. (6) _________ , the hand-made silk has about 12,000 threads in the same space – this makes a better quality (7) _________ that is also much stronger.

There are a number of other differences between the two types of silk. First of all, the hand-woven fabric looks much more beautiful: its colour changes in different lighting conditions. Secondly, it holds its shape better than machine-made silk. There is one other unusual difference: the hand-made silk makes a different noise when you (8) _________ your hand over the fabric!

At the Antico Setificio Fiorentino, style and tradition come together in beautiful hand-woven silk fabrics.

D Discuss these questions with a partner.
- What other hand-made products can you think of?
- Do you think it’s worth the time and effort to do things by hand or is it better to use machines when possible? Why? / Why not?
**Vocabulary**

**A Match.**

1. police □ □  a. a sentence
2. commit □ □  b. window
3. plead □ □  c. a crime
4. shop □ □  d. service
5. break □ □  e. record
6. community □ □  f. guilty
7. serve □ □  g. the law

**B Circle the correct prepositions.**

1. 'Take up / off those muddy shoes now!' she told me.
2. Kate is not familiar to / with the trends in fashion these days.
3. Athletes usually wear up / out their trainers very fast.
4. Stylists are responsible with / for choosing a celebrity's clothes.
5. 'Be careful you don't dirty your shirt or you'll get onto / into trouble.'
6. The boy didn't get away at / with stealing. The police caught him.
7. 'You are in / under arrest for the burglary at 24 River Road,' said the officer.
8. It's very cold, so you might want to do in / up your jacket.
9. Shoplifting is against / from the law and you can get a huge fine.
10. Everyone has to put off / on slippers before entering the house.

**C Complete the sentences with both words.**

1. **refund** discount
   a. Sales assistants can get a ____________ on any of the products in the shop.
   b. You must return the dress within 14 days if you want a ____________.

2. **alibi** motive
   a. He can't be guilty of the crime because he has an ____________.
   b. Police try to find an ____________ when they investigate a crime.

3. **label** receipt
   a. Jane liked a sweater, but when she saw the price on the ____________, she put it back.
   b. Don't lose your ____________ in case you want to exchange these jeans.

4. **rob** steal
   a. If you ____________ from a shop, it's called shoplifting.
   b. He was arrested because he tried to ____________ a bank.

5. **theft** thief
   a. He began his life of crime as a ____________ and went on to burglaries before he was caught.
   b. There are cameras all over the shop to prevent ____________.

6. **trial** verdict
   a. The defendant was hoping for a not-guilty ____________.
   b. The ____________ lasted for months and was in the news every day.

7. **bargains** purchases
   a. Mary usually makes her Christmas ____________ at the last minute.
   b. Let's go to the mall. I heard there are many ____________.

8. **suits** fits
   a. That shirt is lovely and it really ____________ your colouring very much.
   b. Look, my black skirt ____________ me now after all the weight I lost.
A Complete the sentences with who, which, whose, where or when. Then, tick the sentences where that can be used too.

1. The lawyer, ___________ was arrested last night, denied stealing company money.
2. Jane bought a lovely evening dress ___________ was a bargain.
3. This is the street ___________ the terrible accident happened.
4. Tony's father, ___________ job involves a lot of travelling, is a detective.
5. Weekends are a time ___________ a lot of arrests are made.
6. A famous writer, ___________ was 56 years old, was murdered last night.
7. The thief ___________ was given a two-year-sentence was taken to prison.
8. The policemen ___________ patrol the streets on foot make people feel safer.

B Complete the sentences with a present or past participle using these verbs.

investigate live offer sell sentence take wait walk

1. The young man ___________ to two months of community service was relieved not to go to prison.
2. It must be very unpleasant for people ___________ in areas with a high number of crimes.
3. The department store ___________ great discounts was full of customers yesterday.
4. The pictures ___________ at the crime scene show how the house was broken into.
5. Police ___________ the crime are looking for three men in their 20s.
6. Those people ___________ outside the court are journalists.
7. Most of the clothes ___________ in this boutique are very expensive.
8. The top model ___________ on the catwalk at the moment is my sister.

C Complete the second sentences so they have a similar meaning to the first sentences. Use the words in bold.

1. The police had never seen such a terrible crime. seen
   Never ___________ such a terrible crime.
2. The hairdresser is going to style Debbie's hair tomorrow. hair
   Debbie is going ___________ by the hairdresser tomorrow.
3. You should go home now because it's getting late. high
   It's ___________ now because it's getting late.
4. A large department store will sell the new designer's clothes. his
   The new designer ___________ by a large department store.
5. Charlie was charged with burglary and assault. charged
   Not only ___________ but he was also charged with assault.
6. Mum does my aunt's nails every two weeks. gets
   My aunt ___________ by Mum every two weeks.
7. Martin's car was stolen last week. had
   Martin ___________ last week.
8. Employees should never forget to set the alarm when closing the office. no
   Under ___________ forget to set the alarm when closing the office.
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Informal letter / email to a pen pal

When writing an informal letter/email to a pen pal,

- make it clear why you are writing.
- use informal, friendly language and short forms of verbs. Include phrasal verbs and idioms.
- ask lots of questions to keep the reader interested.
- ask the reader to reply to you.

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<td>Greeting</td>
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<td>Dear ..., / Hi ...,</td>
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| Paragraph 1 |
| Introduce yourself and explain why you’re writing. |
| My name’s ... / I’m .... / Let me tell you about ... |

| Paragraphs 2 & 3 |
| Give details about yourself, your friends and your family. Ask the person questions about the same things. Talk about the things you have in common (if appropriate). |
| How many people are there in your family? My family consists of ... / Do you get on well with ... ? / My mum and dad are ... / How do you get on with ... ? / We have lots in common ... |

| Paragraph 4 |
| Talk about things you like. Write about your hobbies and what you do in your free time. Then ask for the same information from the person you’re writing to. |
| I’m into ... / I’m a fan of ... / I’m keen on ... / What do you ... ? |

| Signing off |
| Ask the reader to write back and sign off. |
| That’s all for now. / Write back soon! / Looking forward to hearing from you. / Keep in touch! / Love, ... / Take care, / Bye for now, |

Informal letter checklist

- Have you followed the plan?
- Have you used appropriate language?
- Have you checked for mistakes in grammar, spelling and punctuation?
- Is your letter well organised and interesting for the reader?
Formal letter / email

When writing a formal letter/email,
- clearly state the reason for writing and what you want to happen as a result of your correspondence.
- always be polite and use formal language.
- answer all the questions and/or refer to all the points in the original letter/email if you are replying to someone.

Plan

Opening
Use a formal greeting.
Dear Mayor, / Dear Sir/Madam, / Dear Mr ... / Mrs ..., 

Paragraph 1
Introduce yourself and your reason for writing.
I am the student representative ... / I am writing to inform you ... / The reason I am writing is ... / I am writing with reference to ... / I am writing in response to your email / letter...

Paragraph 2
Give more information about your reason for writing. Make any suggestions or recommendations.
Firstly, regarding ... / In addition, ... / I would like to know if/whether ... / I would be grateful if you could tell me ... / Please let me know ... / I was wondering if ... 

Paragraph 3
Make another point, discuss and make any further suggestions or recommendations.
It would be better to ... / One solution would be to ... / An alternative idea might be to ... / Would you like me to ...? / I think we should ... / I would recommend ... / I would also like to ask about ... /

Paragraph 4
Sum up your arguments and give a personal opinion (if appropriate). Say what you want to happen next.
Given the above, it is my opinion that ... / I think we/you should ... / Thank you in advance for ... / I would appreciate it if you could reply soon.

Closing
Use a formal phrase for closing the letter.
I look forward to hearing from you.
Sign off in an appropriate way.
Yours faithfully, ... (if you don't know the reader's name) or Yours sincerely, ... (if you know the reader's name).

Formal letter checklist
- Have you followed the plan?
- Have you used appropriate language?
- Have you checked for mistakes in grammar, spelling and punctuation?
- Is your letter/email well organised?
Informal email / letter

When writing an informal email/letter,
• make it clear why you are writing.
• use informal, friendly language and short forms of verbs. Include phrasal verbs and idioms.
• ask lots of questions to keep the reader interested.
• ask the reader to reply to you.

Plan

Greeting
Hi ..., / Dear ...,  

Paragraph 1
Thank the reader for his/her email/letter if appropriate or ask about him/her and say why you are writing.
Thank you for your email. / It was great to get your email.
How are you? / I hope you’re well.
That's why I'm writing. / As you know, ... / I'm writing to ...

Paragraph 2
Give details about why you are writing and say what news you’ve got.
I'm planning ... / I'm thinking of ... / We've decided to ... / Did I tell you about ...?

Paragraph 3
Give more information.
In addition, ... / Also, ... / As for ... / By the way ...

Paragraph 4
Finish off your writing and add any final points you want to make.
Finally, ... / Let me know if, ... / Remember to ... / I can’t wait to ...

Signing off
See you soon! / Keep in touch. / That's all for now. / Write back soon! / Talk to you later!
Love, ...

Email checklist
• Have you followed the plan?
• Have you used appropriate language?
• Have you checked for mistakes in grammar, spelling and punctuation?
• Is your email/letter well organised and interesting for the reader?
Story

When writing a story,

• spend a few minutes thinking about how you want your story to develop and make notes.
• make sure you include a clear beginning, middle and end.
• set the scene in the first paragraph and create a strong atmosphere.
• use narrative tenses such as the Past Simple and the Past Continuous.
• use phrases to sequence events clearly.
• remember to include adjectives and adverbs to add drama and suspense.

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<td><strong>Paragraph 1</strong></td>
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<td>Set the scene and introduce the main characters. Make the introduction sound interesting or dramatic. Use the sentence you are given in the task if necessary.</td>
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<td><em>As soon as they opened the door, they knew something was wrong.</em></td>
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| Paragraph 2 |
| Give background information about the characters and what is going on. |
| *The Evans family had bought this beautiful old house in the country.* |

| Paragraph 3 |
| Describe the main events in order. |
| *At first, ... / Then, ... / The moment that ... / Meanwhile, ...* |

| Paragraph 4 |
| Introduce a twist in the story (if appropriate). |
| *That was when ... / Soon after that ... / Suddenly, ... / Just then, ... / As soon as ...* |

| Paragraph 5 |
| Bring the story to an end and say what the outcome was. |
| *Eventually, ... / We never went to that area again. / Sally knew it would never happen again.* |

**Story checklist**

• Have you followed the plan?  
• Have you used appropriate language?  
• Have you checked for mistakes in grammar, spelling and punctuation?  
• Is your story well organised and interesting for the reader?
Article

When writing an article,
- think about who you're writing for and use a suitable style.
- write down your ideas and select the best ones.
- think of a title that will get your reader's attention.
- make sure each paragraph begins with a topic sentence.
- use direct and indirect questions as well as a variety of short and longer sentences to capture the reader's interest.
- put the main points of your article into the middle paragraphs.

Plan
Title
Give your article an eye-catching title.
*Common sense fights the common cold / Keep fit and keep you shape*

Paragraph 1
Get the attention of the reader and introduce the topic of your article.
*Have you ever wondered/asked yourself/thought about ...*
*Can you imagine ...?*

Paragraph 2
Give some basic information.
*To begin with, ... / Firstly, ...*

Paragraph 3
Add extra important information.
*Exercise speeds up your metabolism and helps you lose weight more easily.*

Paragraph 4
Give your personal feelings here. Say what you like or dislike.
*The best thing is ... / In my opinion, ... / As far as I'm concerned, ...*

Paragraph 5
Summarise and give your opinion. Talk about a future event (if appropriate).
*So, ... / Always try your best and never give up! / Remember prevention is better than cure.*

Article checklist
- Have you followed the plan?
- Have you used appropriate language?
- Have you checked for mistakes in grammar, spelling and punctuation?
- Is your article well organised and interesting for the reader?
Review

When writing a review,

- think of a suitable title for your review.
- try to catch the reader’s attention in the first paragraph.
- remember to support your arguments with examples.
- remember to give your opinion in the last paragraph.

Plan

Title
Give your review an eye-catching title.

Paragraph 1
Introduce what you are reviewing.
Try ... / Why not try ...? / If you like ... / ... is worth a try ...

Paragraph 2
Describe what you are reviewing. Give the reader an idea of what you are writing about.
... set in ... / ... combines ... with ... / ... is ideal for ...
For example, ... / For instance, ...

Paragraph 3
Give further details about what you are reviewing.
By the way, ... / That doesn’t mean that, ... / On the other hand, ...
One example of this, ... / In this case, ...

Paragraph 4
End the review give your opinion.
I highly recommend ... / I wouldn’t recommend ... / ... should not be missed

Review checklist

- Have you followed the plan? □
- Have you used appropriate language? □
- Have you checked for mistakes in grammar, spelling and punctuation? □
- Is your review well organised and interesting for the reader? □
Report

When writing a report,

- allow yourself time to plan what you will be including in your report.
- consider the advantages and disadvantages of each option.
- think of a suitable title for your report.
- remember to use headings to organise your report and make your ideas clearer.
- use formal language and long forms.

Plan

Title
Health & Safety at Barnsley Primary School

Paragraph 1
Say why you are writing the report.
The aim/purpose of this report is to present/recommend/review/examine ... / This is a report on ... / This report will present the findings of ... / It will also make suggestions/recommendations for ... / It will also suggest/recommend/discuss/analyse ...

Paragraph 2
Discuss the first point or option and evaluate it and/or make suggestions.
The first option is/would be ... / This may be a good choice ... because ... / On the other hand, there may be some disadvantages.

Paragraph 3
Discuss the second point or option and evaluate it and/or make suggestions.
An alternative possibility would be to ... / Alternatively, ... / However, ... / This option has several advantages/disadvantages ...

Paragraph 4
Bring the report to an end by summing up the suggestions made. Recommend one of the options or refer to future action.
In conclusion, ... / To sum up, the main recommendations/suggestions are ... / As can be seen from this report, ... / For these reasons, I feel that the best option is ...

Report checklist

- Have you followed the plan?
- Have you used appropriate language?
- Have you checked for mistakes in grammar, spelling and punctuation?
- Is your report well organised?
When writing an essay,

- think about the topic and your opinion on it.
- present the arguments for and against the topic in paragraphs 2 and 3.
- use examples to support the arguments you make.
- summarise your arguments and express your opinion in the last paragraph.
- use formal or semi-formal language.

Plan

Paragraph 1
Introduce the topic.
It is common for people to ... / Many people feel that ... / People sometimes argue that ... / Most people say that ...

Paragraph 2
Present one side of the argument and give examples.
Firstly, ... / On the one hand, ... / For example, ... / As a result, ... / Moreover, ...

Paragraph 3
Present the other side of the argument and give examples.
On the other hand, ... / Another concern is that ... / However, ... / Consequently, ... / For instance, ...

Paragraph 4
Summarise your arguments and give your opinion.
On the whole, ... / In conclusion, ... / To conclude, ... / To sum up, ... / I strongly believe that ...

Essay checklist

- Have you followed the plan?
- Have you used appropriate language?
- Have you checked for mistakes in grammar, spelling and punctuation?
- Is your essay well organised?
Speaking Reference

Using linking words
In the first photo ..., but in the second photo ...
In the first photo ..., while in the second photo ...
In both the first and the second photo, ...
Although in the first photo ..., in the second photo ...
If you look at the first/second photo, ...

Talking about similarities and differences
One similarity/difference between the two photos is ...
Another similarity/difference between the first and the second photo is that ...
The only similarity/difference I can see between the two photos is ...
In the first photo ..., whereas in the second photo ...
Both photos have/show ...
Neither of the photos have/show ...

Recommend
I think the first/second option is best because ...
It's better to ... than ...
I'd advise you to ...
My recommendation/suggestion is that ...

Persuading and convincing
I'm sure you'd agree that ... would help solve the mystery.
But don't you think that ... is a really good idea?
Surely using ... won't make that much of a difference. ...
... is a good idea, isn't it?

Sequencing your ideas
To begin with ...
Firstly, ...
Secondly, ...
Well, for one thing ...
Another thing is that ...
I also believe that ...
What is more ...
Finally, ...
Last but not least, ...

Paraphrasing
Will robots ever replace humans?
Will robots ever do the job of humans?
Technology has simplified our lives.
Technology has made our lives easier.
Can you think of any benefits / drawbacks of mobile phones?
Are there any advantages / disadvantages of mobile phones that you can think of?

Expressing an opinion
Well, in my opinion ...
It seems to me that ...
Personally speaking, I think/prefer ...
I feel strongly that ...
As I see it, ...
I certainly don't think that ...
I (don't) think/believe ... is important because ...
You should(n't) ... because ...
... is a good idea because ...
It's not such a good idea to ... because ...
It would be better to ... because ...

Asking for clarification
Could you repeat that, please?
Would you mind repeating that, please?
I'm sorry. I didn't quite get that.
Sorry. What do you mean by ...?

Showing that you are listening
OK.
Yes.
Right.
That's an interesting point.
I see what you mean.
I understand what you're saying.
That's exactly what I was thinking.

Considering alternatives
On the one hand, ...
On the other hand, ...
Although it's true that ..., you could also say ...
Some might say ..., but others think ...

Stating preferences
I think ... is much better than ...
To be honest, I'd prefer ...
I prefer ... -ing to ... -ing.
There's no comparison. I'd much rather ...

Giving reasons
I say this because ...
The main reason for my saying this is that ...
One of the reasons I decided on ... is that ...
I chose ... because ...
I suggest ... because ...

Suggesting alternatives
Instead of ..., he/she could ...
If I were him/her, I'd ...
What about ... -ing?
... might be one way round the problem.

Giving yourself time to think
Now, let's see ...
Just a moment ...
I'm not sure. Perhaps ...
What's the word I was looking for?
What did I want to say?
<table>
<thead>
<tr>
<th>Collocations &amp; Expressions</th>
<th>(U1)</th>
<th>(U5)</th>
<th>(U6)</th>
<th>(U7)</th>
<th>(U9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>against the law</td>
<td>(U11)</td>
<td></td>
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<tr>
<td>at all costs</td>
<td>(U9)</td>
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<tr>
<td>be a ray of sunshine</td>
<td>(U7)</td>
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<td>be as quick as lightning</td>
<td>(U7)</td>
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<td>be down to earth</td>
<td>(U7)</td>
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<td>be as good as gold</td>
<td>(U1)</td>
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<td>be green with envy</td>
<td>(U1)</td>
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<tr>
<td>be in deep water</td>
<td>(U7)</td>
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<td>be snowed under</td>
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<td>be tickled pink</td>
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<tr>
<td>be up and coming</td>
<td>(U5)</td>
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<tr>
<td>be/feel under the weather</td>
<td>(U3)</td>
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<tr>
<td>break a habit</td>
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<td>break the ice</td>
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<tr>
<td>break the law</td>
<td>(U11)</td>
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<td>do business</td>
<td>(U5)</td>
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<td>do somebody the world of good</td>
<td>(U3)</td>
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<td>do your best</td>
<td>(U5)</td>
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<td>feel blue</td>
<td>(U1)</td>
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<tr>
<td>feel as fresh as a daisy</td>
<td>(U3)</td>
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<tr>
<td>get the sack</td>
<td>(U9)</td>
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<td>go bankrupt</td>
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<td>go into partnership</td>
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<td>have a police record</td>
<td>(U11)</td>
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<tr>
<td>have in common</td>
<td>(U1)</td>
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<tr>
<td>have (my) head in the clouds</td>
<td>(U7)</td>
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<tr>
<td>hold onto something</td>
<td>(U6)</td>
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<td>in fact</td>
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<td>keep a promise</td>
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<td>keep in touch</td>
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<td>launch a new product</td>
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<td>make a difference</td>
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<td>make a profit</td>
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<td>make progress</td>
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<td>make somebody redundant</td>
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<td>make trouble for somebody</td>
<td>(U1)</td>
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<tr>
<td>mend (my) ways</td>
<td>(U11)</td>
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<tr>
<td>off the top of (my) head</td>
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<td>on behalf of</td>
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<td>pick (my) brains</td>
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<td>plead guilty</td>
<td>(U11)</td>
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<td>recharge (my) batteries</td>
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<td>reject an offer</td>
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<td>save (my) strength</td>
<td>(U1)</td>
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<td>save time</td>
<td>(U1)</td>
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<td>see red</td>
<td>(U1)</td>
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<td>set (my) sights on</td>
<td>(U5)</td>
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<tr>
<td>set the world on fire</td>
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<td>solve a case</td>
<td>(U11)</td>
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<td>something dates back to</td>
<td>(U6)</td>
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<td>tackle crime</td>
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<td>take a chance</td>
<td>(U5)</td>
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<td>take somebody by surprise</td>
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<td>take someone's place</td>
<td>(U5)</td>
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<td>the black sheep of the family</td>
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<tr>
<td>throw in the towel</td>
<td>(U5)</td>
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<td>under arrest</td>
<td>(U11)</td>
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<tr>
<td>under pressure</td>
<td>(U11)</td>
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<td>work (my) socks off</td>
<td>(U5)</td>
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<tr>
<td>work shifts</td>
<td>(U9)</td>
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<tr>
<td>Prepositions</td>
<td>(U7)</td>
<td>(U1)</td>
<td>(U3)</td>
<td>(U11)</td>
<td>(U1)</td>
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### Phrasal verbs

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<tr>
<th>Phrasal Verb</th>
<th>Meaning</th>
<th>Page</th>
</tr>
</thead>
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<td>back up</td>
<td>make a copy of the work on your computer</td>
<td>(U4)</td>
</tr>
<tr>
<td>believe in</td>
<td>sure that something exists</td>
<td>(U2)</td>
</tr>
<tr>
<td>blast off</td>
<td>leave the ground and head for space</td>
<td>(U4)</td>
</tr>
<tr>
<td>bring out</td>
<td>publish or produce something</td>
<td>(U8)</td>
</tr>
<tr>
<td>bring round</td>
<td>convince somebody to change their opinion</td>
<td>(U8)</td>
</tr>
<tr>
<td>check in</td>
<td>arrive at a hotel and collect your key</td>
<td>(U10)</td>
</tr>
<tr>
<td>come up with</td>
<td>think of and suggest an idea, a solution, etc</td>
<td>(U4)</td>
</tr>
<tr>
<td>date back to</td>
<td>exist since a particular time</td>
<td>(U6)</td>
</tr>
<tr>
<td>die out</td>
<td>become extinct or disappear</td>
<td>(U6)</td>
</tr>
<tr>
<td>dig up</td>
<td>remove something from the ground that was buried</td>
<td>(U6)</td>
</tr>
<tr>
<td>do up</td>
<td>fasten something with a zip or button</td>
<td>(U12)</td>
</tr>
<tr>
<td>dress up</td>
<td>wear clothes that are smart</td>
<td>(U12)</td>
</tr>
<tr>
<td>drop off</td>
<td>take somebody somewhere, usually in a car or other vehicle, and leave them there</td>
<td>(U10)</td>
</tr>
<tr>
<td>get around</td>
<td>move from place to place</td>
<td>(U10)</td>
</tr>
<tr>
<td>get away</td>
<td>succeed in escaping from others</td>
<td>(U10)</td>
</tr>
<tr>
<td>get on</td>
<td>board a plane, train, etc</td>
<td>(U10)</td>
</tr>
<tr>
<td>hold onto</td>
<td>keep</td>
<td>(U6)</td>
</tr>
<tr>
<td>hook up</td>
<td>connect to a power supply</td>
<td>(U4)</td>
</tr>
<tr>
<td>lay somebody off</td>
<td>stop employing somebody, make somebody redundant</td>
<td>(U9)</td>
</tr>
<tr>
<td>let out</td>
<td>make a certain sound</td>
<td>(U2)</td>
</tr>
<tr>
<td>log in</td>
<td>gain access to a computer</td>
<td>(U4)</td>
</tr>
<tr>
<td>look into</td>
<td>examine facts and information about something</td>
<td>(U2)</td>
</tr>
<tr>
<td>make out</td>
<td>manage to see something</td>
<td>(U2)</td>
</tr>
<tr>
<td>pass down</td>
<td>teach a story, tradition, etc to a younger generation</td>
<td>(U6)</td>
</tr>
<tr>
<td>pick out</td>
<td>choose</td>
<td>(U8)</td>
</tr>
<tr>
<td>pick up</td>
<td>go and collect somebody in your car and take them somewhere</td>
<td>(U8)</td>
</tr>
<tr>
<td>put forward</td>
<td>share one of your ideas with others so they can discuss it</td>
<td>(U6)</td>
</tr>
<tr>
<td>put off</td>
<td>discourage</td>
<td>(U6)</td>
</tr>
<tr>
<td>put on</td>
<td>place one of your ideas with others so they can discuss it</td>
<td>(U12)</td>
</tr>
<tr>
<td>put up</td>
<td>assemble or build</td>
<td>(U10)</td>
</tr>
<tr>
<td>ring back</td>
<td>telephone somebody again, return a call made to you</td>
<td>(U8)</td>
</tr>
<tr>
<td>ring in</td>
<td>telephone a TV or radio show</td>
<td>(U8)</td>
</tr>
<tr>
<td>see off</td>
<td>wave goodbye to somebody leaving from an airport, station, etc</td>
<td>(U10)</td>
</tr>
<tr>
<td>set off</td>
<td>start a journey</td>
<td>(U6)</td>
</tr>
<tr>
<td>set out</td>
<td>start a journey</td>
<td>(U10)</td>
</tr>
<tr>
<td>set up</td>
<td>get something ready</td>
<td>(U4)</td>
</tr>
<tr>
<td>set up</td>
<td>prepare equipment for use</td>
<td>(U6)</td>
</tr>
<tr>
<td>stick to</td>
<td>only talk about one subject</td>
<td>(U2)</td>
</tr>
<tr>
<td>take in</td>
<td>be dishonest, trick, deceive</td>
<td>(U2)</td>
</tr>
<tr>
<td>take in</td>
<td>make clothes smaller and tighter</td>
<td>(U12)</td>
</tr>
<tr>
<td>take off</td>
<td>remove clothes from your body</td>
<td>(U12)</td>
</tr>
<tr>
<td>take on</td>
<td>employ somebody</td>
<td>(U9)</td>
</tr>
<tr>
<td>take over</td>
<td>begin to have control of or responsibility for something</td>
<td>(U6)</td>
</tr>
<tr>
<td>take up</td>
<td>shorten clothes by folding up the bottom edge and stitching it</td>
<td>(U12)</td>
</tr>
<tr>
<td>try on</td>
<td>see if a piece of clothing fits you or looks nice</td>
<td>(U12)</td>
</tr>
<tr>
<td>tune in</td>
<td>listen to a radio programme or watch a TV programme</td>
<td>(U8)</td>
</tr>
<tr>
<td>tune out</td>
<td>stop listening to something or somebody</td>
<td>(U8)</td>
</tr>
<tr>
<td>wear out</td>
<td>use something so much that it becomes useless</td>
<td>(U12)</td>
</tr>
<tr>
<td>work on</td>
<td>try hard to improve or achieve something</td>
<td>(U3)</td>
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</tbody>
</table>
Unit 1
Speaking
C Student B: Use the information below to answer Student A's questions.

<table>
<thead>
<tr>
<th>What is the problem?</th>
<th>You are going to a party next week with your best friend Ben and he really wants to look cool. Unfortunately, the outfit he has bought is too formal and not suitable for the party.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>talk to Ben (mouth without cross)</td>
</tr>
<tr>
<td>Option 2</td>
<td>don't talk to Ben (mouth with cross)</td>
</tr>
<tr>
<td>What are your options?</td>
<td>Tell him that the outfit isn’t suitable and offer to help him choose something that is more modern.</td>
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<tr>
<td></td>
<td>Say nothing about the outfit and let him go to the party in it, hoping for the best.</td>
</tr>
<tr>
<td>What is the disadvantage of each option?</td>
<td>If you tell him that the outfit isn’t suitable, he might be very upset or think that you are being unkind. He might not want to be your friend any more.</td>
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<tr>
<td></td>
<td>If people at the party make fun of his outfit, he might be angry with you for not telling him that it was not suitable. He might think it is your duty as his best friend to tell him the truth.</td>
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</tbody>
</table>

Unit 11
Speaking
C Student B: Use the information below to answer Student A’s questions.

<table>
<thead>
<tr>
<th>What is the problem?</th>
<th>Your brother Nicholas is not doing well at school and he has recently become involved with a group of teenagers that go out at night and do graffiti. You think this is his way of showing his dissatisfaction with his school and the system in general.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>talk to parents</td>
</tr>
<tr>
<td>Option 2</td>
<td>talk to Nicholas</td>
</tr>
<tr>
<td>What are your options?</td>
<td>You can go straight to your parents and tell them everything you know about Nicholas’ behaviour. They will be able to take action to stop him spending time with the group of teenagers.</td>
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<tr>
<td></td>
<td>You can talk to Nicholas directly and listen to how he feels about school and what is happening in his life in general. You can suggest that he joins a Youth Centre. He could take creative art classes and even participate in graffiti competitions. You could also offer to help him with his schoolwork so that his grades improve.</td>
</tr>
<tr>
<td>What is the disadvantage of each option?</td>
<td>Your brother would get into trouble with your parents and he might not forgive you for speaking to them instead of talking to him directly. Your relationship with him would suffer.</td>
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<tr>
<td></td>
<td>Nicholas may not listen to you and accuse you of interfering in his life. He could decide to continue hanging out with the teenagers and he may eventually start committing more serious crimes and get into trouble with the police.</td>
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</tbody>
</table>
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